Workshop Title:

Cognitive and emotional Selfregulation and techniques for measuring them

Workshop Facilitator(s) Include brief bios:

Lida Johanna Rincón Camacho holds a Bachelor's degree in Spanish and Foreign Languages, a Master's degree in Education, and a PhD in Education from Universidad Pedagógica Nacional of Colombia. She is currently a faculty member and associate researcher at the same university, affiliated with the Department of Languages since 2007 and with the Interinstitutional Doctoral Program in Education since 2023. She has 18 years of experience in the fields of language pedagogy, language didactics, and language research in universities in Colombia and France. She has been a member of the Research Group on Language Pedagogy and Didactics (GIPELEC) since 2020, where she has contributed to the consolidation of the research line on cognitive processes in language comprehension and production. Her main research interests focus on the relationships among metacognition, self-regulation, and academic writing. She is currently the Director of the Department of Languages and Editor-in-Chief of the scientific journal FOLIOS.

Viviana Román holds a degree in Spanish and Foreign Languages from Universidad Pedagógica Nacional of Colombia, a Master's degree in Education from Pontificia Universidad Javeriana and a PhD in Linguistics from the Pontificia Universidad Católica of Valparaíso. Her line of research addresses textual comprehension and production from a psycholinguistic perspective. She is currently studying the influence of experiential and emotional factors on text comprehension in undergraduate students. She is currently a professor at the Universidad Pedagógica Nacional of Colombia. She has 15 years of experience teaching linguistics, written text comprehension, and academic writing at different universities.

Workshop description (background, objectives = 300 words, and bibliography):

Self-Report Questionnaires

Thanks to the theoretical developments achieved between the 1980s and 1990s regarding self-regulation learning, it became possible to more clearly establish the components involved in this process. This, in turn, prompted the formulation of new questions, especially those related to how this phenomenon could be measured, as well as the various aspects associated with it, such as strategies, resource management, and motivation, among others.

In the specific case of measuring self-regulation, Winne and Perry (2000) present a categorization based on two perspectives of the construct: self-regulation as aptitude and self-regulation as event. Self-regulation as an aptitude refers to a relatively enduring attribute of a person, which serves as an excellent predictor of future behavior; whereas self-regulation as an event refers to a transient state embedded within a series of longer states that unfold over time (Winne & Perry, 2000). With regard to self-regulation as an aptitude, Pintrich, Wolters, and Baxter (2000) propose ten components that constitute it, six of which are associated with metacognitive knowledge and four with metacognitive monitoring. In measuring self-regulation as an aptitude, self-report questionnaires have become the most commonly used resource or technique. Some recognized advantages of these instruments include their relative ease of design, administration, and scoring.

Stimulated recall protocols

The role of emotions in text comprehension has recently been highlighted through the study of epistemic emotions. These affective events tend to emerge in contexts of epistemic conflict, where the reader's beliefs or knowledge clash with the information presented in the text (Muis et al., 2015). Emotional self-regulation has also recently been incorporated. This refers to the processes through which individuals moderate their emotional experiences and associated expressions (Jacobs & Gross, 2014).

In this workshop, we propose stimulated recall protocols as a relevant technique for studying the emotions and self-regulatory strategies that emerge in contexts of textual comprehension . Based on a recent empirical study, we present the basic characteristics of the protocols, the fundamental procedures for ensuring rigour, and the ways in which data should be prepared for analysis (Díaz, 2002; Gass & Mackey, 2017; Hild, 2015; Krismayani y Menggo, 2022). We also present some examples of the data obtained through this technique and reflect on its most important limitations. Finally, we present projections aimed at the development of instruments, contexts of application, and pedagogical studies, fields in which the contribution of protocols can provide far-reaching inputs for the qualification of the study of textual comprehension.

Target audience:

Researchers interested in exploring methodologies and techniques for collecting and analysing data related to emerging emotional and cognitive self-regulation processes.

Duration (half or full-day):

Full-day

Number of spots for participants:

20 participants (average)

Requirements for participants (e.g., prior knowledge, technical skills, material to bring, examples):

It is recommended that participants possess knowledge of research methodology in both quantitative and qualitative approaches, as two data analysis models will be addressed. On the one hand, categorical analysis of protocols will be conducted; on the other, quantitative analysis of self-report questionnaires will be carried out.

Workshop format (e.g., interactive activities, group discussions, oral presentation…):

The workshop will be divided into two parts. A first oral presentation about the principal theoretical foundations of the research techniques and, a second one, for interactive activities, to apply them.

References

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