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Creating Self-Regulated Learners - Linda Nilson - 2013
"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 Zuhizarreta, 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 course components and on various schedules; and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives. Recognizing that most faculty are unfamiliar with these strategies, she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them.

Motivation and Self-Regulated Learning - Dale H. Schunk - 2012-08-06
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 detailed applications of the principles of motivation 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.

Fostering Self-Regulated Learning through ICT - Dettori, Giuliana - 2010-09-30
"This book presents the relationship between SRL and ICTs from several standpoints, addressing both theoretical and applicative issues, providing examples from a range of disciplinary fields and educational settings”--Provided by publisher.

Self-Regulated Learning and Academic Achievement - Barry J. Zimmerman - 2013-05-13
This volume brings together internationally known researchers representing different theoretical perspectives on students’ self-regulation of learning. Diverse theories on how students become self-regulated learners are compared in terms of their conceptual origins, scientific form, research productivity, and pedagogical effectiveness. This is the only comprehensive comparison of diverse classical theories of self-regulated learning in print. The first edition of this text, published in 1989, presented descriptions of such differing perspectives as operant, phenomenological, social learning, volitional, Vygotksian, and constructivist theories. In this new edition, the same prominent editors and authors reassess these classic models in light of a decade of very productive research. In addition, an information processing perspective is included, reflecting its growing prominence. Self-regulation models have proven especially appealing to teachers, coaches, and tutors looking for specific recommendations regarding how students activate, alter, and sustain their learning practices. Techniques for enhancing these processes have been studied with considerable success in tutoring sessions, computer learning programs, coaching sessions, and self-directed practice
organizational consistency. Expertise - All chapters are written by leading
researchers from around the world who are highly regarded experts on
their particular topics and are active contributors to the field.

Handbook of Self-Regulation of Learning and Performance - Barry J.
Zimmerman, PhD - 2011-05-15
Self-regulated learning (or self-regulation) refers to the process whereby
learners personally activate and sustain cognitions, affects, and behaviours
that are systematically oriented toward the attainment of learning goals.
This is the first volume to integrate into a single volume all aspects of the
field of self-regulation of learning and performance: basic domains,
applications to content areas, instructional issues, methodological issues,
and individual differences. It draws on research from such diverse areas as
cognitive, educational, clinical, social, and organizational psychology.

Distinguishing features include: Chapter Structure - To ensure uniformity
and coherence across chapters, each chapter author addresses the
theoretical ideas underlying their topic, research evidence bearing on these
ideas, future research directions, and implications for educational practice.
International - Because research on self-regulation is increasingly global, a
significant number of international contributors are included (see table of
contents). Readable - In order to make the book accessible to students, all
chapters have been carefully edited for clarity, conciseness, and
organizational consistency. Expertise - All chapters are written by leading
researchers from around the world who are highly regarded experts on
their particular topics and are active contributors to the field.

Self-regulated Learning - Dale H. Schunk - 1998-03-20
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.

Self-regulated Learning Interventions with At-risk Youth - Timothy J.
Cleary - 2015
At-risk students dealing with cognitive, physical, mental health, and
environmental challenges often have poor self-regulatory skills. They may
struggle with tasks such as planning, goal-setting, and monitoring their own
thoughts and actions. This volume describes how teachers, healthcare
professionals, and others who work with young people can provide support
and helpful strategies to students challenged by problems ranging from
ADHD to conduct disorders to language learning deficits to disadvantaged
backgrounds. The contributors discuss and illustrate the key components of
effective self-regulatory learning, with a particular focus on the central role
of feedback loops. Featuring a wide range of nationally known experts who
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Applications of Self-Regulated Learning across Diverse Disciplines -
Héfer Bembenutty - 2013-03-01
Through its research-to-practice focus, this book honors the professional
contributions of Professor Barry J. Zimmerman as illustrated by the recent
self-regulation applications of a highly respected group of national and
international scholars. This book will serve as a valuable resource for those
interested in empowering and enabling learners to successfully manage and
self-direct their lives, education, and careers. In particular, K-12 educators,
college instructors, coaches, musicians, health care providers, and
researchers will gain invaluable insight into the nature of self-regulation as
well as how they can readily apply self-regulation principles into their
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**Self-regulated Learning for Academic Success** - Carrie Germroth - 2013

