



Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice (Springer Series in Cognitive Development)

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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.

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