Self-regulated Learning: Helping Kids Achieve Their Best

Developing Self-regulation of Learning and Teaching Skills Among Teacher Candidates

This study examined differences in academic performance and self-regulated learning based on levels of student participation in Supplemental Instruction (SI) sessions in two introductory undergraduate biology and chemistry courses offered at University of Central Florida in the Spring 2006 semester. The sample consisted of 282 students enrolled in the biology class and 451 students enrolled in chemistry. Academic performance was measured using students' final course grades and rates of withdrawal from the courses. The self-regulated learning constructs of motivation, cognition, metacognition, and resource management were measured using the Motivated Strategies for Learning Questionnaire (MSLQ). Relationships between students' gender and ethnic background and levels of SI participation were also analyzed in this research. Findings in both biology and chemistry courses revealed a statistically significant decrease in student motivation from beginning to end of semester. In chemistry, frequent SI participants also showed statistically significantly higher levels of motivation at the end of the semester than occasional and non-SI participants. There were no statistically significant gains in cognitive, metacognitive, and resource management strategies from beginning to end of semester. However, statistically significant differences in resource management were observed at the end of the semester among SI attendance groups in both courses. Students in the high SI attendance group were more likely to use learning resources than those who did not participate regularly or did not participate at all. Statistically significant differences in academic performance based on students' SI participation were found in both biology and chemistry courses. Frequent SI participants had significantly higher final percentage grades and were more likely to receive grades of A, B, or C, than those who either did not attend SI regularly or did not participate at all. They were also less likely to withdraw from the course than occasional or non-SI participants. In biology, no relationship between SI participation, gender, and student ethnic background was found. In chemistry, female students were significantly more likely to attend SI regularly than males. Chemistry minority students had significantly higher representation among occasional SI participants. An important implication involved the use of pedagogical approaches that make lecture classrooms more interactive and encourage student motivation and engagement. This study could be replicated in other science and non-science courses that offer SI sessions. Additional factors in the success of SI programs and student motivation can be added, such as SI leaders' experience and major. Follow-up studies on students who completed the courses included in this study can be conducted to determine whether they reenrolled in other science courses, continued attending SI sessions, and gained self-regulated learning skills.

Boredom in the Classroom

Education, East and West, is today mostly Western in orientation. Asian perspectives remain relatively unrepresented in curricula, pedagogy and administrative structures. This volume has brought together authors researching in Asia who redress this imbalance and describe what the West can learn from the East. Topics covered include conceptions of and approaches to effective learning and teaching, self-regulated learning, perceived causes of success and failure, valuing of education, peer influences and classroom behavior, creativity, teacher commitment, class size, motivation, future goals, and other influences on effective learning. Shared insights from the research and theorizing presented should provide a fascinating perspective for educators and administrators charged with providing cut-and-dried, research-based educational best practices in diverse cultural and social environments internationally.

Self-Regulated Learning and Academic Achievement

Understanding student and teacher motivation and developing strategies to foster motivation for students at all levels of performance are essential to effective teaching. This text is designed to help prospective and practicing teachers achieve these goals. Its premise is that current research and theory about motivation offer hope and possibilities for educators—teachers, parents, coaches, and administrators—to enhance motivation for achievement. The orientation draws primarily on social-cognitive perspectives that have generated much research relevant to classroom practice. Ideal for any course that is dedicated to, or includes coverage of, motivation and achievement, this text focuses on the influences of student self-regulated learning practices on academic achievement and motivation.

Helping Kids Achieve Their Best

This text provides a framework for teaching students how to be students, and offers practical guidance on how academic learning, at its best can be brought about.

Developing Self-regulation of Learning and Teaching Skills Among Teacher Candidates

Self-regulated learning is a new approach to studying student academic achievement. In contrast to previous ability or environmental formulations that address the why of achievement, self-regulation models focus on how students activate, alter, and sustain their learning practices using a variety of self-related processes. This book brings together a number of internationally known researchers representing different theoretical perspectives on students' self-regulated learning. In each chapter, the authors first describe a particular view of self-regulated learning to show how key subprocesses are defined and measured. Second, evidence that these key subprocesses affect student motivation and achievement is reviewed. Third, the authors describe and discuss how student self-regulated learning can be developed or taught based on their theoretical perspective. This book focuses on the influences of student self-regulated learning practices on academic achievement and motivation.
motivation and learning as they improve their study skills. The focus is on relevant information and features to help students to identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and then to complete self-regulation studies that teach a process for improving their academic behavior. A framework organized around motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance makes it easy for students to recognize what they need to do to become academically more successful. Pedagogical features include Exercises, Follow-Up Activities, Student Reflections, Chapter-end Reviews, Key Points, and a Glossary. New in the Fifth Edition Discussion of the importance of sleep in learning and memory Revised and updated chapter on self-regulation of emotions Current research on impact of students’ use of technology including digital learning platforms and tools, social media, and online learning Updated Companion Website resources for students and instructors

