DESIGNING AND DEVELOPING AN ONLINE SELF-REGULATED LEARNING COURSE

Mariah Krauel-Nix, Norman W. Evans, Grant Eckstein, & Benjamin L. McMurry
Brigham Young University

The concept of self-regulated learning has been a prominent topic in education and has been researched and applied to various educational fields. In the field of TESOL, self-regulation has been categorized into dimensions and linked with possible application tools to help ESL/EFL students better apply and develop related skills (Andrade and Evans 2013, 2015). Although these applications have seen some success, the administration of one intensive English program felt that its center's self-regulated learning program was ineffective for teachers and students. Therefore, curriculum designers evaluated the center's program, compiled data, and formed design specifications for an improved program. Their specifications were used to develop an interactive, online course for students to complete outside of the classroom. The resulting course could then be augmented within the classroom to encourage students to apply self-regulation in their various content areas. This article describes our process in developing an online, module-based supplementary instructional product for an intensive language program and can benefit developers with an interest or imperative to create a similar product.

Mariah Krauel-Nix is a graduate of the TESOL Master's program at Brigham Young University. Her interests include the development and implementation of self-regulated learning within intensive English programs and materials development.

Norman W. Evans is a professor and Department Chair of Linguistics at Brigham Young University. His research focuses on writing in a second language, curriculum development, and ESL program administration and assessment.

Grant Eckstein is an assistant professor of Linguistics at Brigham Young University. His research interests include second language writing development and pedagogy and curriculum design. He is currently co-editor of the Journal of Response to Writing.

Benjamin L. McMurry is the Curriculum Coordinator at Brigham Young University's English Language Center. His research interests include instructional design theory, evaluation, and materials development.

INTRODUCTION

Self-regulated learning is "the ability of learners to control the factors or conditions affecting their learning" (Dembo, Junge, & Lynch, 2006, p. 188). Such learners take the initiative to build on what is learned in class and to strengthen their weaknesses outside of the classroom. They apply self-regulated principles such as time management to their study habits and everyday lives in order to progress toward their overall goals and ultimate success. Although students may desire to become self-regulated, some lack the knowledge and skills to do so. A teacher can encourage and attempt to motivate students to become more self-regulated; however, "the possibility of learners improving is even greater if they themselves apply sound principles of self-regulated learning" (Andrade & Evans. 2013, p. 10). Therefore, it is important for teachers to help "language learners develop skills and strategies that will allow them to continue learning and improving long after they leave [the] classroom" (Andrade & Evans. 2013, p. viii).

Even though there is a great deal of research regarding self-regulated learning, its practice is limited, especially in second language (L2) contexts (Kuo, 2010; Andrade & Evans, 2013). Therefore, this article discusses the design of a self-regulated learning course for an intensive English-language program and the design principles followed for the benefit of others endeavoring to integrate self-regulation into their curriculum and/or to transition from an offline, paper-based program to an online one.

PROBLEM

Context

The mission of Brigham Young University's English Language Center (ELC) is to "build global leaders in English language teaching, learning, and research." Connected with the university's TESOL Minor and Master's programs, the intensive English program is a lab school providing an environment for TESOL teachers (who are current university students) to develop their teaching skills and implement their research. Consequently, teachers are relatively novice at first and graduate soon after refining their teaching skills. Therefore, ELC administration supplies core curricula including an imperative to help students incorporate self-regulated principles in their studies. Teachers have access to numerous resources to foster learning, including a computer lab, portable Chromebook carts, and an online learning platform, Canvas.

In 2016 the ELC had 64 English-language classes divided into eight levels, with students ranging from novice to advanced-high English proficiency. Each class contained F1 visa students who were taught by four different language skill-area teachers (reading, writing, listening and speaking, and grammar). Teachers were both native and non-native speakers of English, while students were predominantly Spanish speakers. A majority of the students were in the intensive English program to prepare to take the TOEFL and attend university.

Previous Design

From 2013 through 2016 the ELC incorporated a paper-based self-regulated learning (SRL) program into their curricula using the Six Principles of Self-Regulated Learning: Developing Self-Regulated Language Learners workbook (Gonzalez, 2013). The program consisted of instructors teaching lessons based on SRL principles from the workbook on assigned days each semester. These principles included developing learning motives, understanding methods of learning, controlling time factors, arranging physical environments, managing social environments, and improving performance. Using clear and concise explanations and hypothetical students as examples of applying/not applying these principles, the workbook focused on helping students identify the why, how, when, where, and what of their English studies and encouraged them to become more self-regulated learners. The workbook was included in students' lists of required materials and administration encouraged teachers to use it when presenting and practicing the strategies within their assigned lessons. The program also provided supplemental teaching materials. The purpose of these lessons was to present the idea of self-regulated learning to students and encourage them to apply the principles in their studies.

Although incorporating self-regulated learning concepts in all language skill-areas initially seemed beneficial, over time, administrators felt like the lessons were losing their appeal and wondered if the lessons were even being taught. Administrators also questioned whether students were actually understanding and applying the SRL strategies. All in all, they perceived that the self-regulated learning program was becoming ineffective, possibly due to the workbook being used in a broader context than it was designed for. Since ELC administration sought to develop self-regulated students, it was evident that their SRL program needed new and more powerful student experiences.

