



Handbook of Self-Regulation of Learning and Performance (Educational Psychology Handbook)

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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, 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.

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