Help Seeking in Academic Settings

Combining theory, research, and applications, this popular text guides college students on how to become self-regulated learners. Students gain knowledge about human motivation and learning as they improve their study skills. The focus is on relevant information and features to help students to identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and then to complete self-regulation studies that teach a process for improving their academic behavior. A framework organized around motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance makes it easy for students to recognize what they need to do to become academically more successful. Pedagogical features include Exercises, Follow-Up Activities, Student Reflections, Chapter-end Reviews, Key Points, and a Glossary. New in the Fifth Edition Discussion of the importance of sleep in learning and memory Revised and updated chapter on self-regulation of emotions Current research on impact of students’ use of technology including digital learning platforms and tools, social media, and online learning Updated Companion Website resources for students and instructors

Higher Education: Handbook of Theory and Research

Building on Karabenick’s earlier volume on this topic and maintaining its high standards of scholarship and intellectual rigor, Help Seeking in Academic Settings: Goals, Groups, and Contexts brings together contemporary work that is theoretically as well as practically important. It highlights current trends in the area and gives expanded attention to applications to teaching and learning. The contributors represent an internationally recognized group of scholars and researchers who provide depth of analysis and breadth of coverage. Help seeking is currently considered an important learning strategy that is linked to students’ achievement goals and academic performance. This volume not only provides answers to who, why, and when learners seek help, but raises questions for readers to consider for future research. Chapters examine: *help seeking as a self-regulated learning strategy and its relationship to achievement goal theory; *help seeking in collaborative groups; *culture and help seeking in K-12 and college contexts; *help seeking and academic support services (such as academic advising centers); *help seeking in virtual environments; *help seeking in response to peer harassment at school; and *help seeking in non-academic settings such as the workplace. This book is intended for researchers, academic support personnel, and graduate students across the field of educational psychology, particularly those interested in student motivation and self-regulation.

Modern Modeling of Student Motivation and Self-regulated Learning

Social Integration, Motivational Orientation, and Self-regulated Learning Strategies of Online Versus Face-to-face Theological Seminary Biblical Language Students

Emotion, Motivation, and Self-regulation

Includes chapters which examine the associations between motivation and other constructs, such as emotion and self-regulation. This title also features chapters that examine sociocultural approaches to the study of motivation, the motivation of African American students and teachers’ motivation, and the policy implications of motivation research.

Self-Regulated Learning

Includes established theories and cutting-edge developments. Presents the work of an international group of experts. Presents the nature, origin, implications, an future course of major unresolved issues in the area.

Multiple Competencies and Self-regulated Learning

The Handbook of Motivation at School presents the first comprehensive and integrated compilation of theory and research on children’s motivation at school. It covers the major theoretical perspectives in the field as well as their application to instruction, learning, and social adjustment at school. Key Features: Comprehensive – no other book provides such a comprehensive overview of theory and research on children’s motivation at school. Theoretical & Applied – the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools. Chapter Structure – chapters within each section follow a similar structure so that there is uniformity across chapters. Commentaries – each section ends with a commentary that provides clear directions for future research.

Motivation and Learning Strategies for College Success

Designed to present some of the current research on student motivation, cognition, and learning, this book serves as a festshrift for Wilbert J. McKeachie who has been a leading figure in college teaching and learning. The contributions to this volume were written by former students, colleagues and friends. A common focus on a general or social cognitive view of learning is shared throughout the volume, but there are significant differences in the perspectives the researchers bring to bear on the issues. They provide an excellent cross-section of current thinking and research on general cognitive topics such as students’ knowledge structures, cognitive and self-regulated learning strategies, as well as reasoning, problem solving, and critical thinking. Social cognitive and motivational topics are also well represented, including self-worth theory and expectancy-value models. More importantly, an explicit attempt is made to link cognitive and motivational constructs theoretically and empirically. This area of research is one of the most important and promising areas of future research in educational psychology. Finally, most of the chapters address instructional implications, but several explicitly discuss instructional issues related to the improvement of college students’ motivation and cognition.

