



I'm not robot



Continue

## Zimmerman 1990 self regulated learning

Ashton, P. (1985). Modification and the teacher's sense of effectiveness. In Ames, C., and Ames, R. (eds.), *Research on Motivation in Education: The Classroom Milieu* Academic Press, New York. Google Scholar Bandura, A. (1969). Principles of Behavior Modification Holt, Rinehart & Winston, New York. Google Scholar Bandura, A. (1977a). Self-efficacy: Towards a unifying theory of behavior change. *Psychol. Rev.* 84:191–215. Google Scholar Bandura, A. (1977b). Prentice-Hall Social Learning Theory, Englewood Cliffs, New Jersey. Google Scholar Bandura, A. (1978). The autocons system in determinism. *Am. Psicol.* 33: 344–358. Google Scholar Bandura, A. (1982). Self-efficacy mechanism in agency. *Am. humans. Psychol.* 37: 122–147. Google Scholar Bandura, A. (1986a). Self-efficacy mechanism in physiological activation and health-promoting behavior. In Madden, J., IV, Matthyse, S., and Barchas, J. (eds.), *Adaptation, Learning and Affect* Raven Press, New York. Google Scholar Bandura, A. (1986b). *Social Fundamentals of Thought and Action: A Prentice-Hall Social Cognitive Theory*, Englewood Cliffs, New Jersey. Google Scholar Bandura, A. (1988a). Organizational applications of social cognitive theory. *Austral. J. Manag.* 13: 275–301. Google Scholar Bandura, A. (1988b). Conceptions of anxiety self-efficacy. *Anxiety* 1: 77–98. Google Scholar Bandura, A. (1989a). Human agency in theory. *Am. social cognitive. Psychol.* 44:1175–1184. Google Scholar Bandura, A. (1989b). Self-regulation of motivation and action through internal rules and objective systems. In Pervin, L.A. (ed.), *Goal Concepts in Personality and Social Psychology* Erlbaum, Hillsdale, New Jersey. Google Scholar Bandura, A., and Cervone, D. (1983). Self-assessment and self-efficacy mechanisms that govern the motivational effects of target systems. *J. Personnel. Psic.* 45: 1017–1028. Google Scholar Bandura, A., and Cervone, D. (1986). Differential commitment of self-reactive influences on cognitive motivation. *Organ. Behav. Decision* 38: 92–113. Google Scholar Bandura, A., Grusec, J. E., and Menlove, F. L. (1967). Some social determinants of self-monitoring reinforcement systems. *J. Personnel. Psic.* 5: 449–455. Google Scholar Bandura, A., and Harris, M.J. (1966). Modification of the syntactic style. *J. Exper. Psychol. boy.* 4: 341–352. Google Scholar Bandura, A., Jeffrey, R. W., and Gajdos, E. (1975). Generalize change through self-directed domain participant modeling. *Behav. Therapy* 13:141–152. Google Scholar Bandura, A., and Kupers, C.J. (1964). The transmission of self-reinforcing patterns through modeling. *J. Abnorm. Psic. Psychol.* 69: 1–9. Google Scholar Bandura, A., and McDonald, F.J. (1963). Influence of social reinforcement and model behavior on the configuration of judgments of the children. *J. Abnorm. Psic. Psychol.* 67: 67. Google Scholar Bandura, A., and Mischel, W. (1965). The influence of models on modifying the delay of gratification patterns. *J. Personal. Psic.* 2: 698–705. Google Scholar Bandura, A., Reese, L., and Adams, N. E. (1982). Microanalysis of action and arousal of fear depending on the differential levels of perceived self-efficacy. *J. Personal. Psic.* 43: 5–21. Google Scholar Bandura, A., and Rosenthal, T. L. (1966). Classic conditioning vicars based on level. *J. Personal. Psic.* 3: 54–62. Google Scholar Bandura, A., and Schunk, D.H. (1981). Cultivate competition, self-efficacy and intrinsic interest through proximal. *J. Personal. Psic.* 41:586–598. Google Scholar Bandura, A., and Walters, R. H. (1963). *Ronald Press Personality Development and Social Learning*, New York. Google Scholar Bandura, A., and Wood, R. (1989). Effect of perceived control and performance standards on the self-regulation of complex decision-making. *J. Staff. Psic.* 56:805–814. Google Scholar Betz, N.E., and Hackett, G. (1986). Applications of the theory of self-efficacy to understand the behavior of career choice. *J. Soc. Psychol.* 4: 279–289. Google Scholar Borkowski, J. G., Carr, M., Rellinger, E., and Pressley, M. (1990). Self-regulated cognition: Interdependence of metacognition, attributions and self-esteem. In Jones, B. F., and Idol, L. (eds.), *Dimensions of Thinking: Review of Research* Erlbaum, Hillsdale, New Jersey. Google Scholar Broden, M., Hall, R. V., and Mitts, B. (1971). The effect of self-recording on the classroom behavior of two eighth graders. *J. Appl. Behav. Analysis* 4: 191–199. Google Scholar Brody, G. H., and Henderson, R. W. (1977). The effects of multiple variations modeled on the moral judgments and explanations of young children. *Children's unweiling.