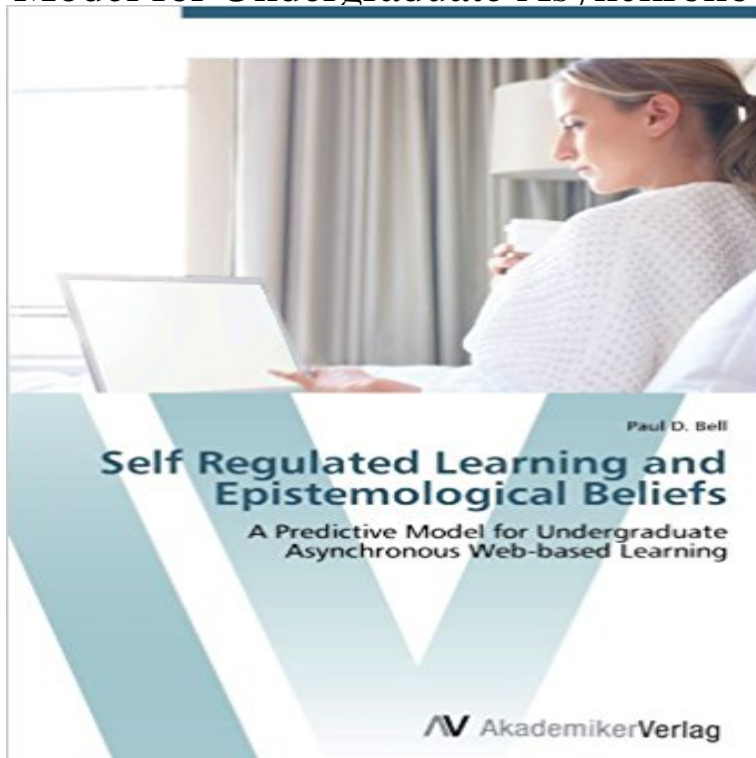


# Self Regulated Learning and Epistemological Beliefs: A Predictive Model for Undergraduate Asynchronous Web-based Learning



Revision with unchanged content. Despite claims made by the no significant difference literature that learning in asynchronous web based (AWB) media is the same as learning in face to face environments, there is evidence to the contrary. For example, AWB learning is a more learner controlled environment compared to face to face learning. Moreover, recent research has suggested that two specific characteristics; self regulated learning (SRL) and epistemological beliefs (EB) are key factors that can predict achievement in learner controlled environments, such as AWB undergraduate college courses. However, few studies to date have used predictive modeling in order to explain the effect of these two sets of factors on learner achievement in AWB environments. The present study looked at their influence as well as that of covariate factors such as reason for taking an online course, self-efficacy for using computer technology, and prior academic achievement on learning achievement in AWB undergraduate courses. The result was a predictive model headed by expectancy for learning as a predictor of learning achievement in AWB environments. This book is addressed to post secondary education professionals as well as researchers who are involved in the planning, design, and administration of AWB undergraduate courses.

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