



Call for submissions

The 12th EARLI SIG 16 Metacognition and Self-regulated Learning conference

Learning, Teaching and Training: Realising Potential Throughout Life

Dear colleagues,

The University of Clermont-Auvergne, the Maison des Sciences de l'Homme et de la Société de Clermont-Ferrand (MSH), and the Activité Connaissance Transmission et Education (ACTé) research group are looking forward to inviting you to the 12th International Biennial Conference of EARLI SIG 16 in Clermont-Ferrand from 26 to 28 August 2026. The pre-conference will take place on 25 August 2026.

Following on from the previous SIG 16 **Metacognition and Self-regulated Learning** conferences, the twelfth meeting is being held in Clermont-Ferrand, hosted by the University of Clermont Auvergne, on the theme of **fostering metacognition and self-regulated learning at all ages and in different contexts**. In the global climate of multiple uncertainties and crises of different origins, the SIG 16 conference will continue to encourage research aimed at understanding the individual and social conditions that favour metacognition and self-regulated learning. Developing these processes is both an objective in itself and a means to train individuals to become informed and better armed to face current societal risks: exclusion, attacks on democracy, environmental issues, and misinformation.

Researchers are invited to submit their proposals on the usual themes discussed in the SIG 16, covering different stages from pre-school, through school and into higher education, looking at teaching and learning in different contexts and disciplines. Research work can be empirical or theoretical, falling within one of the following themes:



Theme 1: There are many descriptions of teaching programmes and their effects on learners of all ages, from pre-schoolers to adults, involving research into metacognition and self-regulated learning in different contexts (different disciplines, teaching styles, training programmes, etc.) in Europe, North America and South America, as well as in Africa and Asia. What impact do these teaching programmes have in the context of complex activities involving different cognitive components, on a range of populations including learners in general and those who have difficulties or particular needs? What means can be used to train teachers to foster metacognition and self-regulated learning? What possibilities are there for collaboration with teachers at all stages of the teaching programme, from the initial conception to its implementation? What options do the recent advances in digital technology provide in terms of teaching tools aimed at bringing people's metacognitive and self-regulated learning processes up to date?

Theme 2: The development of methodologies and analytical tools for studying metacognitive and self-regulated learning processes has also been a major field of research over the last few decades. More recently, there has been mounting interest in online measuring processes, as traditional tools such as questionnaires provide important but partial information about metacognition and self-regulated learning and its variations in different contexts and situations. Studies have attempted to obtain fine grain descriptions of the self-regulation process in various situations by combining different sources of data. Research into the development of methods for studying metacognition and self-regulated learning based on a description of the tools used, the factors explored, and the means of validation applied will be welcome. This could be on the analysis of different components of metacognition and self-regulation, including cognitive, motivational, and emotional in different contexts. What have current research methods contributed, and what are their limitations? To what extent do these methods enable researchers to study the complexity of the processes? How



valid are these methods for which research questions? How has the evolution of digital tools, in particular the presence of AI in education, influenced the construction of the methods for studying metacognition and self-regulated learning?

Theme 3: The multidimensional nature of metacognition and self-regulated learning has encouraged the development of theoretical models to account for this complexity. Clarification of theoretical models on self-regulation, self-regulated learning and metacognition also makes it possible to respond to current issues in terms of educational policy for teaching and training. These theoretical models have attempted to describe processes as well as explain their effects. What are the recent evolutions in these models? How do these models look at the links or differences between metacognition and self-regulated learning? This theme could also include direct interactions between cognitive processes (such as executive functions) and self-regulation or metacognition. Further, how could these theoretical models be used to gain insight into the conditions necessary to increase the resilience of individuals in weakened societies? What are the links between these models and scientific developments in fields such as neuroscience? How can these models be used or adapted to different school subjects or universities?

To encourage a variety of contributions on **metacognition and self-regulated learning**, we also welcome proposals that fall outside the scope of these three themes.



Submission process

Start of proposal submission	13 October 2025
Deadline for proposal submission	31 December 2025
Notification of acceptance	30 March 2026

All information about the SIG16 2026 conference can be found on the [conference website](#).

We look forward to welcoming you to Clermont-Ferrand in 2026.

Best regards

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Conference chair
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