Title

Developing and Learning Self-Regulated Learning Skills in a Digitalized World

Abstract

For the current generation children and adolescents, the physical learning environment in schools is extended with a vast digital learning environment seemingly without limits. This digital learning environment includes not only content accessed through apps offered by schools (e.g., computer-based training programs, online content of educational publishers) but also content available via apps with no direct educational purpose (e.g. social media apps, search engines). Youth needs adequate self-regulated learning skills to properly navigate this digital learning environment and make use of it for their learning. During childhood and adolescence, youth continuously develops and learns these self-regulated learning skills. Hereby, potentially supported by key persons (e.g., parents, teachers) but also the apps they use for educational purposes. Zooming in on these apps, you might wonder how supportive they actually are when it comes to developing and learning self-regulated learning skills. This question is addressed in this keynote. It is explored how the design of apps used for learning might impact the development and learning of self-regulated learning skills of youth.

Liesbeth Kester is full professor Educational Sciences at Utrecht University (UU). She is chair of the UU department of Education and scientific director of the Interuniversity Centre of Educational Sciences. She obtained research grants for research on retrieval practice, self-regulated learning, personalized learning, game-based learning, learning analytics, and digital media use amongst children and adolescents. Next to supervising PhD students, she is the PhD coordinator of the department. She teaches courses in instructional design and supervises master students writing their master thesis. Her expertise includes instructional design, multimedia learning, hypermedia learning, personalized learning, cognitive aspects of learning, including for example, prior knowledge and learning, testing and retention or worked examples and learning, and designing and developing flexible learning environments (including game-based learning environments).