HABILITATION THESIS SUMMARY

Title: Operationalising self-regulation in the teaching-learning-assessment process

Domain: Science of Education

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The habilitation thesis entitled Operationalizing Self-Regulation in the Teaching-Learning-Assessment Process aims to highlight a series of connections between the components of self-regulated learning, in close relation with the continuous regulation of the teaching-learning-assessment process. In order to highlight them, the main scientific achievements, resulting from the work carried out after obtaining a PhD in Education Sciences, were taken as a starting point. Also, as part of the thesis, a career development plan has been developed, based on scientific, teaching and administrative achievements to date.

In this thesis I have briefly presented some of the research I have carried out and the themes of interest, focusing on the results obtained in the last five years. The presentation is organized in three main chapters that follow the research directions in which I carried out my scientific work: ***self-regulated learning***, the basic concept of the PhD thesis, ***learning difficulties***, continuing the scientific interests of the doctoral period and the current teaching concerns, and the ***continuous regulation of the teaching-learning-evaluation process***, one of the most recent spheres of interest.

Self-regulated learning, the main concept of most of my research, is approached in conjunction with the other two mentioned above. These three strands are interlinked, being leveraged in the field of educational sciences, through scientific papers (listed in the list of papers) and educational and research projects (Developing services for Individuals with Disabilities (DECIDE) 598661-EPP-1-2018-1-RO-EPPKA2-CBHE-JP and Curriculum Innovation for Social Inclusion, 609736-EPP-1-2019-1-GE-EPPKA2-CBHE-JP; Establishment of Psychological Counselling Centers at Georgian HEIs for Students (E-PSY), 617980-EPP-1-2020-1-GE-EPPKA2-CBHE-SP, Erasmus plus Project Innovative Tools for Enhancing E-Learning Solutions in Universities (DIGITOOLS), 2020-1-IE02-KA226-HE-000781).

I presented self-regulated learning starting from the theoretical foundation of the concept, then presenting the existing theoretical models and highlighting the model in which I chose to conduct my research. Learning difficulties are presented synthetically, starting from conceptual delimitations and highlighting the different perspectives of specialists in this area. I have highlighted Romanian initiatives among specialised intervention programmes and exemplified with my own research in this psycho-pedagogical field.

The continuous adjustment of the teaching-learning-evaluation process focused more on the integration of new didactic technologies, which imply the inclusion of computer-assisted instruction and the use of open educational resources in the teaching-learning process. After completing my PhD, I have published several scientific papers that have accumulated 327 citations in the Scholar Google database and an H-index of 8 and an H-index of 4 in the Scopus database and in the ISI Web of Science database, an index of 3.