EARLI SIG 4 & 17
Conference 2024

CULT
UAB Universitat Autònoma de Barcelona
GRiD Research Group
PAFIU Research Group

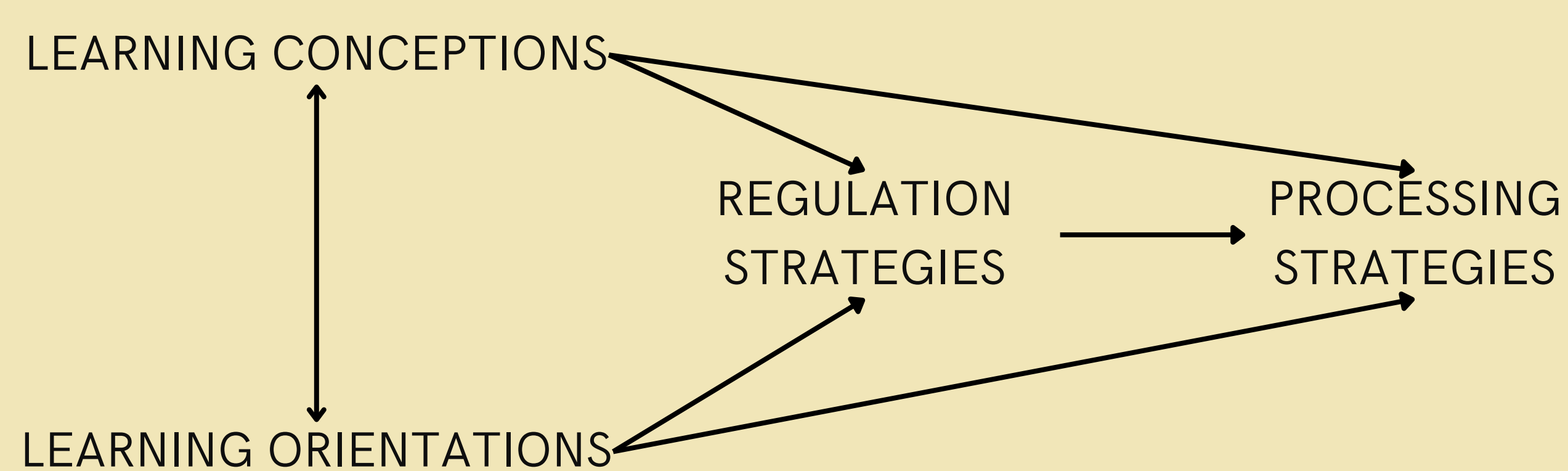# THE INTERVIEW AS A COMPLEMENTARY TOOL FOR THE IDENTIFICATION OF LEARNING PATTERNS
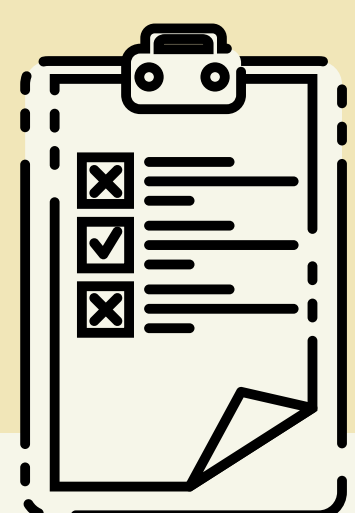
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THEORETICAL FRAMEWORK

Model of learning patterns (Vermunt, 1998; Vermunt & Donche, 2017)

LEARNING CONCEPTIONS
LEARNING ORIENTATIONS
REGULATION STRATEGIES
PROCESSING STRATEGIES

Has had wide relevance in different territories on a global scale.

However, the sole use of the Inventory of Learning patterns of Students seems to be insufficient in certain contexts, beyond Higher Education and in diverse cultural scenarios.

METHOD

Study 1:

25 students (4th and 5th year of Primary Education) and their 2 tutors. Within a research project on language skills, in an area of social vulnerability
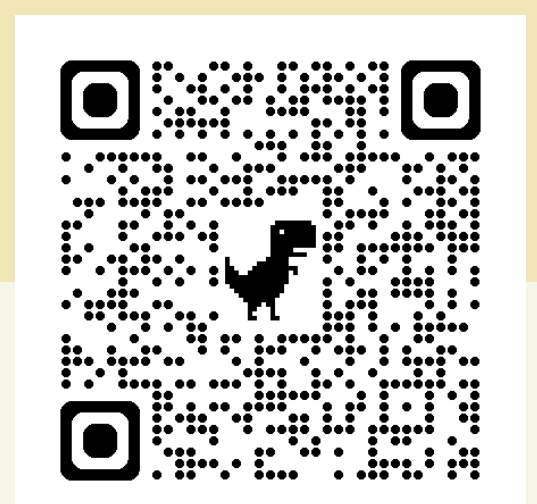
Group interviews with collage and drawing activities

