



Motivating and Supporting Self-Regulated Learning: Pedagogical and Technological Perspectives

Guest Editor:

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Message from the Guest Editor

Dear Colleagues,

Self-Regulated Learning (SRL) is a term that can be used to describe an individual's ability to develop a skill set allowing him/her to learn in a number of different ways. According to the well-established literature in this field, SRL is an active and constructive process where learners set themselves goals that enable them to monitor, regulate and control their cognition, motivation and ensuing behaviour within the contextual features of their environment. Thus, SRL can be perceived to be, in rather more simplistic terms, as learning how to learn.

This Special Issue will address the latest developments in the field of SRL, both from a technological as well as pedagogical perspective. Contributions are expected to address how SRL can be motivated and supported with the use technologies, such as TEL environments, PLEs and Learning Analytics, which are grounded on different pedagogical approaches. Experiences and best practices from the fields of formal, informal, non-formal education, as well as workplace learning, are particularly welcome.

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Guest Editor



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