

**The Relationship between Self-Regulated Learning Level,  
Personality Traits, and Students' Learning Preferences  
in the Era of Post-COVID-19  
(Poster)**

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**Abstract**

Since the beginning of Covid-19, we have lived in a revolutionary time, where technology became a necessity in all fields, including education. As a result, almost every student across the globe had to experience an online learning environment. This reality, in which students were required to learn online, is very different from a reality in which a student could choose to do so. Nowadays, students and universities debate between the different learning models to learn and teach courses – from online asynchronous courses to face-to-face synchronous courses.

This study examines a hybrid course consisting of three common strategies provided simultaneously: synchronous face-to-face lessons, synchronous online lessons, and asynchronous online lessons. Thus, this research aims to shed light on students' learning-model preferences by identifying their learning model choice and its relationship to their self-regulated learning (SRL) level, personality traits, and course satisfaction. In particular, the research questions are: (1) What is the relationship between students' SRL level and their learning model (synchronous online, synchronous face to face, asynchronous online) choice?, (2) What is the relationship between students' big five personality traits and their learning model choice?, and (3) How did students' learning model choice affect their course satisfaction?

The participants include sixty university students, who enrolled in one of the reinforcement physics courses: Mechanics or Electricity & Magnetism, and volunteered to participate in the study. Students are informed that they have three ways in which they can participate. They are not obligated to one of the three ways, and they can change their decision throughout the course.

Several measurements are being used for evaluation, including (1) 20-item short form of the 50-item International Personality Item Pool (mini-IPIP) for personality traits (Donnellan et al., 2006), (2) the motivated strategies for learning questionnaire (MSLQ) for SRL level (Pintrich, 1991), and (3) semi-structured interviews.

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Preliminary findings show that students' learning preferences change during the course. For example, one student who was in the beginning pro-face-to-face learning and attended all classes changed her mind in the middle of the course and switched to synchronously online. By the student's words, "I don't know why I was so against learning via zoom, it's not bad at all." Furthermore, the number of participants watching asynchronously increases by course progress.

**Keywords:** Self-regulated learning, Personality Traits, Synchronous learning, Asynchronous learning, E-learning, Hybrid learning.

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