Analysis

Before recommendations or improvements could be made to the SRL program, curriculum designers needed to analyze its problems. Therefore, in winter semester of 2016, they conducted an evaluation to assess the situation and to provide scaffolding for the modified design. In order to get feedback from multiple stakeholders, the evaluation team included two ELC teachers and two ELC administrators.

Evaluators observed lessons, sent out surveys, and conducted interviews to decipher the overall attitude toward the program and to collect information to help improve it. A research team of teachers and administrators then synthesized the data and used it to form suggestions of possible additions and modifications to the self-regulated learning program.

From the information they collected, evaluators identified many weaknesses of the previous SRL program and workbook. It was evident that many of the teachers and students understood the importance of being self-regulated learners; however, the program was generally not implemented successfully in certain areas, such as presentation and follow up. It was also clear that the lessons were either not being taught or were being taught sporadically, which affected the scaffolding of the concepts being presented.

Design Decisions

Following the evaluation, it was evident that a new implementation of the course should incorporate more teacher training on the concept and instruction of self-regulation in the classroom. Further improvements necessitated better integration of the strategies throughout the ELC and delivery via online modules for students to complete on the SRL dimensions, with teachers focusing on a single dimension each week of the semester. The creation of online modules would allow students to complete the SRL lessons at their own pace and give teachers more autonomy in the application of the strategies being presented.

A possible design for the modifications included creating four online SRL courses, which would contain a separate

course for each proficiency level and semester in the program (both intermediate and advanced, new and returning students) and more autonomy in how teachers would incorporate the SRL dimensions throughout the semester. Each course would present the dimensions of self-regulated learning but also involve each student and motivate him/her to continually apply what was taught to his/her own learning.

Due to resource limitations and the extent of the suggested modifications, researchers decided to have an initial online course developed to use as a template for the additional courses and determine if all of the needs conveyed should be incorporated. Since the material in the SRL workbook (Gonzalez, 2013) was deemed too advanced for lower-level learners, designers targeted the material toward high-intermediate to advanced students.

ACTION

Part of the new program design, before creating its specifications, was to first form a design team and then to understand the limitations and pedagogical principles related to the online platform and design. A discussion of these topics will be presented and followed by the course's final design specifications and format.

Design Team

Following the analysis, ELC administration selected a design head from the research team to design and develop the specified online course. Additional design team members, comprised of both ELC and university administration, acted as a sounding board and gave final approval for the developed materials. The completed course was then presented to primary stakeholders at the ELC, including students and teachers.

Members of the design team supplied their experience, knowledge, and past research of self-regulation, curriculum and materials development, and the target intensive English program. The head designer brought current knowledge of and experience in curriculum design and materials development and integrated it into the online course. She also had first-hand experience with the previous SRL program, Canvas, and teaching at the ELC. Students and teachers later furnished their opinions of the completed online course.

Constraint Analysis

Although the online course was centered around Gonzalez's workbook (2013) and the lessons in the previous program, two factors needed to be considered in the modifications of the overall design:

First, student motivation needed to be fostered within the course to encourage completion. Since the course would be completed outside of class, there needed to be an incentive. However, applying extrinsic motivation in the form of a grade or a reward for completing the lessons would defeat the concept of self-regulated learning. Motivation needed to be intrinsic to allow for more learner responsibility. Possible de-motivators, such as monotony and impracticality of the lessons, also needed to be addressed in the design and implementation.

Second, there were some formatting constraints. Administrators didn't want course completion to exceed two hours and they required that Canvas be used as the online learning management system (LMS). Also, since the course was to be completed without an instructor, it needed to be self-contained and appropriate for the target level. Written feedback from teachers about the activities and assignments completed within the course was an option, but that feedback would need to be minimal to be considerate of teachers' other responsibilities. These constraints and the motivation concerns were incorporated into the design of the online course.

Pedagogy

Designers made and incorporated decisions regarding the pedagogy of presenting and encouraging self-regulated learning into the design methodology of the online course. Important aspects that were considered include student motivation, objectives and outline of the course, teaching S.M.A.R.T. goals, and ensuring that the content is level-appropriate.

Motivation

As stated previously, designers were concerned about keeping students motivated while using the SRL modules. It would be incongruous for the course design to rely on external rewards because self-regulated learners should be self-motivated and choose to do something because they recognize the satisfaction of achieving goals and overcoming challenges (Deci & Ryan, 1987). Motivation is one of the six SRL dimensions applied to the ESL/EFL context, but it is also the foundation. "Successful use of this [dimension] is essential to language-learning plans" (Gonzalez. 2013, p. 12). Therefore, the design required features that would motivate intrinsically and encourage self-monitoring.

Within the rationale for the workbook, Gonzalez (2013) stated that "having the right strategies increases motivation because successfully using strategies builds confidence in the students' own abilities which leads to motivation to continue using them in order to achieve goals" (p. 18). Since Andrade and Evans (2015) categorized each SRL dimension with specific strategies, such as the strategy of goal setting under the dimension of motive, using their content helped to increase students' intrinsic motivation. However, other

motivational factors, such as interest and relevance, also had to be considered (Dornyei, 1994).

