



## The 12<sup>th</sup> EARLI SIG 16 Metacognition and Self-regulated Learning conference

### Fostering metacognition and self-regulated learning

*¿How to realise potential at all stages of life and in different contexts?*

**Pre-conference workshop - 25 August 26 -**

#### **Workshop Title:**

Embedding Metacognition and SRL into Educational Systems: Challenges and Opportunities in Scaling Up Interventions

#### **Workshop Facilitator(s) Include brief bios:**

**Mélanie Maximino-Pinheiro** is a PhD Candidate at the Laboratory for the Psychology of Child Development and Education (CNRS, Université Paris Cité) and an affiliated member of the Laboratory for the Interdisciplinary Evaluation of Public Policies – Educational Policies Team (Sciences Po). Her research focuses on the relations between metacognition, academic achievement and educational inequalities. She is particularly interested in designing and evaluating the effects of interventions aiming at reducing educational inequalities from the earliest age. She is also involved in the professional development of education practitioners and is deeply committed to bridging the gap between the lab, classrooms, and public policies.

**Gregoire Borst** is a full Professor of developmental psychology and cognitive neuroscience of education at the University Paris Cité. Cité. He is the director of the Laboratory for the Psychology of Child Development and Education (LaPsyDÉ) at the Centre National de la Recherche Scientifique (CNRS), at La Sorbonne. His work focuses on the role of cognitive control on the cognitive and socio-emotional development of children and adolescents, on learning at school and in everyday life. He has published more than 90 articles and 9 books. He is the co-director of an interdisciplinary research network on Education and Learning of 100 labs and 700 researchers in France. He is also the co-director of the 10-year research program on the Sciences for Education in France. He is a senior fellow of the International Bureau of Education (IBE - UNESCO) and of the Institut Universitaire de France (IUF). In 2021, he received the Daignan-Bouveret Prize from the French Academy of Moral and Political Sciences for his research on the science of learning.

#### **Workshop description:**

Scaling up metacognitive and self-regulated learning (SRL) interventions in authentic educational contexts raises unique methodological, logistical, and conceptual challenges. This workshop will retrace the journey of our research team as we moved from an initial small-scale metacognitive intervention involving 90 students to the implementation of large intervention studies now reaching more than 1,200



students. These projects target not only students themselves, but also their parents, teachers, and teacher trainers. In parallel, we are working toward broader, system-level implementation and policy integration, including ongoing collaborations with the French Ministry of National Education to support nationwide teacher professional development in metacognition and SRL.

Drawing on concrete examples from these successive projects, the workshop will address key challenges and opportunities that arise when interventions scale up. Topics will include: the evolution of intervention design across scales; strategies for maintaining fidelity while allowing contextual adaptation; methodological and measurement issues in large studies; engaging diverse stakeholders; navigating institutional and policy constraints; leveraging system-level partnerships to sustain implementation; and identifying principles, resources, and organizational conditions that enable successful and durable scaling of metacognition and SRL interventions.

The workshop is intended for researchers and practitioners of all levels of experience, including those new to metacognitive and SRL interventions. We also warmly welcome participants who have already conducted intervention research in this area and can contribute examples and insights to enrich the collective discussion. By sharing lessons learned, pitfalls encountered, and strategies developed across projects, this workshop aims to foster a deeper understanding of what it takes to bring metacognitive and SRL interventions to scale in real educational systems.

**Target audience:**

All audiences are welcome.

**Duration (half or full-day):**

Half a day.

**Number of spots for participants:**

40 max to facilitate group discussions.

**Requirements for participants (e.g., prior knowledge, technical skills, material to bring, examples):**

None. Participants do not need any prior knowledge, technical skills, or specific materials. Those who wish may prepare examples or insights related to the implementation of metacognitive or SRL interventions, particularly regarding scaling challenges, to share during group discussions. However, this is entirely optional, and complete beginners are very welcome.

**2026** The 12th **EARLI SIG 16**  
**METACOGNITION AND SELF-REGULATED LEARNING CONFERENCE**

Pre-conference workshop  
**25**  
August

Main conference from  
**26 to 28**  
August

**MSH**  
de Clermont-Ferrand  
UNIVERSITÉ CLERMONT AUVERGNE  
4, rue Ledru

**Earli**

**ACTÉ**  
ACTIVITÉS  
CULTURELLES  
ET SCIENTIFIQUES  
DANS L'ÉDUCATION

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**Workshop format (e.g., interactive activities, group discussions, oral presentation...):**

Oral presentation and group discussions.