

CALL FOR PAPERS: Special Issue

Learning analytics to study and support self-regulated learning

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In the next special issue of *Studia paedagogica*, we want to address a fundamental question: How can learning analytics help us to study self-regulated learning and how can we use learning analytics to support students in regulating their learning?

Self-regulated learning has been a subject of increased attention in educational research, especially in the last two decades of theoretical and conceptual development (Boekaerts, Pintrich, & Zeidner, 2000; Panadero, 2017; Zimmerman & Schunk, 2011). Similarly, the last ten years have been marked by the development of the field known as learning analytics, which is concerned with the measurement, collection, analysis, and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs (Ifenthaler & Yau, 2020; Joksimović, Kovanović & Dawson, 2019; Juhaňák & Zounek, 2019; Siemens, 2013). The intersection of these growing research areas now opens brand new research possibilities for the study of self-regulated learning and the use of learning analytics to help students develop the self-regulated learning skills and strategies needed for their academic success.

In general, two main directions of learning analytics utilization can be distinguished in the context of self-regulated learning research: calculation and recommendation (Winne, 2017). Calculation deals with the measurement and detection of various aspects of self-regulated learning based on traces of learning behavior and other actions carried out during learning activities. The results of such calculations can then be used in the form of a numerical report or visualization for students or teachers. Recommendation, on the other hand, focuses on suggestions of what should be changed about how learning and instruction are carried out and how to guide and deliver the change into the current educational reality. Despite the increasing number of studies applying learning analytics to study and support self-regulated learning (Viberg, Khalil & Baars, 2020), many unanswered questions remain.

With this special issue, we would like to open space for applying various theoretical frameworks and methodological approaches to the utilization of learning analytics for the study and support

of self-regulated learning. We invite researchers focusing on learning analytics and self-regulated learning in different contexts (higher education, K-12, workplace, etc.). The journal welcomes empirical, methodological, and overview studies from experienced as well as emerging researchers. We offer the following examples of possible topics (the list provided below is certainly not exhaustive, but it may serve to inspire prospective authors):

- study and support of self-regulated learning in different kinds of online and blended learning environments;
- new learning analytics methods, measures, and indicators for studying self-regulated learning;
- self-regulated learning and the relationship to student learning outcomes in different educational settings;
- utilizing learning analytics to support different phases of self-regulated learning (i.e. forethought, performance, and reflection);
- multimodal learning analytics and the combination of various types of data for the purpose of understanding self-regulated learning;
- self-regulated learning in computer-supported collaborative learning;
- process mining, sequential pattern mining, and other process-oriented methods to study self-regulated learning;
- self-regulated learning and adaptive learning systems;
- ethical use of learning analytics to support the self-regulated learning of students.

This special issue will be published in English in December 2023. The deadline for submitting **full texts** is **June 30, 2023**. Abstracts are to be sent to the email address studiapaedagogica@phil.muni.cz. Full texts are to be submitted via the [Open Journal System](#). Articles should be written in English and meet the requirements set out in the instructions for authors on the journal's website. Manuscripts will be submitted to a double-blind peer-review process that will enable the editors to select papers for publication. If you have any concerns about the suitability of your topic for this special issue, you can contact the editorial office at the email address above.

The editors of this special issue are Libor Juhaňák (Masaryk University, Czech Republic), Srećko Joksimović (University of South Australia), and Dirk Ifenthaler (University of Mannheim, Germany). You can find more information at <http://www.studiapaedagogica.cz>.

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