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## English Information

**Title:** Evaluation of a Learning Workshop on Self-regulated Learning for Pre-service Teachers – Fostering Competencies to Design Individualized Learning

**Abstract:** Self-regulated learning (SRL) describes a goal-directed and autonomous learning process that comprises planning, performance, and reflection phases. Despite the fact that several authors view SRL as an important factor to handle heterogeneous learning groups and to design individualized learning, pre-service teachers often lack knowledge on SRL and on how to impart it. Therefore, courses on SRL and teaching techniques seem relevant in pre-service teachers' education. Learning workshops are very practice-oriented and can be flexibly designed. Therefore, this method seems suitable to teach SRL-strategies in an authentic learning environment and to enable pre-service teachers to practice strategy usage within a concrete lesson simulation. The present study aimed to evaluate a blended-learning workshop to foster SRL in pre-service teachers that has been developed in the context of "Qualitätsoffensive Lehrerbildung." Therefore,  $N = 57$  ( $n_{\text{experimental group}} = 24$ ,  $n_{\text{control group}} = 33$ ) pre-service teachers participated within a pre-post-control group design either in the learning workshop on SRL or in a comparable course without SRL-content. The participants of the SRL-learning workshop worked on SRL materials in a moodle-based learning environment that aimed to foster central SRL-strategies for the students themselves. In a second step, students transferred the strategies on their teaching activity by developing and testing lesson plans referring to specific SRL contents within face-to-face meetings. Questionnaires on SRL, teacher self-efficacy and a test on SRL-knowledge were handed out before and after the learning workshop. Results of multivariate analyses of variance indicate an increase in SRL, in general teacher self-efficacy as well as in SRL-knowledge in the learning workshop group. These findings were confirmed by positive evaluation results of the learning materials and the learning workshop concept.

**Keywords:** self-regulated learning, pre-service teachers, learning workshop, evaluation, heterogeneity