Motivational and Self Regulated Learning of Creative Students

Self regulation involves students’ beliefs about their ownpotential for actions, thoughts, feelings and behaviors that willthen allow them to work toward their own academic goals. Clearly, the need for self-regulation in higher education is crucial. This volume describes the theories, tools, and techniques that can be used to assist in the promotion of self-regulation in student-including areas such as goal orientations, self-efficacy beliefs, social comparisons, self-monitoring, and self-evaluation. Edited by Héfer Bembenutty, assistant professor of educational psychology at Queen’s College of the City University of New York, this is the 236th volume of the Jossey-Bass quarterly/report series New Directions for Teaching and Learning, which offers a comprehensive range of ideas and techniques for improving college teaching based on the experienceof seasoned instructors and the latest findings of educational and psychological researchers.

The Self-Regulated Learning Guide

During the last several decades, self-regulation of learning has permeated all areas of learning and development, including teaching preparation programs. Self-regulatory competences are essential for successful academic achievement and performance. This book is written for teacher candidates to believe that if they heard a call to teach, they can see in each paragraph of this book that they can do it. Teacher candidates reading this book will find themselves vicariously portrayed in the journey of the four teacher candidates described in this book. They can empathize with their struggles but will also find assurance that through self-regulation their own journeys and dreams could have great outcomes. This book is also written for teacher educators in teaching education programs so that they would realize that by transforming their curriculum in light of new findings on self-
regulation, they could facilitate the training process of teacher candidates under their supervision and that self-regulation of learning and teaching matters for teacher candidates. Drawing on a rich body of research and theory on self-regulation of learning, Bembenutty, White, and Vélez present compelling case studies indicating that the capability of teacher candidates to self-regulate their attainment of educational goals depends on their exposure to self-regulated teacher educators, especially as they model, scaffold, and mentor in classroom settings. This important text gives numerous examples of how teacher educators can become role models and agents for self-regulatory change, and it will be an invaluable resource for courses in education, psychology, and human development.

Barry J. Zimmerman, Professor Emeritus Graduate Center, The City University of New York, in an effective blend of theory and case histories, Bembenutty, White, and Vélez provide valuable information and advice for prospective teachers and teacher educators. Their focus on help seeking is critical given the array of resources available to overcome early difficulties especially for teachers with significant challenges. Also important is helping them understand the role of delay of gratification in the face of expanding sources of distraction. Stuart A. Karabenick, Research Professor University of Michigan This book builds a really strong case for the importance of self-regulation in teacher education. Moreover, it tells a fascinating story of educational success against the odds, made possible by personal stamina and contextual support. Both teacher students and teacher educators around the world will find this book a wonderful inspiration. Ivar Bråten, Professor University of Oslo, Norway This is a practical book which provides a compelling narrative with page after page on teacher self-regulatory functioning. I recommend this book for teacher preparation programs, and I will definitely share it with many of my students and colleagues. Anastasia Kitsantas, Professor George Mason University

### Student Motivation and Quality of Life in Higher Education

This text focuses on the motivational regulation in English language learning of Chinese college students. Considering the importance and necessity of motivational regulation in foreign language learning, it systematically explores strategies used by Chinese college students to regulate motivation, taking into account student gender, specialty and English proficiency. The book considers self-regulated language learning, pointing out the impact that motivation, language learning strategies, and motivational regulation have on academic learning and achievement. Based on surveys of motivational regulation strategies used by Chinese college students as well as the differences in using motivational regulation strategies between high motivation and low motivation learners, the volume introduces models of self-regulated learning and provides a theoretical foundation for the study of motivational regulation.

### Self-Efficacy and Future Goals in Education

This volume focuses on the role of self-regulated processes such as goals, self-regulation, self-improvement, self-concept, self-esteem, social comparisons, emotions, values, and self-evaluations in self-regulated learning. It provides theoretical and empirical evidence demonstrating the role of motivation in self-regulated learning, and describes detailed applications of the principles of regulation and self-regulation in educational contexts. Each chapter includes a description of the motivational variables, the theoretical rationale for their importance, research evidence to support their role in self-regulation, suggestions for ways to incorporate motivational variables into learning contexts to foster self-regulatory skill development, and achievement outcomes.