What can you do for students who struggle to set goals, can’t seem to follow rules, and frequently go off task? This concise publication explains how teachers in every content area and at every grade level can teach students to be self-regulated learners. Discover instructional strategies that help students learn to Approach challenges with confidence. Plan their learning tactics and maintain focus. Monitor their progress and seek help when they need it. Work well with peers and adjust their approach. Learn how to put all students on the path to positive, empowered learning and greater academic success.

**Self-Regulation in the Classroom** - Richard M. Cash - 2016-08-10

To succeed in school, students need more than subject area knowledge—they must learn how to learn. Self-regulation, an executive functioning skill, describes the ways that students focus attention on achieving success. Self-regulated learners find personal value in learning, develop effective study habits, welcome challenges, seek help, and use failure as a learning tool. This user-friendly guide makes the process of developing self-regulation as easy as ABC: Affect (how you feel), Behavior (what you do), and Cognition (how you think). Teaching students to balance these three elements builds motivation, resilience, and college and career readiness. Digital content includes customizable forms from the book.

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**Self-regulation of Learning and Performance** - Dale H. Schunk - 1994

In recent years, educators have become increasingly concerned with students’ attempts to manage their own learning and achievement efforts through activities that influence the instigation, direction and persistence of those efforts. In 1989, Zimmerman and Schunk edited the first book devoted to this topic. They assembled key theorists offering a range of perspectives on how students self-regulate their academic efforts. One purpose of that volume was to provide theoretical direction to ongoing as well as nascent efforts to explore academic self-regulatory processes. Since that date, there has been an exponential surge in research. This second volume on academic self-regulation offers the fruits of the first generation of research. It also addresses a number of key issues that have arisen since those such as how self-regulation differs from such related constructs as motivation and metacognition, and whether students can be taught self-regulatory skills. The contributors reveal an interesting, uplifting, and at times, disturbing picture of how students grapple with the day-to-day problems of achieving in circumstances with inherent limitations and obstacles. This volume provides insight into the source of students’ capabilities to surmount adversities – the origins of their self-initiated processes designed to improve learning, motivation, and achievement. The text is organized on the basis of a conceptual framework that analyzes academic self-regulation into four major dimensions. That model is presented in the first chapter, and key processes that influence each of these dimensions are discussed by prominent researchers in the chapters that follow. Because each chapter is written to follow a common format, this work provides a level of continuity and parsimony normally found only in authored textbooks.

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Self-regulation in education is a familiar and important topic for all educators: professors, administrators, teachers, researchers, journalists, and scholars. As educational standards require that students take control of what and how they learn, self-regulation skills are essential to student success. Written by a leading expert on self-regulation and self-regulated learning, this book situates the topic within the broader context of educational psychology research and theory, bringing it to a wider audience.

The purpose of education is to educate the student's whole personality including cognitive, social, and moral domains. The four sections and twelve chapters address the current pedagogical challenges in basic and higher education in international contexts. The authors describe the principles and practices through which meaningful education is promoted and enhanced in a variety of ways. The challenges educators face in their profession as well as ways to overcome them are elaborated on both theoretically and empirically.

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The book allows both researchers, teachers, and educational policy makers to reflect on current developments, challenges, and areas of development in educational institutions when aiming to support student growth and learning.


Self-regulated learning (SRL) subsumes key aspects of the learning process, such as cognitive strategies, metacognition and motivation, in one coherent construct. Central to this construct are the autonomy and responsibility of students to take charge of their own learning. Skills for self-regulation can be encouraged both directly and indirectly through a range of learning activities. In this book we look specifically at the ways in which technology enhanced learning environments (TELs) have been used to support self-regulation. The book provides an overview of recent studies on SRL in TELs - a perspective which is new and has not been articulated hitherto. It addresses conceptual and methodological questions as well as practices in technology enhanced learning. While the focus is on European studies, we are aware that much of the groundwork in the field of SRL has emanated from the United States. The book is divided into three parts: (A) Foundations of SRL in TELs, (B) Empirical studies on SRL in TELs and (C) SRL in TELs: perspectives on future developments. The book presents a rich resource of information for researchers and educators at all levels who are interested in supporting the acquisition of SRL through TELs.


