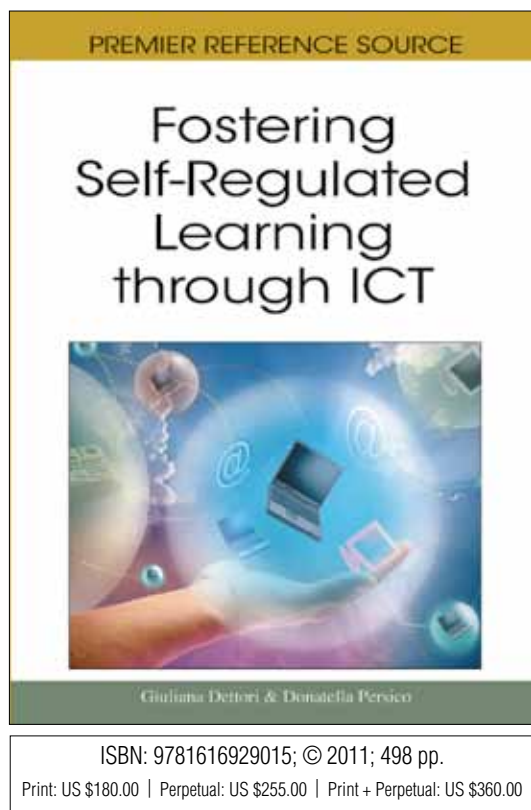


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Fostering Self-Regulated Learning through ICT



Giuliana Dettori (Institute for Educational Technology, National Research Council, Italy) and Donatella Persico (Institute for Education Technology-National Research Council, Italy)

Self-Regulated Learning (SRL) is the process through which individuals control their own learning, from the cognitive, meta-cognitive, behavioral, emotional and motivational points of view. Through Information and Communication Technologies (ICTs) it is an important interdisciplinary competence which has increasingly gained attention in the past couple of decades because it leads to improved learning and it helps people to cope with the challenges of life-long-learning in the knowledge society.

Fostering Self-Regulated Learning through ICTs presents the relationship between SRL and ICTs from several standpoints, addressing both theoretical and applicative issues, providing examples from a range of disciplinary fields and educational settings. This book includes 24 chapters by a total of 57 authors from 28 different institutions in 13 countries.

Topics Covered:

- Evaluating Web Content for Self-Directed Language Learning
- Fostering Self-Regulated Learning in e-Health
- Learner Self-Regulation in Online Activities
- Re-conceptualizing Calibration Using Trace Methodology
- Self-directed learning (SDL)
- Self-Regulated Learning in Mathematical Problem Solving
- Self-Regulated Strategies
- Self-Regulated Strategies and Cognitive Styles in Multimedia Learning
- SRL behaviors
- Technology-enhanced learning environments (TELEs)

Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners and is ideal for classroom use.

Giuliana Dettori has been working as researcher for the Italian National Research Council since 1978. She is currently with the Institute for Educational Technology. After an initial involvement in Applied Mathematics, her research interests have been in Educational Technology for most of her professional life. She has been working, in particular, on self-regulated learning, narrative learning and the mediating role of ICT in teaching and learning, in relation to school settings, distance education and teacher training. She is teaching in the PhD program of the University of Genoa "Languages, cultures and ICT", has authored numerous scientific papers, is carrying out editorial collaboration with many international journals and conferences and has been responsible for her institute in several international and national projects.

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