

The ALOUD Study:

Adult Learning Open University Determinants Study

Influence of psychological determinants on academic achievement in formal lifelong learning in adults

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Overview

- Research questions
- Determinants
- Hypotheses
- Study 1
 - Methods
 - Measurements
 - Analyses
 - Expected results
- Future investigations

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Research questions

- What characterizes persons participating in formal lifelong learning?
- Which psychological factors are age and sex dependent?
- What are the associations between the respective psychological determinants?
- Which factors determine academic achievement?



Psychological determinants

<u>COGNITIVE</u>	<u>MOTIVATIONAL /AFFECTIVE</u>	<u>SOCIAL</u>
<ul style="list-style-type: none">• Learning strategies• Cognitive abilities• Self-regulation• Self-directed learning	<ul style="list-style-type: none">• Affect• Anxiety• Goal orientation• Implicit beliefs• Intent to persist• Self-efficacy• Self-esteem• Stress• Coping behavior	<ul style="list-style-type: none">• Social support• Social climate



Outcome variables

- Academic achievement
- Successful vs. drop-out
- Quality of life
- Life satisfaction
- Long-term achievement (promotion, salary raise)



Covariates/Background variables

- Age
- Sex
- Weight
- Height
- Level of education
- Ethnicity
- Family situation/marital status
- Health status
- Previous GPA
- Current working hours
- Computer skills
- Mood
- Personality
- Job information
- Cognitive status



Methods

- Analyses within an existing database
- Cross-sectional observational study (pilot)
 - 2000 OU students
 - Master course Psychology and Learning Sciences
- Longitudinal observational study

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Measurements

- Psychological determinants:
 - Questionnaires
 - Neuropsychological tests
- Covariates:
 - Questionnaires
- Outcome variables:
 - Questionnaires
 - Specific study performance (collected by the study examination office)

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