### Motivation for Achievement

Written specifically for teachers, Motivating Students to Learn offers a wealth of research-based principles on the subject of student motivation for use by classroom teachers. Now in its fourth edition, this book discusses specific classroom strategies by tying these principles to the realities of contemporary schools, curriculum goals, and classroom dynamics. The authors lay out effective extrinsic and intrinsic strategies to guide teachers in their day-to-day practice, provide guidelines for adapting to group and individual differences, and discuss ways to reach students who have become discouraged or disaffected learners. This edition features new material on the roles that classroom goal setting, developing students’ interest, and teacher-student and peer relationships play in student motivation. It has been reorganized to address six key questions that combine to explain why students may or may not be motivated to learn. By focusing more closely on the teacher as the motivator, this text presents a wide range of motivational methods to help students see value in the curriculum and lessons taught in the classroom.

### Handbook of Psychology, Educational Psychology

Unique and stimulating, this book addresses metacognition in both the neglected area of teaching and the more well-established area of learning. It addresses domain-general and domain-specific aspects of metacognition, including applications to the particular subjects of reading, speaking, mathematics, and science. This collection spans theory, research and practice related to metacognition in education at all school levels, from elementary through university.

### The Influence of Teacher-Student Relationships and Feedback on Students’ Engagement with Learning

Examining multiple competencies and self-regulated learning in multicultural education, this volume covers topics including intelligence tests, knowledge assessment, mathematics in problem solving, and motivation and self-regulation.

### Student Motivation

"Nilson's contributions to higher education are substantial, and this book is another gift to all of us who care about good teaching and helping students become autonomous, deep learners."—John Zubizarreta, Professor of English, and Director of Honors & Faculty Development, Columbia College "a veritable gold mine of effective learning strategies that are easy for faculty to teach and for students to learn. Most students can turn poor course performance into success if they are taught even a few of the strategies presented. However, relatively few students will implement new strategies if they are not required to do so by instructors. Nilson shows how to seamlessly introduce learning strategies into classes, thereby maximizing the possibility that students will become self-regulated learners who take responsibility for their own learning."—Saundra McGuire, Assistant Vice Chancellor (Ret.) & Professor of Chemistry, Louisiana State University Most of our students neither know how learning works nor what they have to do to ensure it, to the detriment both of their studies and their development as lifelong learners. The point of departure for this book is the literature on self-regulated learning that tells us that deep, lasting, independent learning requires learners to bring into play a range of cognitive skills, affective attitudes, and even physical activities—about which most students are wholly unaware; and that self-regulation, which has little to do with measured intelligence, can be developed by just about anyone and is a fundamental prerequisite of academic success. Linda Nilson provides the theoretical background to student self-regulation, the evidence that it enhances achievement, and the strategies to help students develop it. She presents an array of tested activities and assignments through which students can progressively reflect on, monitor and improve their learning skills; describes how they can be integrated with different learning strategies; and on various understandings and on various levels of student development. She also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them. Anastasia Kitsantas, Professor George Mason University

### Motivating Students to Learn

This work explores and explicates learner motivation in online learning environments. More specifically, it uses a case-study approach to examine undergraduate students’ motivation within two formal and separate online learning contexts. In doing so, it recognizes the mutually constitutive relationship of the learner and the learning environment in relation to motivation. This is distinctive from other approaches that tend to focus on designing and creating motivating environments or, alternatively, concentrate on motivation as a stable learner characteristic. In particular, this book identifies a range of factors that can support or undermine learner motivation and discusses each in detail. By unravelling the complexity of learner motivation in such environments, it provides useful guidelines for teachers, instructional designers and academic advisors tasked with building and teaching within online educational contexts.

### Parent Involvement for Motivated Learners

This is a practical guide to motivating younger and older learners. It looks at why some students are easier to motivate than others, and why students lose motivation as they become older. McBurney outlines strategies teachers can use in the classroom, taking into account the needs of students from different backgrounds. The book is richly illustrated with vignettes and case studies, and includes questions and exercises to help teachers apply the suggested approaches in their own situations.
Student Motivation and Self-Regulated Learning

Motivation and Self-Regulated Learning

"The last few years have seen a flood of courses on the Internet in higher education. This increase has seen institutional stakeholders wrestle with decisions about committing funds, faculty, staff, and other resources to this new educational format, in the midst of uncertainties about its effectiveness. In particular, persistence and other motivational problems in Web-based instruction have been reported. This study compared 184 theological seminary students taking Greek or Hebrew either online (N=64) or in the classroom (N=120), and at either a high or low level of social integration (as measured by Kimber's DESP), on their motivational orientation and self-regulated learning strategies (as measured by the MSLQ). 2 x 2 ANOVAs revealed that, while level of social integration did not significantly impact motivational orientation and self-regulated learning strategies, course format did: online students scored significantly higher on intrinsic value, self-efficacy, organization, and metacognitive self-regulation. These findings suggest that course format—in and of itself—may not be a key factor in student motivation and learning."—Abstract from author supplied metadata.

