

Self-Regulated Learning: Where We Are Today and How to Move Forward

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What do students most need to learn in order to thrive in an uncertain future? Decades of research point to a clear answer: the ability to self-regulate their learning. Students who can set goals, monitor their progress, and adapt their strategies achieve better academic outcomes and are more likely to transfer these competencies beyond school. Accordingly, self-regulated learning (SRL) is widely recognised as a central goal of education.

Yet a key challenge remains: how can students' SRL competencies be systematically fostered in everyday classroom practice, and what professional competencies do teachers need in order to guide and support this development effectively? This keynote argues that SRL cannot be understood in isolation as an individual learner characteristic. Rather, it emerges from a dynamic interplay between students' SRL competencies and teachers' professional competencies to design and enact instruction that actively promotes SRL.

Although SRL has received increasing attention in educational research, the current evidence base remains fragmented. Divergent theoretical models, conceptualisations, and methodological approaches make it difficult to derive clear and coherent implications for classroom practice. Against this background, the keynote first synthesises the current state of the field and then explores how SRL research and practice might move forward. It highlights promising approaches for more systematically integrating SRL into everyday instruction and discusses how teacher education and professional development can better prepare teachers for this task. The keynote demonstrates how insights from SRL research can inform the design of instruction and learning environments, including technology-enhanced settings, in ways that systematically support students' SRL.

Vita

Yves Karlen is Professor of Secondary Education with a Special Focus on Research on Teaching and Learning at the University of Zurich. His research centres on self-regulated learning, mindsets, and teachers' professional and diagnostic competencies. A particular focus of his work lies in examining how students' self-regulated learning can be effectively supported through instructional design and digital technologies, and how teachers can be empowered to foster self-regulated learning in authentic educational settings. His research combines strong theoretical foundations with practice-oriented perspectives and is characterised by a broad range of methodological approaches.