



## Keynote Speaker

### Anique B. H. de Bruin

Anique de Bruin is Professor of Self-Regulation in Higher Education at the School of Health Professions Education at Maastricht University (The Netherlands)

How can one learn and at the same time monitor how one is doing? The founder of experimental psychology, Wilhelm Wundt, compared this paradox to Baron von Münchhausen who tried to pull himself out of a swamp by his own pigtail. It seems impossible to divide thinking into two: a part that reasons, and a part that monitors. Yet, self-monitoring guides self-regulation of learning, and both are essential competencies of lifelong learning.

Anique de Bruin (Professor of Self-Regulation in Higher Education and Scientific Director of the School of Health Professions Education at Maastricht University, the Netherlands) is intrigued by better understanding the complexities of self-monitoring and self-regulation of learning, and how to support and scaffold these processes. As the pigtail metaphor underlines, learners often struggle to adequately self-monitor their learning process, and as such self-regulation of learning and learning results suffer. In her view, the inherent complexity of simultaneously learning and self-regulating directly pertains to issues of cognitive load, and she seeks to synthesize questions of self-regulation and questions of cognitive load, which has, among others, culminated in the 'effort monitoring and regulation framework'.

In bringing together theorization on self-regulation and cognitive load, she is particularly interested in unraveling how learners' sheer subjective experiences of e.g. effort, uncertainty, or enjoyability shape their self-regulatory actions, in individual (e.g., the student at home) and collaborative (e.g., workplace) contexts. She translates these insights to intervention-based research and examines how instructional support can



change learners' experiences and improve self-monitoring and self-regulation of learning.

Finally, an important aim of her work is to use this understanding of self-regulation of learning to empower learners to deal with desirable difficulties. Learning happens when there is friction. Yet, learners' tendency is to move away from friction and choose "fluent" learning conditions. Higher education should equip all learners to confidently challenge themselves and to prepare them to do so throughout their professional careers. In a multidisciplinary team of researchers and educational professionals, she developed the learning strategy program 'Study Smart' and investigates how the program can aid learners to approach rather than avoid desirable difficulties. This line of research also examines how challenges in self-regulation are experienced differently by learners of diverse backgrounds, and how learning strategy programs can reduce inequalities in education. This research led to publication of the 'Start and Stick to Desirable Difficulties (S2D2)' framework.

She was chair of the EARLI Emerging Field Group 'Monitoring and Regulation of Effort'; an international network of 25 researchers developing a new research paradigm on processes related to self-regulation of effort. This research led to guest-edited contributions to recent collections and special issues that integrate models of effort monitoring and self-regulated learning in *Educational Psychology Review*, refining our understanding of effort-related metacognitive biases and strategies.

Her extensive publication record encompasses empirical studies on SRL measurement and strategy use, interventions targeting break-taking and learning persistence, and qualitative analyses of how students in different disciplines regulate their own learning. She is a recent member of the Maastricht Young Academy, and was selected for the Karolinska Institutet Prize in Medical Education Fellowship Program.