As essential as motivation is to succeeding as a self-regulated learner, recognizing and combating de-motivators is also vital. This concept of de-motivators was included in the content of the online course and was also considered when designing the program. Designers referred to Sakai and Kikuchi's (2008) compiled list of possible de-motivators in the classroom during this process. The de-motivators regarding teacher and student attitude toward the material, monotony and boredom, and impracticality stood out on the list. Data gathered from the program's evaluation conveyed that these de-motivators were frequently mentioned in comments from both teachers and students. Consequently, suggestions and solutions were provided in the design, such as making the course more personalized and interactive.

The attitudes of teachers and peers regarding the program affect students' intrinsic motivation. Therefore, designers sought to keep teacher attitudes high by removing the responsibility of presenting the dimensions and by giving teachers more autonomy in how they incorporated the dimensions in their classes. The head designer also suggested that administration provide more instruction and encouragement to include SRL in the classroom in order to increase teacher acceptance.

Designers hoped that students' attitudes would improve by including more visual and interesting content, as well as by giving students the ability to go through the material at their own pace. Designers also considered the attitudes of returning students and made recommendations to have less review of past material and more application when creating the separate course.

To combat the possibility of boredom and monotony, at least one video related to the dimension was included in the design of each module, and opportunities to complete tasks in order to personally apply the concepts were provided throughout the course to make it an interactive experience.

Each module was also designed to take no more than 15 minutes to complete, in order to stay within the two-hour time constraint. This ensured that students would not get overwhelmed by the course and made the course more practical.

Objectives and Outline

The main objective of the online SRL course was to encourage students to become more self-regulated learners by helping them understand and apply each dimension. To do this, the designers' aim was to provide and require a variety of meaning-focused input and output related to self-regulated learning, with the hope of helping students incorporate the concept into their own studies. The course was organized into nine modules: an introduction, seven modules for Andrade and Evans' SRL dimensions (2015) (one for each dimension except for that on motive, which had two), and a conclusion. Within each module, related principles and strategies were presented and practiced through various readings, activities, and applications. Course material was designed to be self-contained and cohesive as well as interactive and visual. Content within each module was organized using a modified Review, Overview, Present, Practice, Perform, Evaluate, Summarize (ROPPPES) model, which will later be discussed in detail. Designers chose this model since lesson presentation at the ELC followed it, so instructors and students were accustomed to it.

Specific, Measurable, Attainable, Realistic, and Timely (S.M.A.R.T.) goals

"Goals should be specific, hard but achievable, accepted by students and accompanied by feedback about progress" (Dornyei, 1994, p. 276). Setting and achieving such goals increases motivation and can eliminate discouragement (Gonzalez, 2013, p. 17). Therefore, designers designed the course to include goal setting, but they also included instruction on how to set better goals. Doran's S.M.A.R.T. goals (1981) program is an effective goal-setting technique that requires goals to be specific, measurable, attainable,

STUDENT PROFICIENCY LEVELS	CONTENT GUIDELINES
Novice to Intermediate	• Written in simple language - Umambiguous/straightforward text and instruction • General activities/application • Visually rich • Routine-oriented
Intermediate to Advanced	• Written in abstract language • Personalized activities/application • More text and complex examples • Focused to engage students

TABLE 1. Level content guidelines.

GUIDING PRINCIPLES	DESIGN SPECIFICATIONS	RATIONALE
SRL curriculum should be complete	Changes made to the SRL curriculum must be based on the SRL dimensions, principles, and strategies as outlined by Andrade and Evans (2015).	Several authors and researchers have validated these concepts. Omitting any of these would influence the construct validity of the course.
	Changes to the curriculum should be based on the SRL packet and lesson plans (Gonzalez, 2013).	Basing changes on the medium of delivery will allow for more interaction and a larger variety of applications.
Learning about RRL helps students become self-regulated	The SRL curriculum should include instructions and explanations to help students understand the underlying concepts that are part of SRL.	Explicit instruction helps students identify strengths and weaknesses thereby allowing students to better apply SRL principles.
Guided application of SRL can help students form habits.	The curriculum should include ample opportunity for students to apply.	Providing guided opportunities to apply SRL principles helps students build habits of SRL. Practicing what they learned asbout and encouraging successful application may lead to long-term success.
	The curriculum should be divided into groups based on the SRL dimensions.	Grouping concepts allows for more of a variety of meaning-focused input and output.
Good pedagogical practices enhance learning.	Each module should follow the ROPPPES model.	This allows students to learn the material, put it to practice, and then self-assess.

TABLE 2. Design specifications.

realistic, and timely. By setting this type of goal, students can continue progressing and, in time, achieve their long-term end goals. To strengthen students' goal-setting abilities, each module was designed to include a self-assessment of the targeted SRL dimension and an application of it through setting a related S.M.A.R.T. goal for the semester. Students' instructors then read and evaluated these goals, allowing teachers to provide needed feedback and/or encouragement.

Level Appropriate

Although the developed course was targeted only at academic-level students with high-intermediate to advanced abilities, designers also considered lower levels when designing the course. Within the design specifications, they included level-appropriate stipulations for both novice- to intermediate-level and intermediate- to advanced-level courses (see Table 1). However, designers suggested that a separate SRL course targeted to lower-level students be created in order to improve student comprehension and application.

Designers recommended that the novice- to intermediate-level course include simple language throughout the course. The presentations of the dimensions needed to be straightforward and unambiguous, so designers also

recommended that the modules be kept visually rich and routine oriented in order to simplify the concepts.

