J Neurol Neurosci©
15 (06) 2024 : 001-002 • Opinion

The role of self-regulation in virtual learning: A feasibility study on children's attention management

Fatimha Walin*
Department of Medicinal and Health Products Sciences, University of Pisa, Pisa, Italy

INTRODUCTION

Traditional educational settings have seen major transformation due to the global shift towards virtual learning environments, which has been accelerated by the COVID-19 pandemic. New opportunities and problems have arisen as a result of this change, especially with regard to kids' capacity to control their own attention in online learning environments. Self-regulation of attention, which includes the ability to stay focused, control distractions, and persevere through activities, is a crucial skill for academic achievement. In order to comprehend the effectiveness, difficulties, and resources required for successful implementation, this feasibility study investigates the possibility that kids could learn and use self-regulation techniques in virtual learning environments. Self-regulation is the process through which people manage their feelings, ideas, and actions in order to accomplish their objectives. Self-regulation in educational settings includes goal-setting, progress tracking, and behavior modification to maximize learning results [1].

DESCRIPTION

Significant variation in students' self-regulation abilities and difficulties is revealed by the preliminary survey. Common problems found include trouble focusing, efficiently managing time, and coping with distractions from domestic settings. Additional resources and assistance are needed to help pupils adjust to virtual learning, according to parents and teachers. enhanced ability to control oneself. The use of gamified learning platforms and attention-tracking tools helps sustain student interest and participation. Students demonstrate improved goal-setting, progress-tracking, and distraction-management skills. The study emphasizes how focused interventions can help kids in online learning environments develop their self-regulation abilities. Particularly useful techniques for assisting pupils in controlling their attention and maintaining focus include goal-setting and mindfulness exercises [2, 3].

The use of technological tools is essential for promoting self-control. Students can become more conscious of their focus levels and modify their behavior by using attention-tracking software, which gives them real-time feedback. Students find the learning process more interesting and inspiring when using gamified learning tools. Notwithstanding the favorable results, a number of obstacles still exist. The effectiveness of the intervention may be impacted by variations in the home circumstances and technological access of the pupils. Furthermore, the necessity of continuous assistance and

Address for correspondence:

Fatimha Walin
Department of Medicinal and Health Products Sciences, University of Pisa, Pisa, Italy
E-mail: fatimha@edu.it

Word count: 771 **Tables:** 03 **Figures:** 06 **References:** 05

Received: 27.11.2024, Manuscript No. ipjnn-25-15490; **Editor assigned:** 29.11.2024, PreQC No. P-15490; **Reviewed:** 13.12.2024, QC No. Q-15490; **Revised:** 18.12.2024, Manuscript No. R-15490; **Published:** 25.12.2024

reinforcement of self-regulation abilities emphasizes how crucial it is for educators, parents, and children to work together. This feasibility research offers insightful information about how to improve kids' attentional self-regulation in online learning environments. The results imply that students can acquire the abilities required to succeed in virtual learning settings with the right techniques and technology assistance. The long-term effects of these treatments should be further investigated in future studies, and other elements that can promote effective self-regulation in various educational settings should be found. [4,5].

CONCLUSION

Regular training sessions on self-regulation techniques should be incorporated into school curricula to assist pupils in acquiring these vital abilities. To improve engagement and encourage self-regulation, educators and schools should make use of gamified learning platforms and attention-tracking technologies. To strengthen self-regulation abilities and handle any issues that may come up, teachers' and parents' ongoing assistance and feedback are crucial. It is important to make sure that every student has access to the tools and technology they need to fully engage in online learning settings. analyzing how self-regulation techniques might be modified to accommodate pupils with different backgrounds and degrees of technological access. examining the ways in which parents and educators may encourage self-control and pinpoint the most effective ways to work together. There are drawbacks and advantages to switching to virtual learning environments. This feasibility research shows that students can improve their capacity to self-regulate their attention, which will increase engagement and academic results, with the right technological support and focused treatments. Teachers can assist students in navigating the challenges of virtual learning and realizing their full potential by including these tactics into virtual learning courses and offering continuous support. In order to meet the various requirements of students and guarantee fair access to high-quality education in the digital era, future study and ongoing development of these interventions will be crucial.

REFERENCES

1. **Sadeghi H, Shabani Y, Pakniyat A, et al.** Road crashes in adults with attention deficit hyperactivity disorder and risky driving behavior. *Iran J Psychiatry*. 2020; 15(2):105.
2. **Thomas R, Sanders S, Doust J, et al.** Prevalence of attention-deficit/hyperactivity disorder: A systematic review and meta-analysis. *Pediatrics*. 2015; 135(4):e994-1001.
3. **Mochrie KD, Whited MC, Cellucci T, et al.** ADHD, depression, and substance abuse risk among beginning college students. *J Am Coll Health*. 2020; 68(1):6-10.
4. **Bink M, van Nieuwenhuizen C, Popma A, et al.** Behavioral effects of neurofeedback in adolescents with adhd: A randomized controlled trial. *Eur Child Adolesc Psychiatry*. 2015; 24:1035-1048.
5. **Jorge J, Grouiller F, Ipek Ö, et al.** Simultaneous eeg–fmri at ultra-high field: Artifact prevention and safety assessment. *NeuroImage*. 2015; 105:132-144.