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Handbook of Research on Developing Engaging Online Courses - Thornburg, Amy W. - 2008-01-31
Online instruction is rapidly expanding the way professors think about and plan instruction. In addition, online instructional practices are expanding and changing as new tools and strategies are adopted. It is imperative that programs and institutions of higher education explore increased online options that align with best practices to develop effective and engaging online courses. The Handbook of Research on Developing Engaging Online Courses is an essential research publication that provides multiple perspectives on improving student engagement and success in online courses. This book includes topics focused on the online learner, online course content, and effective online instruction. The content contained within the title is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students.

Developing Self-regulation of Learning and Teaching Skills Among Teacher Candidates - Héfer Bembenutty - 2015-06-25
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 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, and also for teacher educators. Their focus on help seeking is critical given 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 both teacher educators, who are new role models and agents for self-regulatory change, and it will be an invaluable resource for courses in education, psychology, and human development.

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Developing Self-regulation of Learning and Teaching Skills Among Teacher Candidates - Héfer Bembenutty - 2015-06-25
Understanding Self-Regulated Learning - Paul R. Pintrich - 1995-06-29
Self-regulated learning is an important new area of research on college learning and teaching. The purpose of this volume of New Directions for Teaching and Learning is to provide a sampling of some of the central issues regarding self-regulated learning in college courses and classrooms. These issues include the definition of self-regulated learning, how to improve students’ self-regulated learning, and how faculty can use the ideas from this research to improve their own teaching. The chapters in this volume reflect current research and thinking about self-regulated learning for college students. While more research and development is needed on this topic, the authors provide an immediate context for efforts to improve college learning and teaching. This is the 63rd issue of the quarterly journal New Directions for Teaching and Learning. For more information on the series, please see the Journal and Periodicals page.
Learning Analytics in the Classroom - Jason M. Lodge - 2018-09-01
From Data and Analytics to the Classroom presents a coherent framework for useful translation of learning analytics research for educational practice with world-leading researchers in the use of data and analytics in education applying this framework to a number of different educational domains. The aim is to provide concrete ways to apply data and analytics to everyday educational practice. This book serves not only as a practical tool, but also as an instructional guide for educators. Through discussion and illustration it provides educators and researchers alike with the proper tools and frameworks to effectively make sense of and use data and analytics in their everyday practice.

Motivation and Self-regulated Learning - Dale H. Schunk - 2008
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Student Learning in German Higher Education - Olga Zlatkin-Troitschanskaja - 2020-02-15
This book offers a comprehensive overview of current, innovative approaches to assessing domain-specific and generic student learning and learning outcomes in higher education. The presented work from all projects of the KoKoHs program, the most significant research initiative in German higher education since 2011, describes established tools and empirical results.

Motivation and Learning Strategies for College Success - Helena Seli - 2016-06-21
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 use self-regulation to demonstrate competence in self-regulated learning in a variety of learning contexts, ranging from early childhood education through higher education. The overall mission of this book is to provide educators with assessing their learners abilities to self-regulation while learning from failure. Each chapter provides insight into how self-regulation has been explored in contextualized environments. This book is intended to share these unique examples with other educators and to continue the conversations and scholarship surrounding the topic of the self-regulated learner.