Stipulations for the intermediate- to advanced-level course allowed for abstract language and examples since students of a higher proficiency are already familiar with abstract concepts. In doing this, the application activities were made more personal and complex. The goal was to also make the academic course more engaging so it would be easier for students to grasp the concepts being presented.

Design Specifications

Designers considered the needs, constraints, and pedagogy discussed when creating design specifications that outlined the methodology and content of the course (see Table 2). Since the project's aim was to create a model for the overall design, these specifications would be applied to future courses, in addition to the current one. However, material in each course would differ, depending on the level of the student and whether those in the target audience were new or returning students.

General design specifications for the course were based on Andrade and Evans' six dimensions of self-regulated learning (2013, 2015) and Gonzalez's handbook (2013) as the main content and guide for the course. Curriculum designers created at least one module for each SRL dimension and

introductory and concluding modules to provide continuity. The dimension of motive was divided into two modules—"Understanding Motives and Setting S.M.A.R.T. Goals" and "De-Motivators and Fear"—to allow for more student application and augment comprehension. The entire course totaled nine modules that both presented and incorporated self-regulated learning practices.

Format

Designers also considered the format of the course when creating the design specifications and providing solutions for the formatting constraints set by administrators, which were discussed previously. Considerations of the learning management system, feedback, and time limits are described below.

Learning Management System (LMS)

One of the formatting constraints from administrators was the requirement to use Canvas as the LMS for the course. This meant that designers could use only the forms of presentation and practice available with that platform, such as graded surveys, pages, and quizzes. It also limited the visual aspect of the course to imbedded photos, videos, and colored text of various sizes. However, it still allowed for students to monitor their progress as well as receive teacher feedback.

Feedback

Although not essential for the course, feedback was a valuable tool in helping students monitor their understanding of and performance as self-regulated learners. An advantage of the LMS used was the ability to provide various forms of feedback.

Designers created quizzes that supplied immediate feedback, including explanations of the correct responses and possible suggestions for short-answer responses. Teachers were also able to view and evaluate the S.M.A.R.T. goals that their students set, which gave them an option to provide specific, written feedback depending on how much time the teacher wanted to spend.

Time Limit

In order to keep students motivated throughout the course, the time limit for the entire course was two hours. Although students could complete the course in sections, administrators did not want to make the course too overwhelming or take too much of the students' time. Therefore, the course was designed so that each module took no longer than 15 minutes to complete.

DEVELOPMENT

Following the design specifications discussed, the head designer spent several months developing interactive content designed to continually encourage students to apply that content to their own learning. The development focused on involving each student and motivating the students to continually apply what was presented to their own learning. The development process entailed the formation of the nine online modules for the "Academic SRL for New Students Online Course" based on the Six Principles of Self-Regulated Learning: Developing Self-Regulated Language Learners handbook (Gonzalez, 2013). Within each module, explanations and application were formed following a modified ROPPPES model.

The head designer developed the course to present and practice Andrade and Evans's (2013, 2015) six dimensions of self-regulated learning. The course targeted advanced-level and intermediate-level students participating in the ELC's self-regulated learning program for the first time. Course content was largely drawn from Gonzalez's workbook (Gonzalez, 2013), making the previous, paper-based program into an online-module experience. The aims of the new online course were to create an experience that was more interactive, was better presented, and allowed students to go at their own pace.

Modified ROPPPES Model

To provide continuity and structure throughout the online course, designers created each module with a similar design. Since users were already familiar
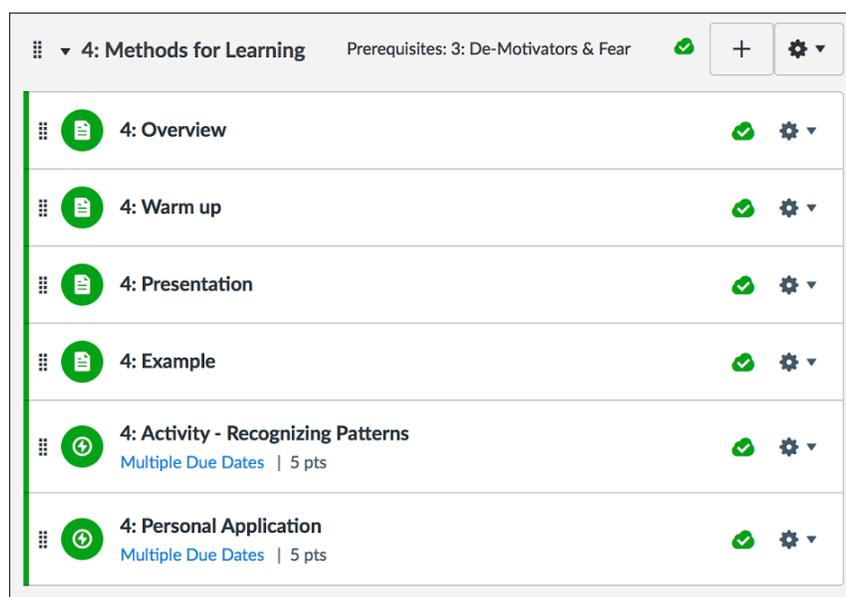
FIGURE 1. Module layout.

with the ROPPPES model, designers decided to follow it to organize the online course. The original ROPPPES model suggests presenting and practicing material in the following order: review, overview, present, practice, perform, evaluate, summarize. However, to help each module meet the 15-minute time limit and remain self-contained, designers needed to adjust this model slightly (see Figure 1).