Increasing Student Motivation and Self-regulated Learning in an At-risk Math Classroom

This book is a user-friendly resource for pre-service and new practicing teachers outlining theoretical models and empirical research findings concerning the nature and effects of emotions, motivation, and self-regulated learning for students and teachers alike. The authors provide accessible explanations, classroom-based examples and self-reflection exercises, as well as useful advice for new teachers about these psychosocial processes. They address how to measure these processes, what effects they have on persistence, success, and overall development, how the authors can help teachers develop the capacity to identify and support them at the classroom level. It is expected that by collecting, distilling, and highlighting the real-world applicability of research on underexplored educational topics (e.g., students' emotions other than anxiety, promoting student autonomy, preventing burnout and attrition in teachers) empirical findings can be used to improve personal and academic development in students, while also preparing new teachers for the psychological challenges of classroom instruction.

Motivational Regulation in Foreign Language Learning

This book presents the latest developments in the major theories of student motivation as well as up-to-date research on the contextual and cultural variables that influence learning motivation in educational settings. An international roster of experts provides ample illustration of the complexities that are revealed when the study of cultural and contextual interactions is combined with motivational and cognitive variables.

Decade Ahead

This volume focuses on the role of motivational processes—such as goals, attributions, self-efficacy, outcome expectations, self-concept, self-esteem, social comparisons, emotions, values, and self-evaluations—in self-regulated learning. It provides theoretical and empirical evidence demonstrating the role of motivation in self-regulated learning, and discusses ways educators can incorporate the principles of self-regulation and self-motivation in educational contexts. Each chapter includes a description of the motivational variables, the theoretical rationale for their importance, research evidence to support their role in self-regulation, suggestions for ways to incorporate motivational variables into learning contexts to foster self-regulatory skill development, and achievement outcomes.

Differences in Academic Performance and Self-regulated Learning Based on Level of Student Participation in Supplemental Instruction

Self-regulated learning is a new approach to studying student academic achievement. In contrast to previous ability or environmental formulations that address the why of achievement, self-regulation models focus on how students activate, alter, and sustain their learning practices using a variety of self-related processes. This book brings together a number of internationally known researchers representing different theoretical perspectives on students' self-regulated learning. In each chapter, the authors first describe a particular view of self-regulated learning to show how key subprocesses are defined and measured. Second, evidence that these key subprocesses affect student motivation and achievement is reviewed. Third, the authors describe and discuss how student self-regulated learning can be developed or taught based on their theoretical perspective. This book focuses on the influences of student self-regulated learning practices on academic achievement and motivation.

What the West Can Learn From the East

Higher education is a high stakes process involving engagement with curricula and often entails coping with the onslaught of assessments and examinations. This process creates a level of intensity that impacts on the student experience in higher education. It is, therefore, important to consider not only the motivational aspects of learning but also quality of life issues, as they have profound effects on students. Quality of life affects the way students interact with their formal education, and has wide-reaching effects on future careers and their ability to coordinate everyday events. Integrating these two concepts, student motivation and quality of life, brings together the explicit elements that underpin learning in the higher education context, creating links between the affective and social aspects of the student life. This synthesis is integral to improving student retention and quality of life and has important ramifications for educationalists, administrators, pastoral care and academic support service personnel, and students themselves. Some highlights of the book include: Applied Positive Psychology in Higher Education Internationalisation and Quality of Life: A Taiwanese Perspective The Computer Assisted Learning for the Mind (CALM) Website: Teaching Skills to Increase Resilience Oxford University Peer Support Programme: Addressing the Wellbeing of Students Higher Education and Student Stress: Reclaiming Light, Liberty and Learning Improving academic quality of life through attribution- and motivation-focused counselling.

Metacognition in Learning and Instruction

This brief synthesizes current findings on the many aspects of chronic student boredom, its relationship with negative academic, emotional, and health outcomes, and what professionals can do to best address it. Citing the complexity of this common student emotion, the author spotlights boredom susceptibility during the critical K-12 years. The brief analyzes cognitive and emotional attributes of boredom and identifies emotional skills that can be strengthened to counteract it. In addition, the volume features strategies for educators and school counselors to reduce boredom, both internally and in class. This stimulating volume: Argues that boredom shouldn't be ignored or dismissed as a passing phase. Examines various types of boredom as well as gender and cultural differences. Explores boredom in the contexts of anxiety and depression and in non-school situations. Provides theory on causes of boredom in students. Details how student self-regulation, motivation, and engagement can be improved. Describes specific roles teachers and mental health professionals can play in controlling boredom. Boredom in the Classroom is an essential resource for researchers, scientist-practitioners, clinicians, and graduate students in the fields of child and school psychology, educational psychology, social work, and related disciplines.

