

BARRY ZIMMERMAN AWARDS 2025. AERA. DENVER (USA), 25-April-2025

Good afternoon, ladies and gentlemen, scholars, professionals, colleagues, friends and family.

To begin, let me say how thrilled and grateful I am for this award, the **2025 BARRY ZIMMERMAN AWARD**. The award is not mine alone, but also belongs to my research colleagues. **Our research team now completed 25 years of fruitful work, and this award is a great behavioral reinforcement for all of us.** Each member has been a decisive contributor to the development of our **theoretical model of *Self- vs Externally- Regulated Behavior in Learning***, and to the dissemination of our research. I wish to thank the researchers from the US, the UK, Ireland, Australia, Chile, Mexico, Argentina, Colombia, Italy, Greece, and Spain who have collaborated through seven R&D projects, and to thank Spain's Ministry of Innovation and Science.

Thanks to the **American Educational Research Association**, specifically the *Special Interest Group of Studying and Self-Regulated Learning (SIG)*, for this award. Special thanks to Professor Douglas Kauffman, a fantastic colleague -and now also a friend- for proposing my candidature, and the Commission of Assessment.

To my **family**, my parents -who taught me the value of effort and self-regulation at work and in life-, my wife Inmaculada - for her support and help all these years-, my children, and my son Jesús, -who accompanies me today-, my heartfelt thanks.

Also to my **mentor** Prof. Fernando Justicia (University of Granada), and other research colleagues, my friend Paul Sander (Tesside University), Jose Manuel Martínez-Vicente and Javier Peralta (from the University of Almería), Mari Carmen Pichardo (University of Granada), Maica González, Mónica Pachón, Elkin Luis and Begoña Urien (University of Navarra), Raquel Artuch (Public University of Navarra), Angélica Garzón (Konrad Lorenz University), Paola Paoloni (Argentina), Martha Leticia (Mexico), Salvattore Fadda (Sassari University) and Silvia Pignatta (South Australia University), Evely Boruchovitch (University of State of Campiñas), Fabian Barrera (University of Los Andes), to other colleagues for their valuable help, Nancy Clarneau (our translator) and Manolo Martínez (our tech support).

I also want to thank certain **colleagues who work in SRL** in the New York City area, namely, Hefer Bembenuddy and Marie White. Years ago we began ongoing communication about the BJ Zimmerman model; it is my hope that we may continue to work together.

What have I done that brings me here today? Allow me to reformulate this question somewhat: **How have we gotten this far, after the past 25 years of research?**

In the year **2000**, after defending my doctoral dissertation in **1997**, I studied BJ Zimmerman's model for the first time. In reviewing this and other publications with my colleagues, I came to fully understand Kurt Lewin's statement: *There is nothing more practical than a good theory*. I was quite literally fascinated with the model of self-regulated learning, for both its structural and functional characteristics. The ordering of specific mechanisms that operate in the process of self-regulated learning was a great discovery for me. Integrated here were many previous concepts from Albert Bandura's theory (self-efficacy, self-monitoring, self-assessment...), and from other theoretical models of motivation and meta-cognition.

Little by little I became familiarized with this research and its broad applicability to other fields (education, health, sports, technology...) and to motivational processes. Zimmerman and Schunk's later work, with other colleagues, allowed me to make further theoretical, empirical, and applied developments to the model. Studies by Marie White and Hefer Bembenuity have been exceptional examples of the model's practical applicability to these fields. Thank you, and my congratulations for all of this work.

Despite my fascination with the SRL model, however, certain questions lingered in my mind:

- (1) Why is there no gradation of the regulatory process? Why is the use of regulatory behavior either yes or no?
- (2) If we adopt an interactive model of SR behavior, what is the precise role of the context? Can it externally induce the presence or absence of regulation?
- (3) If so, how does the interactive combination of person and context take shape?