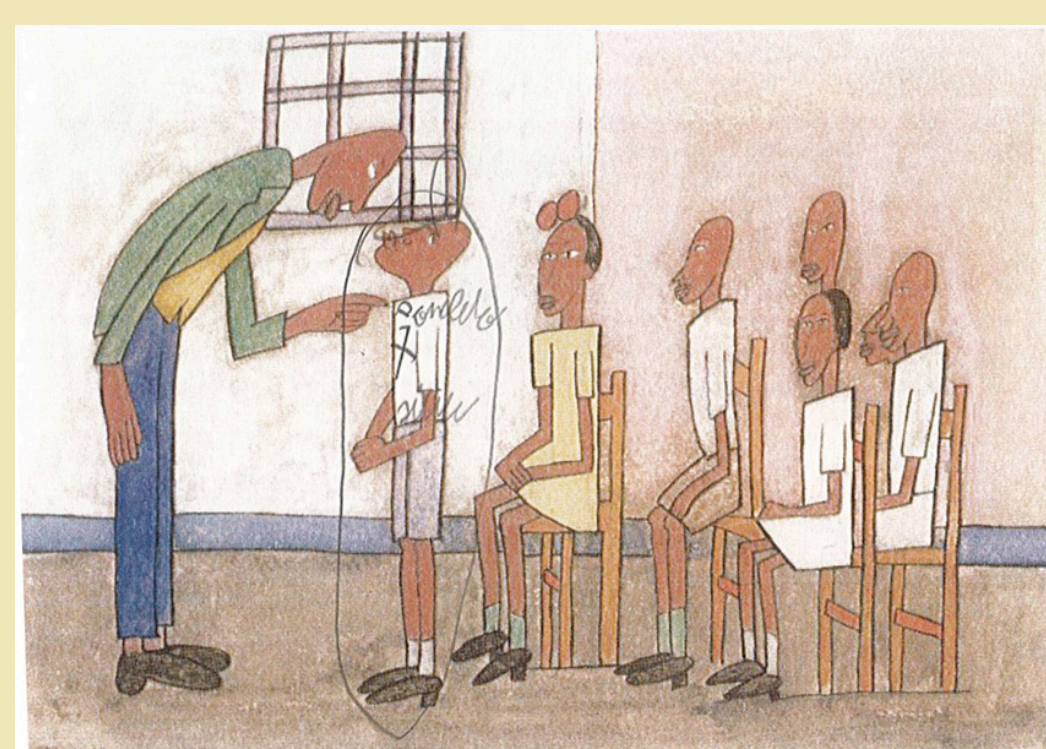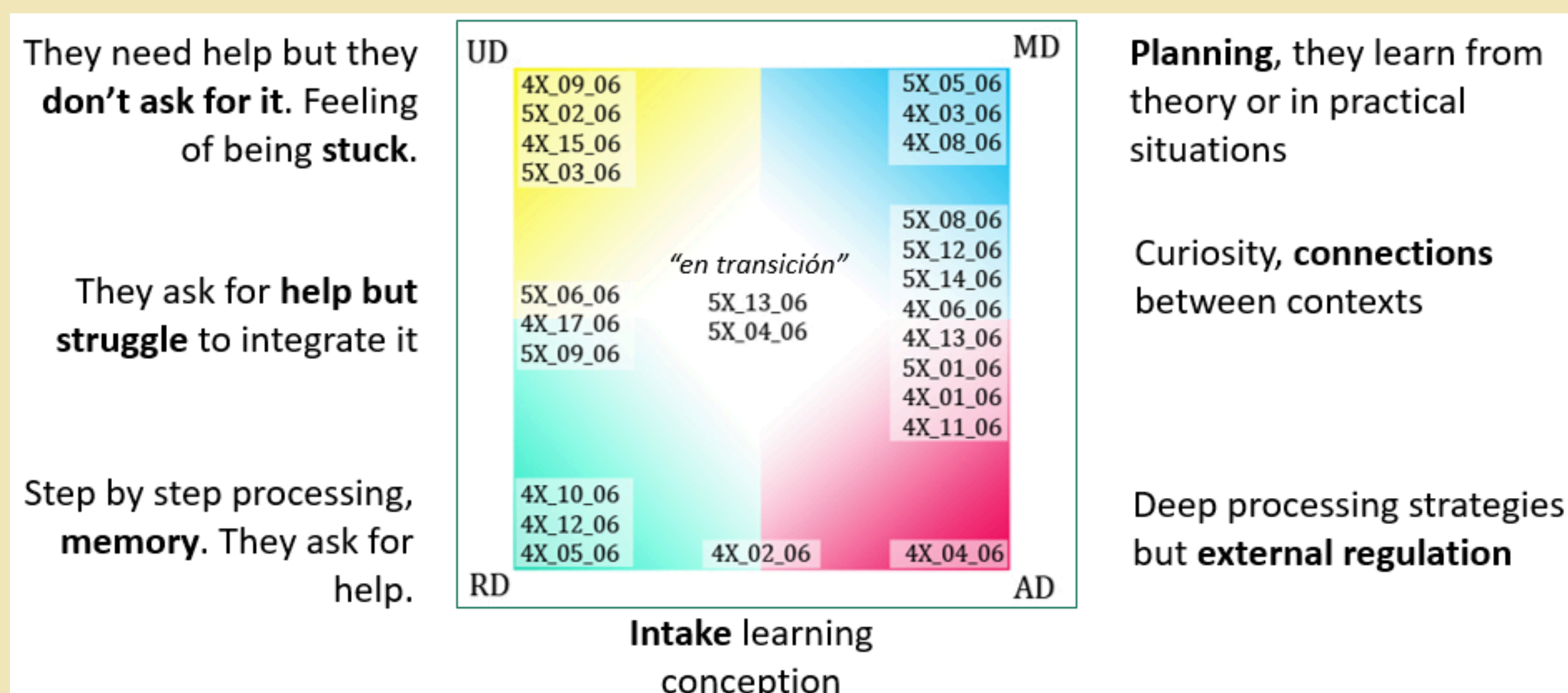Individual semi-structured interviews

