



# **Current Issues in Research on Self-regulated Learning: A Discussion With Commentaries. A Special Issue of educational Psychologist**

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This special issue's articles reflect current thinking and research on self-regulated learning (SRL) and make an important contribution to the knowledge base in educational psychology. The issue's format allows for direct dialogue and exchange; the commentaries and reactions allow others to see the type of thinking that leading researchers engage in as they discuss their research.

Specifically, the lead article discusses some new directions for theory and research on SRL. Commentaries from six leading educational psychologists and researchers in the area of SRL follow, which:

- \* raise some important issues about the cost of ignoring the role of knowledge in models of SRL;
- \* stress the importance of affective and coping processes for models of SRL;
- \* suggest that research on SRL can benefit from not only examining more basic and analytical questions, but also examining the contextual and systemic questions that arise from investigating SRL in natural contexts;
- \* note that SRL is more difficult, complex, and social than previously assumed; and
- \* emphasize the importance of motivational and social aspects of SRL.

Finally, a response to the commentaries is made in light of the model of SRL discussed in the lead article.

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