FIGURE 2. Overview graphic.

FIGURE 3. Example warm-up activity.

Review/Overview

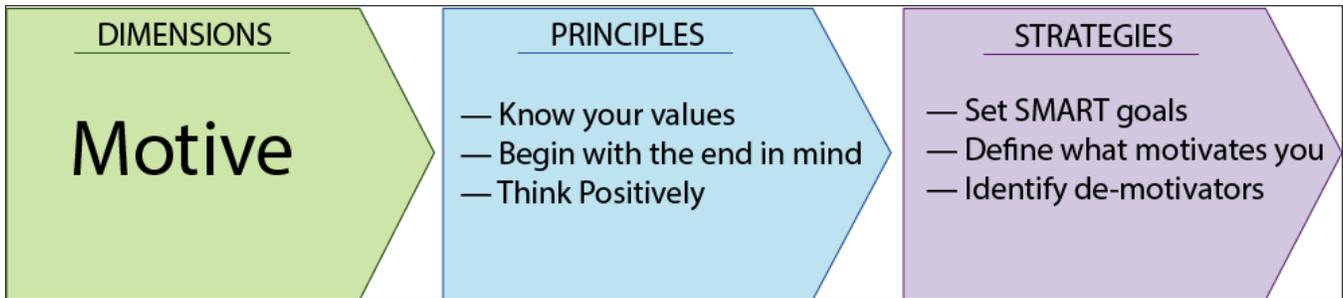The review and overview features of the ROPPPES model were combined into one part of each module and entitled "Overview," since students would be reviewing the material throughout the online course. Designers created the overview using a Canvas page format and included a brief introduction to the target dimension and a graphic illustrating the breakdown between the dimension's principles and strategies (see Figure 2). The listed strategies were then focused on throughout the other tasks within the module.

A warm-up feature was also added to each module to build schema and help students visualize the concept. This feature usually included a short video, images, or a quotation relating to the dimension being discussed. The application of these components to the SRL concept were presented with before, during, and after reflection questions and observation tasks (see Figure 3). For the warm ups, designers used public domain images and found videos on YouTube. The videos were linked to the site in order to follow copyright protocol.

Present

Formatted as a page on Canvas, a section of each module focused on the presentation of the intended dimension. Dimension explanations from Gonzalez's (2013) handbook were used, with slight alterations made to better clarify the concept. Examples of hypothetical students applying or not applying the dimensions and their specified strategies were then included in a separate task for each module, usually in the form of a graded survey. For example, the module on S.M.A.R.T. goals gives an example goal that meets the specific requirements for each letter of the acronym.

Practice

Following presentation, students were given the opportunity to practice applying it in an activity. The activities were developed as quizzes on Canvas, allowing immediate feedback to be given when the student submitted the quiz. Quizzes included such items as completing tasks, recommending solutions for hypothetical students, and reflecting on the presented strategies (see Figure 4 for an example). Quiz item types ranged from multiple-choice questions to short essay responses. By completing the quizzes, students could self-assess their understanding of the overall dimension and strategies presented.

Perform

The performance part of the module provided students with a rationale for applying the dimension and related the strategies to their learning. It related the concept to the context of English-language learning and prompted students to reflect on their own learning experiences. Students were then encouraged to give a written or recorded response for how they were going to implement the SRL dimension in their own studies throughout the semester. Once S.M.A.R.T. goals were introduced in the course, students were instructed to set a S.M.A.R.T. goal for each dimension and to work on those goals during the semester (see Figure 5).

Evaluate

Although not a separate task, evaluation was included throughout each module in three ways. First, students were frequently encouraged to self-assess their own learning and application of the dimensions. Next, immediate feedback was given on quizzes, including possible answers for short-response questions once the quiz was completed. Finally, additional feedback was incorporated into the course by assigning the instructors to look over specific S.M.A.R.T. goals their students set and to supply feedback when necessary. In order to manage the amount of time teachers spent, designers assigned each instructor certain modules to look over.
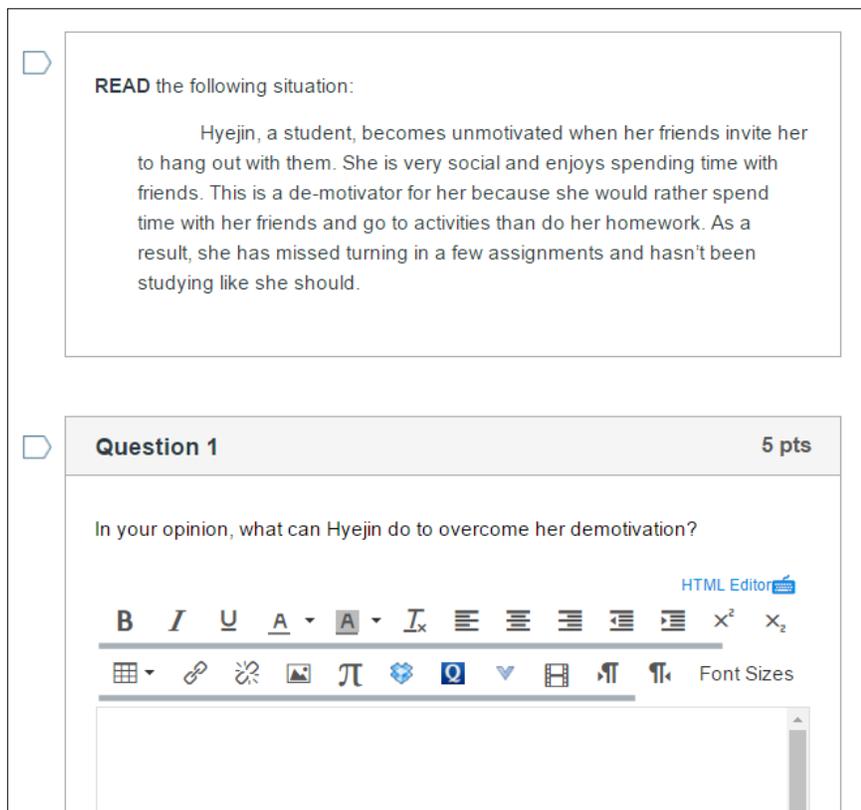