* 62: 217–221. Google Scholar Brown, I., Jr. (1976). Role of referent concrete in acquiring passive understanding of the sentence through abstract. *J. Personal. Psic.* 22: 185–199. Google Scholar Carver, C. S., and Scheier, M.F. (1981). *Attention and Self-Regulation: A Springer-Verlag Human Behavior Control-Theory Approach*, New York. Google Scholar Clark, N., and Zimmerman, B.J. (1990). A social cognitive vision of self-regulated learning about health. *health Ed. Res.: Theory Prac.* 5(3): in press. Collins, J. L. (1982). Self-efficacy and capacity in the behavior of achievements, document presented at the annual meeting of the American Educational Research Association, New York. Corno, L. (1986). The metacognitive control components of self-regulated learning. *Contemp. Psychol.* 11:333–346. Google Scholar Corno, L. (1989). Self-regulated learning a volitional analysis. In Zimmerman, B. J., and Schunk, D. H. (eds.), *Auto-Regulated Learning and Achievement: Theory, Research, and Springer*, New York, 111–141. Google Scholar Corno, L., and Mandinach, E.B. (1983). The role of cognitive commitment in learning and motivation in the classroom. *Educat. Psychol.* 18:88–108. Google Scholar Denny, D.R. (1975). The effects of exemplary and cognitive models and self-testing on children's interrogative strategies. *J. Exper. Psychol. boy.* 19: 476–488. Google Scholar Díaz, R.M., and Neal, C.J. (1990). The social origins of self-regulation. In Moll, L. (ed.), *Vygotsky and Education* (in press), Cambridge University Press, New York. Google Scholar Dowdall, C.B., and Colangelo, N. (1982). Students endowed with low access: Review and implications. *Gifted Children's Quart.* 26: 179–182. Google Scholar Evans, D., Clark, N.M., Feldman, C. H., Wasilewski, Y., Levison, M. J., Zimmerman, B. J., Levin, B., and Mellins, R.M. (1990). In-school health education for children with asthma: Some problems with adherence research. In Schumaker, S.A., and Ockene, J. (ed.), *The Adoption and Maintenance of Behaviors for Optimal Health* (in press), Springer, New York. Google Scholar Ghatala, E.S. (1986). Strategy monitoring training allows young students to select effective strategies. *Educat. Psychol.* 21:43–54. Google Scholar Ghatala, E. S., Levin, J. R., Pressley, M., and Goodwin, D. (1986). A componential analysis of the effects of the information derived and provided on the selection of child strategy. *J. Exper. Psychol. boy.* 41: 76–92. Google Scholar Goodlet, G. R., and Goodlet, M.M. (1969). Efficiency of self-guided reinforcement schedules imposed externally in the control of disruptive behavior, unpublished manuscript, University of Guelph, Ontario. Google Scholar Henderson, R. W. (1986). Self-regulated learning: Implications for the design of instructional modules. *Contemp. Psychol.* 11:405–427. Google Scholar Kuhl, J. (1982). Volive aspects of the motivation of achievement and the impotence learned: Towards a comprehensive theory of action control. In Maher, B. (ed.), *Progress in Experimental Personality Research*, Vol. 15, Academic Press, New York, 99–171. Google Scholar LaBerge, D. (1981). Unity and automaticity in perception. In Flowers, J.H. (ed.), *Nebraska Symposium on Motivation*, Vol. 28, University of Nebraska Press, Lincoln, 53–71. Google Scholar Lamal, P.A. (1971). Imitative learning of information processes. *J. Exper. Psychol. boy.* 12: 223–227. Google Scholar Laughlin, P. R., Moss, I. L., and Miller, S.M. (1969). Processing information in children based on adult model, stimulus display, grade and sex. *J. Educat. Psychol.* 60: 188–193. Google Scholar Locke, E. A., Shaw, K. N., Saari, L.M., and Latham, G. P. (1981). Goal setting and task performance: 1969–1980. *Psychol. Bull.* 90: 125–152. Scholar Mace, F.C., Belfiore, P. J., y Shea, M.C. (1989). (1989). theory and research on self-regulation. In Zimmerman, B. J., and Schunk, J. D. H., (eds.), *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice*, Springer, New York, 27–50. Google Scholar McCombs, B. (1984). Processes and skills underlying ongoing motivational skills training interventions. *Educat. Psychol.* 19: 199–218. Google Scholar McCombs, B. (1989). Self-regulated learning and academic achievement: A phenomenological vision. In Zimmerman, B. J., and Schunk, D.H. (eds.), *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice*, Springer, New York, 51–82. Google Scholar Mischel, W. (1961). Delay of gratification, need for achievement and acquiescence in another culture. *J. Abnorm. Psic.