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Book Review: *Motivation and Self-Regulated Learning: Theory, Research, and Applications* by Edited by Dale H. Schunk and Barry J. Zimmerman (Lawrence Erlbaum Associates, 2008)

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Abstract

Excerpt: Understanding self-regulated learning is essential in today's academic and social world, and this handbook is a keeper for developers, faculty, and students. As learning moves through its various levels and depths, relevance is essential. Though teachers are trained in content, many are not supported in the dynamics of how to help students move toward the intrinsic or self-regulated end of the motivational continuum. Because it is impossible to separate successful learning from healthy development, learning is enhanced as students become in charge of their learning by being supported in autonomy as well as the development of academic competencies.

Keywords

Book Review: Motivation and Self-Regulated Learning

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Book Review

Motivation and Self-Regulated Learning: Theory, Research, and Applications

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Understanding self-regulated learning is essential in today's academic and social world, and this handbook is a keeper for developers, faculty, and students. As learning moves through its various levels and depths, relevance is essential. Though teachers are trained in content, many are not supported in the dynamics of how to help students move toward the intrinsic or self-regulated end of the motivational continuum. Because it is impossible to separate successful learning from healthy development, learning is enhanced as students become in charge of their learning by being supported in autonomy as well as the development of academic competencies.

Schunk and Zimmerman focused this text on the role of motivation in self-regulated learning. These articles are anchored in relevant theories and research that inform how students can build skills in self-regulation in support of academic learning. In Chapter 1, "Motivation: An Essential Dimension of Self-Regulated Learning," Schunk and Zimmerman examine motivation in relation to self-regulated learning across goal orientation, interest, self-efficacy, outcome expectancy, task value, volition, intrinsic motivation, attributions, social motivation, and gender and cultural identity. The article provides a foundation for educators and learners about the importance of motivation in the context of self-regulated learning, and the challenges of maintaining, and self-regulating, motivation itself.

In Chapter 2, "Self-Theories Motivate Self-Regulated Learning," Dweck and Master demonstrate the differences between entity and incremental theories of intelligence in relation to self-regulated learning. Specifically, when individuals view intelligence as set and unchanging, that perspective can get in the way of them taking charge of their learning. On the other hand, when learners see intelligence as pliable, they are more likely to take charge of their activities, motivation, and regulation. In Chapter 3, "Self-Regulation of Achievement Goal Pursuit," Fryer and Elliot explore mastery versus performance goals, each from an approach versus avoidance focus. For instance, mastery-approach goals are shown to be associated with deep processing, challenge rather than threat judgments, persistence, reduced procrastination, decreases in disruptive behavior, retention, and the joy of learning.

Hidi and Ainley, in Chapter 4, "Interest and Self-Regulation: Relationship between Two Variables That Influence Learning," explore the affective and cognitive processes of interest in relation to self-efficacy, positive and negative experience, and engagement with content. In Chapter 5, "Motivational Role of Self-Efficacy Beliefs in Self-Regulated Learning," Pajares discusses how self-reflection, self-beliefs, self-evaluation, in sum, how self-efficacy connects to self-regulated learning. For instance, successful students ultimately internalize standards

for success, effectively use feedback, and become skillful in self-regulating their motivation, cognition, and behavior, all of which feeds back on their self-efficacy.

Lens and Vansteenkiste explore further the motivational aspects of self-regulated learning in Chapter 6, "Promoting Self-Regulated Learning: A Motivational Analysis," by addressing goal planning and enactment as well. Then, Wigfield, Hoa, and Klauda report on the effect of the valuing of tasks to self-regulation in Chapter 7, "The Role of Achievement Values in the Regulation of Achievement Behaviors." The authors present instructional strategies that have positive influences on task value, and thus, enhanced self-regulation. In Chapter 8, "Work Habits and Self-Regulated Learning: Helping Students to Find a 'Will' from a 'Way,'" Corno helps students move toward greater self-regulation by developing effective work and study habits, such as class participation, seeking help, using feedback, planning, organizing, and managing homework and study.

Reeve, Ryan, Deci, and Jang, in Chapter 9, "Understanding and Promoting Autonomous Self-Regulation: A Self-Determination Theory Perspective," present self-regulated learning and self-determination theory together in the context of how teachers as role models can help students discover and gain command over their own autonomous motivation. Schunk, in Chapter 10, "Attributions as Motivators of Self-Regulated Learning," then describes the complexities of self-regulation around attention, organization, rehearsal, beliefs, values, expectations, and satisfaction, with a focus on the central role of attributions to motivation. In Chapter 11, "Goal Setting: A Key Proactive Source of Academic Self-Regulation," Zimmerman presents goals as they relate to student motivation and efforts to self-regulate, in the context of attention, effort, persistence, and affective reactions.

For Chapter 12, "The Weave of Motivation and Self-Regulated Learning," Winne and Hadwin untangle the relationship between motivation and self-regulation, exposing the differences between just behavior and self-regulated behavior. In Chapter 13, "The Motivational Role of Adaptive Help Seeking in Self-Regulated Learning," Newman presents students' adaptive and nonadaptive responses to difficulty in learning environments. Meece and Painter then describe gender differences in achievement goals, efficacy, beliefs and attributions, and related instructional implications in Chapter 14, "Gender, Self-Regulation, and Motivation." To pull it all together, in Chapter 15, "The Motivational Roles of Cultural Differences and Cultural Identity in Self-Regulated Learning," McInerney explores effective practices in teaching and learning as influenced by differences in social, family, gender, peer, political, religious, and authority structure dynamics.

For this author, self-regulated learning is at the heart of teaching and learning, with support and engagement required for students and teachers as well. The text is certainly a must for the bookshelf of every developer and educator, and it would make a terrific course.