FIGURE 4. Example practice activity.

5: Personal Application
Quiz Instructions

Respond to the question to complete the quiz.

Question 1   5 pts

If you study at a time that is most productive for you, you will get a lot accomplished and have time for other things as well. Think about when you feel you get the most done. Is it in the mornings? After lunch? Late at night?

Think about it, and then **set a S.M.A.R.T. goal** for how you are going to use your time more wisely this semester.

FIGURE 5. Example of perform activity.

Summarize

A general summary was included within the introductory and concluding modules of the course. The introduction included a generic overview of the six SRL dimensions and the purpose of the course. Each module then referred to this introduction by displaying a graphic that divided the dimension into related principles and strategies. The conclusion briefly overviewed what was learned throughout the course and gave a rationale for applying it.

Academic SRL for New Students Online Course

As mentioned previously, the aim of the project was to design an online SRL course to encourage students to apply the presented concepts and become self-regulated learners. The nine modules of the course presented and helped students implement the six SRL dimensions (Andrade & Evans, 2015) to their English-language learning.

Module 1: Introduction to Self-Regulation

The first module briefly explained and defined self-regulation and what it means to be a self-regulated learner. It focused on how students can improve their learning experience and gave a general overview of how the SRL dimensions can be divided into related principles and strategies. The six dimensions were introduced, and an example with students who are and are not self-regulated was given. Before giving more explanation of each specific dimension, students were prompted to assess themselves by reflecting on the question "Are you a self-regulated learner?"

Module 2: Understanding Motives and Setting S.M.A.R.T. Goals

Designers divided the SRL dimension of motive into two modules. The first part focused on having students recognize their own motive for learning English and had them make

related goals. The concept of S.M.A.R.T. goals was discussed, and the meaning of each letter in the acronym was given. Examples of goals that meet the S.M.A.R.T. requirements were provided, and follow-up questions were given to help students understand how to make their goals more S.M.A.R.T. Students were also given practice tasks to ensure that they could recognize goals as too general and modify them to be more specific, measurable, attainable, relevant, and/or timely. The module concluded by encouraging students to set a S.M.A.R.T. goal within each skill area for the semester.

Module 3: De-Motivators and Fear

The second module related to the SRL dimension of motive centered on students' de-motivators and fears related to speaking and learning English. First, students were prompted to reflect on when they are afraid to speak English and possible reasons for why they are afraid. The module then presented the idea of de-motivators and possible strategies to overcome them. By giving hypothetical students' experiences of facing de-motivation, the module supplied students with the opportunity to assess the situations and provide possible solutions. Students were then instructed to choose one de-motivator to focus on overcoming during the semester and to set a S.M.A.R.T. goal to help them do so.

Module 4: Methods for Learning

Focusing on the "how" of students' learning, the module on learning methods prompted students to complete an online survey to assess their learning style. After the survey was completed, they were encouraged to read more about their learning style and the possible strategies that they could apply to their learning. This module then presented general learning strategies, focusing on taking notes. Two hypothetical students' note-taking styles were presented to emphasize the importance of finding out what works best for the individual learner. To apply what was presented, students were prompted to reflect on various classroom strategies and activities and discover which ones were the most difficult for them. They were then encouraged to choose the most difficult one and discuss why it's the most difficult and how they will improve. Finally, they set a S.M.A.R.T. goal to make their study time more effective and to get the most out of their learning.

Module 5: Time

At the beginning of the module on time, students self-assessed their ability to manage their time and then reflected on how they spent their time. The module included a link to an optional time management quiz, and all saw examples of hypothetical students managing their time differently— one student working in the morning and the other in the evening. The strategy of prioritizing tasks was then presented and explained (Covey, 1989). To practice prioritizing, students were prompted to list some tasks that they needed to

complete and then order them from most to least important. Students then set a S.M.A.R.T. goal for how they will use their time more wisely throughout the semester.

Module 6: Physical Environment.

