Introduction
Special Issue on Self-Regulation

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We find this verbalized in many ways by those inside higher education and those outside of academia but nonetheless it remains true: "Whoever does the work does the learning" (Wong, 2013). Would you like to have your students take ownership of their learning? Wouldn't you like your students to "do the work?" For this to happen successfully, we need to create learning environments that scaffold and personalize their learning. In turn, our students are more likely to develop metacognition and begin to self-regulate their own learning. The contributions to this special issue of the *Journal of Teaching and Learning With Technology* highlight how instructors have used their learning management system (LMS) to help their students self-regulate learning. We are excited to share with you ways to get your students "working."

"Self-regulated learning (SRL) is a core conceptual framework to understand the cognitive, motivational, and emotional aspects of learning" (Panadero, 2017). Once you understand these aspects, you can integrate or scaffold them into your lessons and guide your students toward self-regulation. You are likely most familiar with the cognitive or metacognitive aspects of learning, which involve those processes frequently referred to as mental processes or cognitive functions, such as the ability to attend to things in a selective and focused way, to concentrate for an extended period of time, to retain new information and skills, to plan, to determine strategies for actions, to execute those strategies, to comprehend language, to use verbal skills for communication and self-expression, and to manipulate information to solve complex problems. But learning is not dependent on cognition alone. Students also need to be motivated to learn. Students' motivation is based on their engagement with the content, self-efficacy, and learning intentions. Finally, students will be primed to self-regulate their own learning when they are emotionally engaged. Students that are emotionally ready for learning and believe the content is worthy of learning will be ready to "work."

Many models have surfaced in the research literature to explain SRL. Zimmerman's cyclical phase model has caught the most traction (Panadero, 2017). In this model, he explains that students need forethought (setting goals and examining prior knowledge), performance (strategies to focus attention and metacognition), and reflection (evaluation of learning). When students have mastered self-regulation, they will be "working" on their learning by using strategies such as "establishing personal learning goals, taking practice quizzes, answering chapter questions, summarizing their readings and notes, and reflecting on what they just learned"(Iwamoto et al., 2017, p. 4). Are your students already mastering self-regulation? Ours are not. This special issue on self-regulation will provide insights from instructors just like you on how to use your LMS to build self-regulation into student learning.

References

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