WHEN TO STOP LEARNING: SEARCH AND SATISFicing DURING SELF-REGULATED LEARNING ACROSS THE LIFESPAN

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INTRODUCTION

Using an Information Foraging framework (Pirolli & Card, 1999), we examined how learners studying a domain in a multi-text environment regulate their effort among multiple sources. Specifically, the goal was to understand what cues learners use in decisions to discontinue reading about one topic to explore another in that domain. We examined whether people continue study as long as they perceive themselves to be learning and contrasted two hypotheses about cues to perceived learning:

- Mnemonic cues: Encoding fluency / processing ease (Dunlosky et al., 2006), which is a misleading cue (e.g., showing low correlations with learning outcomes).
- Extrinsic: Potential for information gain (profitability), such that learners leave a patch/webpage when the rate of available information decreases (Charnov, 1976; Fu & Pirolli, 2007; Metcalfe & Kornell, 2005).

We tested this by creating three types of reading ecologies that varied in the amount of new information (I) and conceptual overlap (CO) across texts within a patch:

- HI-LCO: introduced more new ideas using repeated concepts (maximizing profitability).
- HI-HCO: introduced more new ideas using repeated concepts (maximizing fluency).
- LI-HCO: introduced few new ideas using repeated concepts (maximizing fluency).

II. Expected functions of perceived new info in 3 conditions

I. Expected functions of perceived learning in 3 conditions

RQ1: What cues do learners use to access their perceived learning?

RQ2: How do learners discontinue learning?