Focusing on the "where" of learning, the module on physical environment presented images of various places to study and encouraged students to find their own optimal learning environment. It went on to discuss factors that may create or detract from this environment. Examples of potential studying conditions were given as well as how hypothetical students created them. Since resources are a factor in creating a good study environment, the module included a list of possible resources, and students were encouraged to reflect on the resources that they use. Students then had the opportunity to make a S.M.A.R.T. goal for studying in their optimal learning condition and using their resources.

Module 7: Social Environment

The social environment module began by presenting the concepts of studying alone and studying in a group. Students reflected on and shared which they preferred and why. They also encountered hypothetical students' dilemmas regarding the "who" of their learning, and students were prompted to give examples of who they can turn to for help. Once their responses were submitted, students saw possible answers that allowed them to self-assess. This module then encouraged students to choose people who could help them the most in their language learning, especially with the aspects they struggle with. They were prompted to list the names of the people who they thought could help and to set a related S.M.A.R.T. goal.

Module 8: Performance

This performance module began by asking students to reflect on how they know they are improving and reaching their goals. It then presented the idea of students measuring their own progress followed by sample strategies, including the recommendation of keeping a reflection journal. Hypothetical students showed how they monitored their progress and self-assessed their learning. Students had time to reflect on their progress thus far in their language learning and the goals they have met that have helped them get to where they are. They were then prompted to set a S.M.A.R.T. goal that would help them measure their progress throughout the semester.

Module 9: Conclusion

The six SRL dimensions were presented again in the concluding course module. Students were encouraged to apply what they'd learned and to continue working on the S.M.A.R.T. goals they set during their work in the previous modules. Since the initial online course was created as a

template for the suggested additional courses evaluators added a survey which pilot students used to provide feedback on the overall course.

RESOLUTION

Once completed, developers presented the online course to ELC administration who then decided that the developed course was high enough in quality to implement during the following semester—fall semester of 2016.

ELC administration replaced the in-class, workbook lessons with the online course for intermediate- to advanced-level classes. Within the first three weeks of the semester, they instructed students and teachers to complete the "Academic SRL for New Students Online Course" outside of class. Teachers were asked to encourage their students, both new and returning, to complete the course by a certain date but to not assign grades for completing it. Once the course was completed, teachers were asked to apply the SRL dimensions to the language skill-area taught and give a brief amount of time each week, at least 5 minutes, to discuss one of the dimensions together as a class. Since one dimension was focused on each week, with a total of six SRL dimensions, students would continue to think about the course and the dimensions throughout the semester.

User Experience

As students and teachers concluded the course, they were given a link to a survey (available upon request) to provide feedback on the course and about whether they thought the course was improved. This feedback then influenced future applications of the online course. The following sections will describe the experiences and feedback given by the primary stakeholders for the course: students and teachers.

Student experience

When students complete the "Academic SRL for New Students Online Course" they are presented with nine different modules on Canvas. Although each module is listed, students are not able to view material within subsequent modules until the preceding module is completed. Modules and activities within each module can be completed concurrently or over time, as long as they are done within the specified deadline.

Within each module, students read, watch videos, and complete activities. Activities are formatted like quizzes with multiple-choice or short answer responses. Depending on the module, students will receive immediate or teacher feedback following quiz submission. Completed sections could then be viewed as needed. Ideally, after finishing the course, teachers would briefly discuss and apply SRL dimensions within their various skill areas throughout the rest of the semester.

During fall semester of 2016, 144 student participants experienced this online course. However, not all of them completed all nine of the modules before the deadline, possibly due to busy schedules or confusion about the due dates. Out of the initial 144 participants, only 57 students took the concluding survey and gave valuable feedback regarding the modified product.

Survey results were positive. Survey questions had student participants rate several aspects of the course on a Likert scale of zero to five, zero being the lowest. The average of their responses illustrated that a majority of the students found the course helpful, with a Likert score of 3.7; easy to understand, 4; and desired to apply the content, 4.12. Additional student responses mentioned that the course made them reflect on their learning and that they became more excited to create and achieve goals.

Constructive criticism from the survey was mostly focused on the application portion of each dimension and the time it took to complete the entire course. First, students felt like the course required them to write too many S.M.A.R.T. goals. A few mentioned that they were already applying the dimensions and had already set some goals for the semester; however, they stated that the course was still a good reminder and review. Students also felt that the course took too much time. They mentioned that they already had a lot to do and would have benefited with more time to complete the online course. Finally, they also mentioned that they would have liked to discuss the modules more in class and to have more follow up on the goals they set.

Teacher Experience

The teacher experience for the online course is identical to the student experience; however, teachers are given the responsibility of providing feedback for assigned portions of their students' activities. All nine modules are available for teachers to view and complete, if desired. However, subsequent modules do not need to be completed in order to view preceding modules.

In fall 2016, ELC administration assigned specific portions of the online course to each skill area and teacher on a given track of students. These portions were mainly short-answer responses, such as students' S.M.A.R.T. goals. The teacher then viewed student responses and gave brief feedback on whether responses were adequate. Teachers could also provide additional suggestions for improvement.

Teacher feedback on the online course was gathered from 24 teachers. They were asked to look over the course and to complete a detailed survey, which asked about the effectiveness and layout of each module. Many academic-level teachers previewed the online material; however, only five completed the survey. The low response rate of the teachers may have been because the survey was given at the

beginning of the semester, when teachers are still setting up their classes and developing materials.

