

BLOGOSPHERE: COOPERATIVE AND STRATEGIC ASPECTS OF SELF REGULATED LEARNING IN FORMAL AND INFORMAL SETTINGS

Barbara Colombo & Roberta Sala

Psychology Department Catholic University of the Sacred Heart - Milano, Italy



Barbara Colombo
Catholic University of the Sacred Herat
Psychology Department
 Largo Gemelli 1
 20100 Milan
 Italy

E-mail: barbara.colombo@unicatt.it



Roberta Sala
Catholic University of the Sacred Herat
Psychology Department
 Largo Gemelli 1
 20100 Milan
 Italy

E-mail: roberta.sala@unicatt.it

KEYWORDS: blogosphere, cooperation, empowerment, multimedia learning, self awareness, self regulation

1. INTRODUCTION

The role of metacognition in multimedia environments to improve learning, self-awareness and motivation has been well established (e.g., Cassel, 2002; Cuevas, Fiore, Bowers & Salas, 2004; Cuevas, Fiore & Oser, 2002; Kramarski & Ritkof, 2002); Kramarski & Mevarech, 2003). Findings in the fields of multimedia, distance education and metacognition also suggested that using multimedia tools for enhancing a more aware

form of communication should promote more appropriate cognitive processes (e.g. Deaudelin & Richer, 1999; Kramarski & Zeichner, 2001). This can be due to the fact that learning itself seems to be facilitated when words are in conversational style (Mayer et al., 2004). Narratives and shared modalities of online communication can also be seen as forms of “distributed” cognition where knowledge is embedded in situated discourses (Henning,