Motivation and Learning Strategies for College Success

This mixed methods study examines the core research question of "How can motivation and self-regulated learning be increased in Math Lab, a student driven math classroom for at-risk learners?" Through surveys, student goal and self-reflection journals, and course completion data, the process of increasing student motivation and self-regulatory behaviors is explored. The study indicates that self-efficacy is a driving factor and fundamental building block in the process. The main conclusions are that students have strong feelings about their abilities that are deep rooted. Changing self-efficacy beliefs is the first step, but that will not happen overnight. Goal-setting and student journals help students to honestly share their beliefs and find success in their everyday work.

Creating Self-Regulated Learners

This book presents a potential hierarchy between the three basic psychological needs central to Self-Determination Theory (SDT). Findings from the author's research suggest that the motivation to exercise autonomy is an outcome that is cumulatively influenced by the perceived quality of the teacher-student relationship and students' perceived competence within specific learning contexts and with a specific teacher. These findings are the basis for three hypotheses regarding students' motivation to engage with learning activities. The first is that perceived competence is informed by and reciprocally informs the quality of the teacher-student relationship. The second is that students' perceived
competence and the quality of the teacher-student relationship have a combined impact upon students' autonomous motivation. The final posit is that a teacher can be autonomy supportive both prior to and during activities where students have opportunities to exercise their autonomy. Such autonomy support includes the influence of teacher feedback upon students' perceived competence and their subsequent motivation to autonomously engage with learning activities. This research begins to unravel such motivational interplay through an SDT-informed model, which is used as the basis for discussing the specific influence of teacher feedback and autonomy support upon students' engagement with learning activities in formal learning settings. The findings and model are worthy of further testing and development, as part of the wider agenda of student engagement, wellbeing and positive psychology prevalent in educational research, education psychology, and the philosophy of social motivation.

Motivation in Online Education

This text focuses on the motivational regulation in English language learning of Chinese college students. Considering the importance and necessity of motivational regulation study in foreign language learning, it systematically explores strategies used by Chinese college students to regulate motivation, taking into account student gender, specialty and English proficiency. The book considers self-regulated language learning, pointing out the impact that motivation, language learning strategies, and motivational regulation have on academic learning and achievement. Based on surveys of motivational regulation strategies used by Chinese college students as well as the differences in using motivational regulation strategies between high and low English achievers, the volume introduces models of self-regulated learning and provides a theoretical foundation for the study of motivational regulation.

Self-Regulated Learning and Academic Achievement

Motivational Regulation in Foreign Language Learning

As the inner resource that drives us to pursue activities, to put forth effort, and to avoid failure, motivation is key to overall well-being. Self-efficacy and future goals are important to understanding and reinforcing the motivation to learn, especially for students in classroom settings. Written by a leading expert on motivation, this book situates the topic within the broader context of educational psychology research and theory, and brings it to a wider audience. With chapters on the fundamentals of self-efficacy and future goals, their importance for student learning, and how to develop them in educational settings, this concise volume is designed for any education course that includes student motivation in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike.

Metakognition beim Lernen mit Hypermedien

Parent Involvement for Motivated Learners provides pre-service teachers and researchers with guidance on how to foster mindful, healthy school-family partnerships that empower students to become resilient, self-directed learners. Given the intense academic pressures on students to succeed – and on parents and teachers to help them do so – it is important to develop learners who can weather increased standards and demands. Committed to helping teachers reflect on how parent involvement relates to motivational concepts such as the growth mindset, self-regulated learning, and intrinsic motivation to learn, this book is an accessible synthesis of relevant research and theory surrounding student motivation and parent involvement.

Handbook of Motivation at School

The Self-Regulated Learning Guide introduces K-12 teachers to the basics of self-regulation. Highly practical and supported by cutting-edge research, this book offers a variety of techniques for seamlessly infusing self-regulated learning principles into the classroom and for nurturing students' motivation to strategize, reflect, and succeed. Featuring clear explanations of the psychology of self-regulation, these nine chapters provide teachers with core concepts, realistic case scenarios, reflection activities, and more to apply SRL concepts to classroom activities with confidence.

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