Although only five teachers responded, their evaluation and comments regarding the course were helpful and positive. On a Likert scale of zero to five, the teachers' average score for the overall course was 4.25. They also felt that the material being presented was appropriate for the target level. Specific comments included that the course was simple, not too overwhelming, included good information, and encouraged good critical thinking.

Teachers' suggestions for improvement included a few minor edits to the content and additional program features. One concern was about students' accountability and how they were going to be encouraged to complete the course. The teachers worried that if there was no incentive or accountability, then students wouldn't complete the course. One teacher also mentioned that the course lacked prioritization and sequencing of the principles and dimensions, stating that doing so might help with content retention and course completion time. Minor course edits were made, and additional feedback was noted and included in future recommendations for the course, which will be discussed in the following section.

Reflection

Overall, the implementation of the online SRL course went well and ELC administration decided to continue with the modifications and development of the additional courses. Therefore, student and teacher feedback was synthesized and used to evaluate the effectiveness of the course and make necessary modifications.

First, the online course was successful in creating a "more interactive" experience and "better presentation." Teachers and students had a positive response and liked the ideas and presentation of the material. Students felt that the material being presented was important, even if they felt like they were already applying it. The online course was definitely seen as an improvement. Although this goal was achieved, comments also included suggestions for modifications, such as requiring fewer goals and including more variety in applying the SRL dimensions.

An additional goal for the design of the online course was to "allow students to go at their own pace." Teachers felt that having the students complete the course outside of class was very helpful and gave teachers more time to focus on necessary content during class. Students completed the course on their own and at their own pace; however, they mentioned wanting more time to complete it. Some students took longer than two hours to complete the modules and said they felt rushed. Some noted that course content was seldom discussed in the classroom after completion of

the course. A few students also mentioned that they wished they had had more class discussion and follow up afterwards. Therefore, it is evident that although it was beneficial for teachers to have students complete the course on their own and at their own pace, the material was not being discussed in class as much as students would have liked.

Although viewed as a success in modifying a paper-based program into an online course, the final implementation was lacking. The assumption that an online course would improve the program was incorrect, at least regarding the effectiveness of the entire program. Implementation of the course still lacked buy-in from both target audiences—students and teachers. If buy-in had been fostered, then the program might have seen more success. However, teachers lacked understanding and knowledge of the material, since training was never emphasized. Consequently, students were completing the course, but they had no real purpose or motivation. It seemed as if those students who had already applied SRL strategies in their learning were the ones completing the course and taking it seriously. Therefore, it can be seen that replacing a paper-based course with an online, more interactive one does not fully imply that the program will become more effective.

Limitations

Additional limitations influenced the effectiveness of the course. First, since the online SRL course was completed by all academic courses, both new and returning students completed it. However, the course was targeted toward new students at the ELC. Therefore, feedback received might have been influenced by returning students' attitude toward the previous SRL program. Another limitation was that the final teacher survey was completed by only a few teachers. It would have been more beneficial to have more teacher feedback and input on the completed course. Implementation of the program could also have been emphasized a little more by ELC administration. Since the intensive English program doubles as a lab school for graduate studies, ESL students participate in multiple surveys and studies. Although the amount of studies each semester is monitored, there were multiple surveys being sent out during the implementation and evaluation of the SRL course. Though these limitations didn't hinder the overall development and implementation of the project, they could have had some extraneous influence on the results gathered and influenced both student and teacher motivation to complete the course.

FUTURE RECOMMENDATIONS

A similar design to this online SRL course can be implemented within English programs to students with intermediate-high to advanced-level proficiency. Although targeted

toward students who are hoping to attend an English university, the material presented, and strategies practiced can benefit any learner of any language. However, students' backgrounds and cultures should be considered to ensure that the material is focusing on their needs. It would be very beneficial to include an initial self-inventory of the six dimensions, such as the one presented by Nutall (2017). This would provide valuable information for the students on their individual strengths and weaknesses regarding self-regulation. They could then focus on their weaker areas when completing the course.

To improve future designs, the course should be designed and completed with all components. Students should complete the course at the beginning of the semester, possibly even before the semester starts, and then have brief class discussions about the concepts throughout the semester. Administration could provide reminders and training when necessary to increase teacher acceptance and make the program more stable and effective. Additional modifications could also be made to the online course to make it clearer and more interactive. Such features could include more follow-up on the material, a larger variety of application activities, and the possibility of earning badges when completing each module. Although becoming a self-regulated learner is an individual choice, an English program can still create an atmosphere that fosters self-regulation. The goal should be to create a culture of self-regulated learners by designing material that encourages it.

CONCLUSION

Self-regulation is a concept that not only benefits students but also provides teachers and administrators with the tools needed to help their students' progress outside of the classroom. "Give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime" (Author unknown). Just as this Chinese proverb illustrates, helping students become more self-regulated learners helps them to take more responsibility for their learning rather than relying on teachers to guide them through.

By designing such resources as this online SRL course in intensive English programs, students are presented with a framework with which they can assess their own learning and on which they can build. As the concepts are discussed and put into practice, students develop vital strategies that will positively influence their current learning as well as their future goals. However, designers should also recognize the

vital importance of teacher buy-in. No matter the changes made or how a course is laid out, it is the teachers who play a large role in the material's success or failure.

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