

Supporting Self-Regulated Learning and Student Success in Online Courses

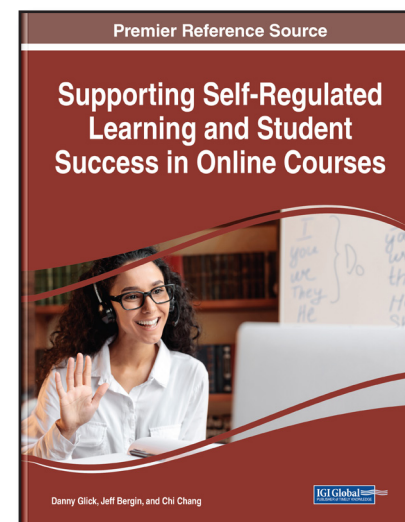
Part of the Advances in Educational Technologies and Instructional Design Book Series

Danny Glick (University of California, Irvine, USA),
Jeff Bergin (General Assembly, USA) and
Chi Chang (Michigan State University, USA)

Description:

Students who self-regulate are more likely to improve their academic performance, find value in their learning process, and continue to be effective lifelong learners. However, online students often struggle to self-regulate, which may contribute to lower academic performance. Likewise, less experienced online teachers who are in the process of implementing or have implemented a shift from in-person to distance learning may struggle to enable their students to employ effective self-regulation techniques.

Supporting Self-Regulated Learning and Student Success in Online Courses examines current theoretical frameworks, research projects, and empirical studies related to the design, implementation, and evaluation of self-regulated learning models and interventions in online courses and discusses their implications. Covering key topics such as online course design, student retention, and learning support, this reference work is ideal for administrators, policymakers, researchers, academicians, practitioners, scholars, instructors, and students.



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Topics Covered:

Artificial Intelligence
Educational Game Design
Engagement
Interventions
Learning Support
Online Course Design

Online Scaffolds
Personalized Visualizations
Self-Regulated Learning
Student Retention
Student Success

Subject: Education

Classification: Edited Reference

Readership Level: Advanced-Academic Level
(Research Recommended)

Research Suitable for: Advanced Undergraduate Students; Graduate Students; Researchers; Academicians; Professionals; Practitioners

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