Self-regulated Learners - Jill E. Stefaniak, Ph.d. - 2018-06
Self-Regulated Learners: Strategies, Performance, and Individual Differences is a compilation of scholarly efforts placing attention on self-regulated learning in a variety of learning contexts, ranging from early childhood education through higher education. The overall mission of this book is to provide educators with a resource that provides strategies, assessment tools, and best practices for developing the self-regulated learner. This book explores the inherent complexities associated with educating diverse learners. A variety of assessment tools are included in this text to assist educators with assessing their learners abilities to self-regulation as well as examples of how instruction can be scaffolded to promote self-regulating behavior. Chapters included in this book explore faculty and student relationships as it relates to students academic achievements. Heuristics are provided for teaching and coaching students how to become self-regulated learners. Resources are provided to assist educators with promoting students with disabilities executive functioning as it relates to self-regulation. Other contributions address strategies to assist learners to self-regulation while learning from failure. Each chapter provides insight into how self-regulation has been explored in contextualized environments. This book is intended to share these unique examples with other educators and to continue the conversations and scholarship surrounding the topic of the self-regulated learner.

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A Self-regulated Learning Approach for the Remediation of Behavioral Issues in Children with Attention Deficit Hyperactivity Disorder - Richard Allen - 2013

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Artificial Intelligence in Education - H. Chad Lane - 2013-06-22

This book constitutes the refereed proceedings of the 16th International Conference on Artificial Intelligence in Education, AIED 2013, held in Memphis, TN, USA in July 2013. The 55 revised full papers presented together with 73 poster presentations were carefully reviewed and selected from a total of 168 submissions. The papers are arranged in sessions on student modeling and personalization, open-learner modeling, affective computing and engagement, educational data mining, learning together (collaborative learning and social computing), natural language processing, pedagogical agents, metacognition and self-regulated learning, feedback and scaffolding, designed learning activities, educational games and narrative, and outreach and scaling up.


The ultimate guide for anyone wondering how President Joe Biden will respond to the COVID-19 pandemic—all his plans, goals, and executive orders in response to the coronavirus crisis. Shortly after being inaugurated as the 46th President of the United States, Joe Biden and his administration released this 200 page guide detailing his plans to respond to the coronavirus pandemic. The National Strategy for the COVID-19 Response and Pandemic Preparedness breaks down seven crucial goals of President Joe Biden’s administration with regards to the coronavirus pandemic: 1. Restore trust with the American people. 2. Mount a safe, effective, and comprehensive vaccination campaign. 3. Mitigate spread through expanding masking, testing, data collection, and public health standards. 4. Immediately expand emergency relief and exercise the Defense Production Act. 5. Safely reopen schools, businesses, and travel while protecting workers. 6. Protect those most at risk and advance equity, including across racial, ethnic and rural/urban lines. 7. Restore U.S. leadership globally and build better preparedness for future threats. Each of these goals are explained in the book, with evidence about the current circumstances and how we got here, as well as plans and concrete steps to achieve each goal. Also included is the full text of the many Executive Orders that will be issued by President Biden to achieve each of these goals. The National Strategy for the COVID-19 Response and Pandemic Preparedness is required reading for anyone interested in or concerned about the COVID-19 pandemic and its effects on American society.


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A tiny American town's plans for radical self-government overlooked one leadership globally and build better preparedness for future threats. Each of these goals are explained and detailed in the book, with evidence about the current circumstances and how we got here, as well as plans and concrete steps to achieve each goal. Also included is the full text of the many Executive Orders that will be issued by President Biden to achieve each of these goals. The National Strategy for the COVID-19 Response and Pandemic Preparingness is required reading for anyone interested in or concerned about the COVID-19 pandemic and its effects on American society.

Redesigning AI - Daron Acemoglu - 2021-05-25

A look at how new technologies can be put to use in the creation of a more just society. Artificial Intelligence (AI) is not likely to make humans redundant. Nor will it create superintelligence anytime soon. But it will make huge advances in the next two decades, revolutionize medicine, entertainment, and transport, transform jobs and markets, and vastly increase the amount of information that governments and companies have about individuals. AI for Good leads off with economist and best-selling author Daron Acemoglu, who argues that there are reasons to be concerned about these developments. AI research today pays too much attention to the technological hurdles ahead without enough attention to its disruptive effects on the fabric of society: displacing workers while failing to create new opportunities for them and threatening to undermine democratic governance itself. But the direction of AI development is not preordained. Acemoglu argues for its potential to create shared prosperity and bolster democratic freedoms. But directing it to that task will take great effort. It will require new funding and regulation, new norms and priorities for developers themselves, and regulations over new technologies and their applications. At the intersection of technology and economic justice, this book will bring together experts—economists, legal scholars, policy makers, and developers—to debate these challenges and consider what steps tech companies can do to ensure the advancement of AI does not further diminish economic prospects of the most vulnerable groups of population.

