



# Epistemic education and self-regulation in complex information landscapes: Advances in measurement and skill development

with Allyson Hadwin and Clark Chinn

## Epistemic education for a post-truth world

Educators face new challenges in preparing learners for a "post-truth" society. In this society, there is a proliferation of conflicting information, rapidly spreading misinformation, and disputes about even mundane factual questions. Additionally, there is a growing skepticism towards traditionally reliable sources of information, such as the media and science. In this presentation, based on my recent collaborative work with Sarit Barzilai and Ravit Golan Duncan, I will outline strategies for educators to effectively respond to these "post-truth" challenges. I will start with an examination of "apt epistemic performance" as the aim of epistemic education, by which we mean education directed at promoting learners' epistemic growth. I will highlight five aspects of apt epistemic performance; addressing the challenges of the post-truth society involves nurturing each of these five aspects. I will then present a series of instructional design principles aimed at promoting growth in each of the five aspects. These principles aim to enhance both individual and communal capabilities necessary for thinking well in today's world.



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## Advancing measures of SRL to modelling factors and processes contributing to student success

The past decade has witnessed a proliferation of research about self-regulated learning (SRL) coupled with important advancements in its measurement (c.f., Panadero et al., 2016). Most research has focused on refining the use of clickstream and multimodal data (Järvelä & Bannert, 2021; Winne, 2020) for detecting traces of SRL practices as they emerge in situ (Biswas et al., 2018) and modelling traces of cyclical and sequenced events to examine the contingent nature of SRL (e.g., Bernacki, 2018; Järvelä et al., 2019). Unfortunately, the development of SRL self-report methods have not kept pace with these other methodological advancements. Accessing learners' subjective experiences is essential for interpreting multi-modal traces of actions and calibrating those traces with metacognitive knowledge used to guide strategy deployment (Craig et al., 2020). This talk introduces a series of tools and instruments we have been developing, validating and deploying in our research over the last few years. Each of these measures strives to: (1) collect data about why students choose to deploy specific tactics/practices during studying (2) examine metacognitive beliefs and practices used for strategic decision making and adaptation during studying and (3) provide timely diagnostic feedback to learners and instructors.

Join us for an enlightening afternoon of intellectual discourse as we present two captivating talks by esteemed researchers at our upcoming event:

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