Study 2:

6 final-year University students were individually interviewed in the context of their professional practice in an adult education setting, as part of a research project on intercultural bilingual education (CULT Project)

Goal: to discuss the potential and limitations of the semi-structured interview for the identification of learning patterns.

RESULTS

Study 1: pupils' learning patterns could be identified through teachers' interviews; differences between patterns are gradual

They need help but they **don't ask for it**. Feeling of being **stuck**.

They ask for **help but struggle** to integrate it

Step by step processing, **memory**. They ask for help.

UD / MD
4X_09_06
5X_02_06
4X_15_06
5X_03_06

5X_05_06
5X_03_06
4X_08_06

5X_08_06
5X_12_06
5X_14_06
4X_06_06
4X_13_06
5X_01_06
4X_11_06

"en transición"
5X_13_06
5X_04_06

5X_06_06
4X_17_06
5X_09_06

4X_10_06
4X_12_06
4X_05_06
4X_02_06
4X_04_06

RD / AD

Intake learning conception

Planning, they learn from theory or in practical situations

Curiosity, **connections** between contexts

Deep processing strategies but **external regulation**

Pupils talked about their learning patterns in a more holistic way, through the selection and reelaboration of pictures

Study 2: interview allows us to identify the dominant pattern from the students' opinions and narratives about their own learning processes.

Opinions about learning	Pattern	A sentence that identifies me
Memorisation, repeating, qualification, difficulties…	RD-UD	Learning is a last-minute thing
Relation, elaboration, curiosity, organise, use in the future…	AD	Learning for the purpose of application
Relation, curiosity, deduce, organise, need help, change, use of mistake…	RD-AD	I do not give up
Relation, curiosity, construct, organise, change, consult, search, use, future…	MD	Learning makes me curious, it arouses my interest.

DISCUSSION

These experiences suggest that group interviews are not to identify individual learning patterns; but they can shed light to how participant interpret each of the construct, and the importance that they give them. On the other hand, individual interviews with teachers can be cost-effective and precise to identify students' learning patterns, if these teachers have enough insight on students' internal processes. Lastly, individual interviews with university students helped defining learning patterns; however, they appeared more intermingled that the theoretically posited ones. In spite of the methodological complexity, results suggest that a mixed method approach can be useful for the study of learning patterns in different educational contexts: in order to combine the precision of ILS with the richness of the interview for the understanding of learning processes.