



Developing Self-Regulated Learners (Psychology in the Classroom)

Barry J. Zimmerman, Sebastian Bonner, Robert Kovach

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Every teacher would like to have a classroom full of "smart learners". This accessible guide for middle school and high school teachers will show the reader how, through self-regulatory training and development, the classroom can be converted into a learning academy full of motivated, empowered students. Teachers will learn to help students develop five essential study skills as part of their regular classroom assignments: time planning and management, text comprehension and summarisation, classroom note-taking, test anticipation and preparation, and writing. Five-week curricula models are presented for each skill area. Through this process, students assume a greater role in their own learning, as they systematically monitor their own work habits and study skills and predict their own level of performance. Two student case examples presented early on are followed throughout the book as the students improve their performance and gain self-esteem. The newfound confidence that results from self-regulatory learning can not only improve students' scholastic efforts, but also can transform their academic identities. This book is part of the Division 15 series, "Psychology in the Classroom", which is geared toward elementary, middle, and high school teachers. The goal of this series is to encourage teachers to base their daily classroom practice on sound principles derived from the latest educational psychology research. The series thus attempts to bridge the gap between theory and practice. Each book is written in an accessible, straightforward style and contains a wide range of user-friendly features, such as real-life case illustrations, sample classroom activities, self-study questions and suggested readings.

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