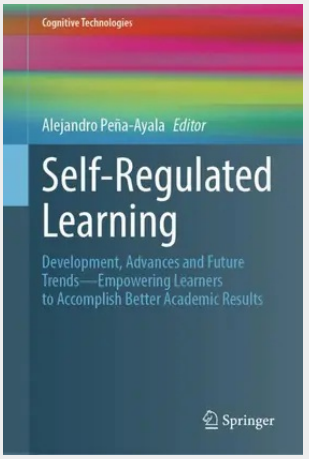
Peña-Ayala

Self-Regulated Learning

Development, Advances and Future Trends-Empowering Learners to Accomplish Better Academic Results



This edited volume engages the field of (SRL) as a dynamic cognitive and behavioral paradigm for advancing education. Bringing together diverse scholarly perspectives, it seeks to enrich teaching and facilitate learning by promoting cognitive strategy instruction, enhancing pedagogical practices, and fostering the development of learners' cognitive capacities and self-regulatory behaviors within academic contexts. SRL is an essential construct that supports the development and broad dissemination of 21st-century skills among learners at all academic levels. It enables students to master knowledge across diverse domains while cultivating both the cognitive and psychomotor competencies needed to apply their learning in practice, thereby promoting effective performance and success in everyday life. With this in mind, the present volume introduces eight works, whose nature, content, and outcomes align with two overarching themes, offering a concise view of the foundations, methodologies, and applications of SRL. : seeks to understand, characterize, and assess the diverse cognitive, behavioral, and social attributes that shape how students learn, with the aim of tailoring SRL strategies and practices to facilitate knowledge acquisition and the development of skills necessary to achieve targeted competencies; and : encompasses concise research across diverse academic levels, addressing key learning challenges, advancing meaningful models, and developing rigorous studies that employ well-founded methods and tools to foster engagement and assess their impact on learning processes and the development of SRL skills. This volume presents recent work in education, teaching, and learning that captures a range of initiatives, perspectives, developments, outcomes, and experiences aimed at advancing the research, implementation, and practice of SRL in both classroom and online settings, with the ultimate goal of enhancing learners' outcomes. Hence, it is hoped that this volume inspires researchers, practitioners, scholars, and postgraduate students to engage with this dynamic field, thereby empowering the development of learners' intrinsic capacities to achieve their academic goals!

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