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TEACHERS' ROLE IN PROMOTING SELF-REGULATED LEARNING USING DIGITAL MEDIA

I OBJECTIVE

SRL is a key competence for lifelong learning and learners should acquire it at an early stage. One relevant task of teachers is to systematically introduce strategies of SRL and to promote learners during their SRL processes in direct or indirect ways (e.g. Dignath & Veenman, 2021; Wilburne & Dause, 2017). Regarding this issue, digital media can offer potentials (e.g. Azevedo & Moos, 2004).

The systematic review aims at providing an overview of studies about teachers' role in supporting students' SRL skills with digital media at K-12 level.

II RESEARCH QUESTION

What are the teachers' practices and experiences regarding instruction and promoting SRL skills in learners at K-12 level with digital media?

III METHOD: SYSTEMATIC REVIEW

1) Records identified (n=1099)
- databases
- search strings
- records removed (n=260)

2) Records screened (n=839)
- titles, abstracts, keywords, subject headings
- criteria

3) Records assessed for eligibility (n=286)
- full texts
- criteria
- bibliographies

4) Studies included (n=17)
- 10 journal articles
- 2 conference papers
- 1 book chapter
- 4 dissertations

IV PRELIMINARY RESULTS

Change in teaching strategies

(n=5)
- less teaching, e.g. more checking learning, coaching, scaffolding, and analysing of students work
- less expository teaching
- teaching strategies which teachers were not accustomed to

Direct promotion of SRL*	Indirect promotion of SRL*
Explicit strategy instruction* (n=10) • teaching students SRL-strategies • instructions • demonstrating, modeling SRL-Practices	**(n=10)** • teachers designing learning materials and learning tasks • e-portfolios • supporting structure of the software
Implicit strategy instruction* (n=15) • feedback • scaffolding • motivation • prompting, tutoring • mentoring • monitoring	

* (based on e.g. Dignath & Veenman, 2021)

V CONCLUSIONS

There are few studies that examine the role of the teacher in promoting SRL with digital media. Most of the included studies indicate that **SRL is promoted in a direct way**. The teachers' role is usually **not analyzed and described in detail**, but the studies conclude that **the teachers' role requires a change**. There is a paucity of knowledge about the implementation and effectiveness of the use of digital media regarding the teachers role in promoting SRL at K-12 level. Studies about teachers' role in supporting students' SRL skills with digital media at K-12 level are needed.

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