KDC-Mainport Schiphol program
Judgements of Learning in Collaborative Learning Environments

Collaborative learning environments have been proven to benefit individual learning. The assumption is that the communication between learners, the sharing of cognitive load and the whole task presentation all benefit individual learning processes. However, for successful self-regulated learning, adequate judgments of learning (JOL) are necessary. What is the effect of a collaborative learning on JOL?

Communication
Self-explanation and verbalizations have been proven to increase learning and transfer. However, do people have access to their cognitive strategies? Communication may increase cognitive load. Discussions may focus on local task aspects and how does communication influence JOL?

Cognitive Load
In collaborative learning environments, cognitive load is shared between learners. When cognitive load is shared, complex whole tasks may be presented to novice learners. However, when the load is shared, do learners develop an illusion of competence?

Whole Task/Part task
Whole task approach has been proven to lead to better learning and transfer than part task presentation. However, if the whole task is distributed across learners, does the benefit for learning remain?

Pre-test
Homogenous teams of 3
Control group: virtual teams of 3

Training
Learning environment (coll., individual) x Task presentation (part task x whole task) x Task selection (controlled, learner control, virtual)

Post-test
Cognitive load (mental effort) Distribution of cognitive load Content and amount of discussion JOL Individual & team performance

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