Excellent overview of research
As head of the School of Education at the University of Bayreuth, I used this book to teach my undergraduate students and pre-service teachers about self-regulated learning. The book impressed me by its excellent overview of the research and the richness of its topics. All current models and important definitions are included and presented in easily understandable language. The book is well structured with overview tables and summaries, and provides a very good thread throughout the various contents.

Practice-oriented thinking
The chapter entitled “Self-regulated Learning” starts with several exemplary quotes taken from learners that describe the most important mechanisms of the theory. I found these examples particularly helpful as they highlight the relation between the theory and everyday life. I found it very useful to discuss these examples with my students in order to explain the concepts, test their understanding of the theoretical assumptions, and to improve their diagnostic thinking and the sensitivity concerning the learning processes.

Providing new ideas
The book is anything but a listing of models and results. The “Self-regulated Learning” chapter discusses several interesting topics and additional excursions, such as the history of the research on self-regulated learning and the development of the self-regulation across the lifespan. It is helpful to future educators to suggest how to enhance their own skills and knowledge in this area, and by supplying the teacher with a number of practical examples, how to promote self-regulated learning in their students.

Connections between chapters
No chapter is isolated from the others. The connections made between the fields of emotion, motivation and self-regulation in this book are highly successful and invite the reader to “think outside the box” with respect to a given topic. I complemented my existing class curriculum, for example, by emphasizing and discussing the roles of emotions, self-regulation and emotion regulation in student development. As such, the book mirrors the state of the art of research in educational psychology by making connections across domains while also highlighting the relevance of research in these areas for future teachers.

Prof. Dr., Dipl.-Psych. Ludwig Haag
Universität Bayreuth – GW II
95440 Bayreuth