After analyzing the existing literature and previous models, we concluded that these concepts had been treated implicitly, not explicitly, and were not ordered along any kind of gradation. Most existing models used non-molar or interactive analysis:

- (1) At the level of *microanalysis* (neuro-psychological analysis), the concept of executive function difficulties did not give enough weight to the role of context.
- (2) At the level of *molecular* (clinical-health analysis), the concept of regulation difficulties also lacked an interactive view that combined person and context.
- (3) At the level of *molar* (interactive or educational psychology analysis), Zimmerman's SRL model did consider context, but only in a secondary sense.

How to solve these issues? With this aim, in 2015 year, I created the Theory of *Self- vs Externally- Regulated Behavior in Learning*, published in 2017 year. Three postulates summarize the theory.

To illustrate these more clearly, we can adopt the familiar road-trip metaphor (adapted to Paul Pintrich motivation model):

Postulate 1. In the level of Student behavior (*the driver*) may reflect:

(1) **A status of self-regulated learning**, where there is a high level of this behavior before, during and after tasks (good planning, self-monitoring and self-assessment). This compares to a ***good driver who is attentive and motivated.***

(2) **A status of non-regulated learning**, when these behaviors fall off in some phases, because of regulatory fatigue or loss of motivation (medium planning, self-monitoring and self-assessment). Here, ***the driver is tired and unmotivated.***

(3) **A status of dys-regulated learning**, when student behavior becomes dysfunctional, in any phase of learning, with behavior deficits (low planning, self-monitoring and self-assessment), and excesses (high procrastination, emotional or cognitive reactivity, etc). ***The driver is angry, stressed, or distracted.***

Postulate 2. In the level of the student's context of learning (teaching methods, classmates, family) is compared to the *conditions of the road.*** Again, three types are distinguished:**

(1) A **Status of external regulation of learning**: the student receives external support for SRL behaviors, before, during and after completion of tasks. This amounts to ***a road that is well designed and well marked, which makes driving more enjoyable and easier to monitor.***

(2) A **Status of external non-regulation of learning**, that is, the context does not help to produce or sustain SRL. It induces fatigue or loss of motivation. This is like ***an unmarked road, poorly laid out, which is tiring and hard to follow.***

(3) A **Status of external dys-regulation of learning**: the context explicitly or implicitly promotes dysfunctional or psychopathological behaviors, with behavioral deficits and excesses (procrastination, emotional or cognitive reactivity, etc.). ***Road markings distract and mislead the driver.***

Postulate 3. Combining the two preceding factors leads to a five-level heuristic (call the Combined Internal-External Behavior Regulation Index). These levels themselves are a presage/predictive factor of a learning process to come, or that is currently under way. They represent different levels of risk and protection:

1) **low-low combination**= low protection and high risk factors in learning

- 2) medium-low combination
- 3) medium combination
- 4) medium-high combination
- 5) **high-high combination**= high protection and low risk factors in learning

This interaction, and its effect on different variables, are what we are investigating at this time. Please, visit our international online network: www.inetas.net

With the arrival of the pandemic in 2022 year, we observed and verified that the model could be extrapolated to other fields. We proposed the **Theory of Self- vs Externally Regulated Behavior**, expanding to different areas of Psychology, whether educational psychology, healthcare and clinical psychology, or organizational psychology. It will be presented in a book by NOVA Publishing (de la Fuente & Kauffman Eds., and other colleagues).

However, our first aim and desire, is that this new theoretical model will be useful both for analyzing and for improving the teaching-learning processes of our students.

Thank you for your attention! I will be glad to speak with any colleague who has a possible interest in working with us.

Thanks so much for this award! It is a big honor and a big responsibility for me!!

I dedicate it to my admired Professor Barry Zimmerman (Rest in Peace)

Prof. Jesús de la Fuente, Ph D

Department of Psychology

School of Education and Psychology

University of Navarra, Pamplona

Spain

R & D Project ref. PID2022-136466NB-I00