PSYCHOLOGYCAL ASPECTS OF DISTANCE LEARNING

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Introduction

- Psychology affects every task we engage in;
- Language learning is affected as well;
- Language retention-not accidental;
- Mental activities;

1. Metacognition

- What is metacognition?
- How is it defined?
- What is its role in education?
- What is its role in distance learning?

1. Metacognition

- Cognition of cognition;
- Different from cognition, developed in neocortex of the brain;
- Ability to control and regulate your own learning;
- Metacognitive strategies: planning, monitoring and thinking about learning, self-assessment, self-regulation;

1. Metacognition

- Metacognition and Distance Learning very much related;
- Distance Learners self-aware and manage their learning;
- Asynchronous form of DE dependent on metacognition;
- Metacognitive calibration.

2. Transactional distance

- What is transactional distance?
- How is it related to Distance Learning?

2. Transactional distance

- Separation of students and professors in Distance Education;
- Students/professors operate in environment of separation;
- Communicational and psychological gap;
- Three components: dialogue, structure and autonomy.

3. Learning Analytics (LA)

- What is Learning Analytics?
- Why is it important in Distance Learning?

3. Learning Analytics (LA)

- Measuring, collecting, analyzing and reporting data related to learners;
- When distance learners engage in DE, there are data trails (clues) to be analyzed;
- Global vs local tools.

3. Learning Analytics (LA)

- LA at disposal of 21st century teachers;
- Metacognitive tool in an online environment;
- LA reduces transactional distance;
- LA reports used to plan, monitor and evaluate learning.

Conclusion

- Student-student, student-professor and student content relationships important in DE;
- LA metacognitive instrument in DE;
- LA leads to improvement of above-stated relationships, thus decreasing transitional distance;
- All three aspects important for better DE.

THANK YOU FOR YOUR ATTETNION DO YOU HAVE QUESTIONS?