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A Libertarian Walks Into a Bear - Matthew Hongoltz-Hetling - 2020-09-15

A tiny American town's plans for radical self-government overlooked one hairy detail: no one told the bears. Once upon a time, a group of libertarians got together and hatched the Free Town Project, a plan to take over an American town and completely eliminate its government. In 2004, they set their sights on Grafton, NH, a barely populated settlement with one paved road. When they descended on Grafton, public funding for pretty much everything shrank: the fire department, the library, the schoolhouse. State and federal laws became mere suggestions, scarcely heard in the town's thick wilderness. The anything-goes atmosphere soon caught the attention of Grafton's neighbors: the bears. Freedom-loving citizens ignored hunting laws and regulations on food disposal. They built a tent city in an effort to get off the grid. The bears smelled food and opportunity. A Libertarian Walks Into a Bear is the sometimes funny, sometimes terrifying tale of what happens when a government disappears into the woods. Complete with gunplay, adventure, and backstabbing politicians, this is the ultimate story of a quintessential American experiment -- to live free or die, perhaps from a bear.

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Systematic Classroom Assessment - Sarah M. Bonner - 2019-03-22

Systematic Classroom Assessment promotes a fresh vision of assessment for student learning and achievement. Using a framework that positions assessment as both an iterative, purposeful cycle of inquiry for teachers as well as a coherent system of activities through which students engage in their own learning, this framework for classroom assessment is unique in incorporating self-regulated learning, motivation, and non-cognitive processes. Key components such as assessment for learning, feedback, emerging technologies, and specific content areas are treated in depth, and fundamental principles like reliability, validity, and fairness are approached from the classroom perspective.

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Motivational Psychology of Human Development - J. Heckhausen - 2000-09-15

The idea for this book grew out of the conference “Motivational Psychology of Ontogenesis” held at the Max Planck Institute for Human Development in Berlin, Germany, in May 1998. This conference focused on the interface of development and motivation and therefore brought together scholars from three major areas in psychology - developmental, motivational and lifespan. This combination of fields represents the potential influence of development on motivation and the potential role motivation plays in development and its major contexts of family, work and school. Thus, contributors were chosen to apply motivational models to diverse settings of human everyday life and in various age groups across the life span, ranging from early childhood to old age.

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The Cambridge Handbook of Cognition and Education - John Dunlosky - 2019-02-07

This Handbook reviews a wealth of research in cognitive and educational psychology that investigates how to enhance learning and instruction to aid students struggling to learn and to advise teachers on how best to support student learning. The Handbook includes features that inform readers about how to improve instruction and student achievement based on scientific evidence across different domains, including science, mathematics, reading and writing. Each chapter supplies a description of the learning goal, a balanced presentation of the current evidence about the efficacy of various approaches to obtaining that learning goal, and a discussion of important...
One self-regulated learning approach for children with learning and behavioral disorders is to help teachers incorporate self-regulated learning theory into their classroom teaching. The other is to help students better understand what self-regulated learning is and how they can put it into practice daily to enhance their learning.

While there have been many articles published in the area of self-regulated learning, there is a need to have a research article that solely emphasizes on how to put self-regulated learning theory into practice. In order to help teachers incorporate self-regulated learning theory into their classroom teaching and students to do so into their learning, the present author outlines four topics in this paper: what self-regulated learning is, the conceptual framework in self-regulation, the characteristics of self-regulated learners, and how teachers can assistant learners to put self-regulated learning into practice. There are two objectives to this article. One is to help teachers incorporate self-regulated learning theory into their classroom teaching. The other is to help students better understand what self-regulated learning theory is and how they can put it into practice daily to enhance their learning.