Self-regulation in Education.
By Jeffrey A. Greene. Routledge, 2017. ISBN 978-1-138-68909-1 (Hardcover); ISBN: 978-1-138-68910-7 (Paperback); ISBN 978-1-315-53745-0 (eBook).

As school leaders, teachers, and students navigate their way through and beyond the COVID-19 pandemic, it is imperative to forge a path that focuses on giving students the tools they need to combat learning loss and other challenges resulting from the pandemic. Research indicates that students who can self-regulate in the cognitive, motivational, and behavioral dimensions of academics are more successful as learners (Nota et al., 2004). Self-regulation skills have long been fundamental to student success; however, with the disruption the pandemic has caused to the educational system, these skills are more important than ever. Furthermore, understanding the literature and research on self-regulation, as well as its uses and applications, is critical for educational researchers and professionals. The book *Self-Regulation in Education* provides readers with a discussion of both self-regulated learning and self-regulation research, making connections between the two literatures in order to better understand how students self-regulate in educational settings. This book will no doubt serve as a great resource for audiences who want an understanding of self-regulation that goes beyond a discussion of strategies and interventions, painting a broader picture of the topic through the lens of educational psychology. With self-regulation skills being increasingly necessary for student success in school and their future careers, this book would be particularly useful to educators and educational researchers, providing them with the fundamentals of self-regulation, an explanation of its uses, and suggestions for the application of effective interventions.

The author of this work, Jeffrey A. Greene, professor in the School of Education at the University of North Carolina at Chapel Hill, bridges the literature between self-regulation and self-regulated learning to paint a complete picture of how students self-regulate in educational settings. Additionally, his work provides insights on developing students' capacities to self-regulate in such settings. In a conveniently concise volume, Greene clearly and succinctly explores the literature and current research on self-regulation in education, reviews findings by providing an analysis of effective interventions, and discusses future directions for research and practice. There are only five chapters in the book, and each chapter addresses a specific aspect of self-regulation, situated in the context of educational psychology.

In the first chapter, Greene makes a case for why more research is needed to explore the link between self-regulated learning (SRL) and self-regulation, together known as self-regulation in education. He suggests that the tools necessary to succeed in the modern world can be learned, and this premise provides the focus for the chapters that follow. Readers will also find a useful outline of the overall framework for the book. Chapter 2 provides readers with a literature review of SRL and self-regulation, and shows how the two literatures can be usefully connected to better understand the current research on self-regulation in education. Greene provides a synthesis of various SRL models for the purpose of offering a cohesive conceptual framework for SRL and also explores the role of executive functions in self-regulation research.

The current state of self-regulation in education research is identified in Chapter 3 through a synthesis of the literature on how SRL and self-regulation "relate to various academic outcomes and processes" (p. 15). Research has linked student success to the ability to self-regulate in

education (Dent & Keonka, 2016; Dignath & Buttner, 2008; Duckworth et al., 2016). Greene also explores a relatively new area of scholarship—research on disciplinary differences in self-regulation in education—and concludes that the phases of learning and metacognitive processes within those phases are similar across disciplines, while a question remains regarding whether the roles of executive functioning vary across disciplines. It is here that Greene also explores possibilities of future research by focusing on computing contexts. A discussion on adaptive computer-based learning environments proposes that these systems have great potential for providing effective self-regulation in education interventions at scale.

Chapter 4 provides a literature review of interventions for self-regulation in education, and here Greene synthesizes the literature in order to provide evidence for high-quality interventions. According to Greene, "Self-regulation in education is likely best taught abstractly at first, but then quickly contextualized and practiced in authentic contexts, including both formal and informal educational settings" (p. 124). He makes suggestions for future research that could provide a model for successfully teaching and supporting self-regulation in education.

The final chapter of the book reiterates the main points made throughout the book. It is here that Greene reminds readers of the important point that self-regulation in education is not innate, but instead something that is "more or less likely to occur based upon interactions between people and contexts" (p. 127). He also includes a discussion of possibilities for future research including an area known as "socially shared regulation of learning." This perspective conceptualizes self-regulation in education as a social process influenced by social and cultural history. Greene concludes the book by arguing that there is still more research needed in order to better understand and cultivate self-regulation in education.

There is a plethora of literature on SRL and self-regulation—so much, in fact, that it can become overwhelming to someone exploring research and theory on the topic. In *Self-Regulation in Education,* Greene bridges the gap between the two literatures by exploring and highlighting connections that help to inform the literature and provide a better understanding of self-regulation in education. Relying on research to strengthen the connections between SRL and self-regulation, Greene adds to the literature in a way that is easily accessible to readers.

Despite the contribution Greene makes to the literature, there are a couple of missed opportunities. The brevity of Chapter 4 is one of the major flaws of this book. This section addresses effective interventions to cultivate self-regulation in education. Considering the link between self-regulation and achievement, this chapter should be more robust, as it has practical implications that are critical for educators, particularly during this challenging time when systems are still reeling from the impacts of the pandemic. Additionally, this section, which provides advice on successful application of interventions, would have benefitted from the inclusion of effect sizes and results of the "intervention literatures" and "research exemplars" he alludes to in Chapter 4. Effect sizes would be useful to professors and teachers concerned with the practical implications of Greene's work on self-regulation in education, and how strategies might be effectively implemented within their classrooms.

Regardless of these shortcomings, the book is a must-read for those looking to have a broad overview of SRL and self-regulation and an understanding of how the literatures inform each

other for the purpose of developing students' capacity for self-regulation in education. This book covers the why, the what, and the how of self-regulation in education, while doing so in a way that is concise and accessible to readers who are not experts in this field. As a principal of a public middle school, I found this book to be a great resource for developing a fundamental understanding of self-regulation in education and considering strategies that could be applied at my school to help students become better self-regulators at scale. This book offers educators and educational researchers a guide on the "actions, skills, and beliefs necessary to succeed in the modern world" (p. 2), all of which can be learned and attained as part of an approach that focuses on self-regulation in education.

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