
**INTRODUCTION**

Students’ learning has to do with participation, design, planning and motivation.

**OBJECTIVE**

Identifying self-regulated learning models associated with educational co-design in technological environments.

From a systematic review of the literature.

**METHOD**

- **5 databases**
  - EBSO
  - ScienceDirect
  - Scopus
  - ERIC
  - Dialnet

- **830 articles** 2014 - 2019

- **197 first selection**

- **21 second selection**

**RESULTS**

**PUBLICATIONS**

- **21**

**SELF-REGULATION**

- **8** models related to this term.

- Students assume control over learning processes, based on metacognitive, motivational and behavioural variables.

**CO-DESIGN**

- Collective creativity of knowledge, implementation of technological designs that meet educational needs and respond to learning processes.

- Participatory and collaborative models (students-teachers – deep learning).

- Co-designed projects with workshops, participatory activities, led and coordinated by teachers and researchers.

**TECHNOLOGICAL ENVIRONMENTS**

Contexts that favour learning and the acquisition of skills with the support of ICTs.

**CONCLUSIONS**

**ELEMENTS IN COMMON**

- **12**

- Co-design + self-regulation in technological environments

- Synchrony between the most reiterated items in both Planning and motivation stand out. It is perceived that students assume control over learning processes through educational needs and respond to learning processes.