

The Nature and Development of Academic Self-Regulation among School-Age Children: Looking in and Beyond

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For the last three decades, research on Self-Regulated Learning (SRL) in K-12 settings has sought to understand the nature and development of students' thoughts and motivation in academic achievement. This research evidence shows a substantial empirical link between student self-regulation and academic performance in school. SRL refers to the degree to which students are able to balance cognitions, affect, and behaviors that are systematically oriented toward the attainment of learning goals. Unlike low-achieving students, high achieving students use superior methods of forethought, performance, and self-reflection which enable them to sustain high quality learning and motivation throughout their school years. In this presentation, I will focus on school-aged students and I will: (a) discuss some of the key SRL processes that students use to self-regulate their learning; (b) describe a social cognitive cyclical model of how these processes affect students' academic performance; (c) describe how SRL can be cultivated in K-12 classrooms with teachers incorporating SRL-related processes into their instruction; and (d) present recent findings of several studies on SRL across subject areas in schools as well as discuss future directions for research on SRL in these settings.