TECH EDU **International Conference on Technology and Innovation in Learning, Teaching and Education**

SPECIAL TRACK PROPOSAL

Title: Technologies to promote Self and Co-Regulation of Learning (TECH-SCRL)

Key Organizer(s):
Daniela Cristina Carneiro Pedrosa – Universidade de Aveiro, Aveiro, Portugal
José Paulo Cravino – Universidade de Trás-os-Montes e Alto Douro, Vila Real, Portugal
Leonel Caseiro Morgado – Universidade Aberta, Coimbra, Portugal
Contacts: dpedrosa@ua.pt, jcravino@utad.pt, Leonel.Morgado@uab.pt

Description and significance of the Special Track:
This Special Track on Technologies to promote Self and Co-Regulation of Learning (TECH to SCRL) aims to share and value contributions on pedagogical experiences using technologies and innovative approaches in any context or level of learning. Contributions should clarify how they can be employed to promote self-regulation and co-regulation of learning, which results were obtained and recommendations for future research. Contributions must be written with an international audience in mind. All teaching & learning situations are of interest (formal/informal, face-to-face/distance learning, K-12/VET/Higher Education/Professional Training/Continuing Education, etc.).
Likewise, this special track aims to offer a space for sharing ideas and reflections regarding pedagogical techniques and technological resources that allow for an in-depth understanding and effective development of strategies for self and co-regulation of learning in each phase of human life.
We believe that this Special Track has significant potential to enrich TECH EDU 2022 because it brings together the fields of Technology and Education (Self and Co-Regulation of Learning) to promote meaningful learning experiences.
Self-regulation of learning (SRL) is a key element for successful learning throughout the various phases of life. It is a meta-process that depends on active involvement of students in the management of their own learning, in the definition of their personal learning strategies and in the development of life skills. However, self-regulation of learning is characterized by being a complex process that requires persistence, effort, and time for students to be able to manage and regulate cognitive, motivational, behavioural, and environmental aspects. In addition, there are biological, developmental, and contextual factors that can interfere with their regulatory efforts.
Co-regulation of learning (CRL) combines personal interactions with SRL to overcome the limitations of SRL, by including essential competencies in learning, such as: planning, coordination, coaching, and communication. These allow students to activate their strategies and goals (which may or may not be common with other team members). Successful co-regulation of learning allows students to improve their awareness and regulation of their individual and team/group learning.

The combination of SRL and CRL brings about SCRL strategies, which can be improved with appropriate interventions and activities that promote active and collaborative learning, preparing for real-world challenges. However, it is necessary to consider that there are several types of student profiles, and that the processes of self-regulation of learning and co-regulation of learning may differ for each individual.

Due to changes occurring in current educational situations, namely in pedagogical innovations using technology as its foremost driver, or novel pedagogies that break out of traditional classroom dynamics, it is necessary to update and develop new pedagogical practices and approaches. Technologies can support the process of educational changes and new ways of constructing educational experiences that promote the regulation of learning strategies. They can be a means of pedagogical innovation to focus on mediation in education, access to content, and networked education.

It is urgent to understand how the various types of technologies and their characteristics can help or indeed enable the development of strategies for self and co-regulation of learning. There is a clear need to understand what happens in each of these learning contexts, and what kinds of approaches and resources are most effective.