Abstract

In this special issue we have collected a series of studies that are innovative and diverse in terms of the lens through which they look at ways of fostering self-regulated skills. Methods of fostering SRL can be as diverse as using self-addressed prompts (Kramarski, Weiss, & Sharon); establishing an inquiry-based intervention led by students (Moote, Williams, & Sproule); exposing preservice teachers to scientific theories of SR and the use of self-evaluation inventories (Boruchovitch & Ganda), setting a certain level of teaching quality (i.e., a positive classroom context; Rieser, Fauth, Decristan, Klieme, & Büttner); promoting “successful intelligence” (Zbainos, Karoumpali, & Kentouri); and encouraging SRL strategies during the assessment of cognitive abilities (Teo & Roodenburg).

Reference

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DISSERTATION ABSTRACT