

METACOGNITIVE REGULATION FOR MANAGEMENT OF LEARNING EXPERIENCES

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Abstract

Management of learning experiences approach assumes that learning experiences owned by the individuals are spread among the life experiences and can also be caught via life logging tools. Later on, individual can interpret his/her life logs by using daily data, determine contexts accompanying these experiences and explain these learning experiences. At the end of this process, he/she can plan his/her learning experiences, monitor, control and evaluate them. Planning, monitoring and evaluation of individuals' own learning experiences are examined under the concept of metacognitive regulation by various authors. In this study, applicability of metacognitive regulation processes in management of learning experiences approach is considered, differences and similarities of the concepts are discussed. At the end of the study, an applicable hierarchical process design is suggested for the part of the learning experiences which is "planning, monitoring-controlling, evaluation" by using activity, episode and story concepts belonging to metacognitive regulation of life experiences.

Keywords: Management of learning experiences, life logging, metacognitive regulation.