Abstract

In this article, some of most relevant programs of self-regulation of academic learning in the sphere of higher education were reviewed. Although there are quite a few of them, we reviewed only the interventions whose contents had been implemented in e-learning modalities or had been supported by the new information and communication technologies. For this task, we arranged the programs along a continuum that ranged from those that deal with the development of self-regulatory competences by indirect training of such competences to the programs whose impact on such competences is much more direct. Lastly, we provide information about a program that our research team is developing and implementing as a pilot study, and whose preliminary results seem highly satisfactory.