* 62:543–552. Google Scholar Mischel, W. (1968). *Personality and Assessment*, Wiley, New York. Google Scholar Mischel, W., and Liebert, R.M. (1966). Effects of discrepancies between observed reward criteria and taxes on their acquisition and transmission. *J. Personnel. Psic.* 3: 45–53. Google Scholar Mischel, W., and Peake, P.K. (1982). *Beyonddēja vu in the search for inter-situational consistency.* *Psychol. Rev.* 89:730–755. Google Scholar Morgulas, S., and Zimmerman, B.J. (1979). The role of understanding in the child's observational learning of a syntactic rule. *J. Exper. Psychol. boy.* 28: 455–468. Google Scholar Moynahan, E.D. (1978). Evaluation and selection of paired partner strategies: A development study. *J. Exper. Psychol. boy.* 26: 257–266. Google Scholar Neves, D.M., and Anderson, J. R. (1981). Knowledge collection: Mechanisms for the automation of cognitive skills. In Anderson, J. R. (ed.), *Cognitive Skills and Their Acquisitions*, Erlbaum, Hillsdale, New Jersey, 463–562. Google Scholar O'Leary, A. (1985). Self-efficacy and health. *Behav. Therapy* 23: 437–451. Google Scholar Paris, S. G., and Byrnes, J.P. (1989). The constructivist approach to self-regulation and classroom learning. In Zimmerman, B. J., and Schunk, D.H. (eds.), *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice*, Springer, New York, 168–200. Google Scholar Paris, S.G., Cross, D. R., and Lipson, M.Y. (1984). *Informed Learning Strategies: A program to improve children's reading awareness and comprehension.* *J. Educat. Psychol.* 76: 1239–1252. Google Scholar Pressley, M., Borkowski, J. G., and Schneider, W. (1987). Cognitive strategies: Good users of the strategy coordinate metacognition and knowledge. In Vasta, R., and Whitehurst, G. (eds.), *Annals of Child Development*, Vol. 5, JAI Press, New York, 89–129. Google Scholar Pressley, M., Levin, J. R., and Ghatala, E.S. (1984a). Monitoring the memory strategy in adults and children. *J. Verb. Learn. Verb.* 23: 270–288. Google Scholar Pressley, M., Ross, K. A., A., J. R., and Ghatala, E. S. (1984b). The role of knowledge of strategy-utility in children's decision-making. *J. Exper. Psychol. boy.* 38: 491–504. Google Scholar Rohrkemper, M. (1989). Self-regulated learning and academic achievement: A Vygotskian vision. In Zimmerman, B. J., and Schunk, D.H. (eds.), *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice*, Springer, New York, 143–167. Google Scholar Rosenthal, T. L., and Bandura, A. (1978). Psychological modeling: Theory and practice. In Garfield, S. L., and Bergan, A. E. (eds.), *Handbook of Psychotherapy and Behavior Change*, 2nd ed., Wiley, New York. Google Scholar Rosenthal, T. L., and Downs, A. (1985). Cognitive assistants in teaching and treatment. *Adv. Behav. Therapy* 7: 1–53. Google Scholar Rosenthal, T. L., and Steffek, B.D. (1990). Modeling applications. In Kanfer, F. H., and Goldstein, A. P. (eds.), *Helping People Change*, 4th ed., Pergamon, New York. Google Scholar Rosenthal, T. L., and Zimmerman, B.J. (1972a). Instructional specificity and expectation of results in formulation of observation-induced questions. *J. Educat. Psychol.* 63:500–504. Google Scholar Rosenthal, T. L., and Zimmerman, B.J. (1972b). Modeling by exemplification and instruction in the conservation of training. *Devel. Psychol.* 6: 392–401. Google Scholar Rosenthal, T. L., and Zimmerman, B.J. (1978). *Social Learning and Cognition*, Academic Press, New York. Google Scholar Rosenthal, T. L., Zimmerman, B. J., and Durning, K. (1970). Observation-induced changes in child interrogation classes. *J. Personal. Psic.* 16:681–188. Google Scholar Schneider, W. (1985). Development trends in the metamemory-memory behavior ratio: An integrative review. In Forrest-Pressley, D. L., McKinnon, G. E., and Waller, T. G. (eds.), *Metacognition, Cognition, and Human Performance*, Academic Press, New York, 57–109. Google Scholar Schunk, D.H. (1981). Modeling and attributional effects on children's development: A self-efficacy analysis. *J. Educat. Psychol.* 75: 93–105. Google Scholar Schunk, D.H. (1983a). Developing children's self-efficacy and skills: The functions of social comparative information and setting goals. *Contemp. Psychol.* 8: 76–86. Google Scholar Schunk, D.H. (1983b). Difficulty with goals and achievement information: Effects on children's achievement behaviors. *Hum. Learn.* 2: 107–117. Google Scholar Schunk, D.H. (1983c). Self-control of progress: Effects on children's self-efficacy and achievement. *J. Educat. Psychol.* 51: 89–93. Google

