

Developing an international research project: Self-regulation in study abroad contexts

Kata Csizér

Eötvös University, Budapest

The aim of this presentation is to introduce how a small-scale student-initiated research project has been developed into a larger scale international project. The initial study centered on validating a questionnaire that intended to measure self-regulatory processes (i.e. students taking responsibility for their own learning) in study abroad contexts. To achieve this aim, an initial instrument based on Benson (2001) was developed to measure processes related to self-regulation: each construct included in the study was investigated from the academic as well as social point of view before, during and after study abroad. Data was collected from students who had been participating in study abroad programs in Hungary (n=48). After the initial analysis, data from Poland was also collected (n=88). The final steps of data analysis included descriptive statistics, internal reliability analysis, principle component and factor analysis. The most important results show that various self-regulatory processes concerning students' academic and social lives have different levels of reliability in the two contexts. Technology based self-regulatory processes could be measured reliable before and after study abroad for both social and academic contexts but reliability was lower for while on study abroad. Learner-based self-regulation was consistently more reliable for the academic context than the social context indicating possible problems for students' social lives in study abroad programs. Based on these results, a new conceptualization for the measurement of self-regulation in study abroad is offered and discussed.