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SSIG. AERA. Denver, 25th April, 2025

**BARRY J. ZIMMERMAN AWARD FOR
OUTSTANDING CONTRIBUTIONS**



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. Grant PID2022-136466NB-I00 funded by MICIU/AEI/10.13039/501100011033 and, by ERDF/EU.



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ACKNOWLEDGMENTS

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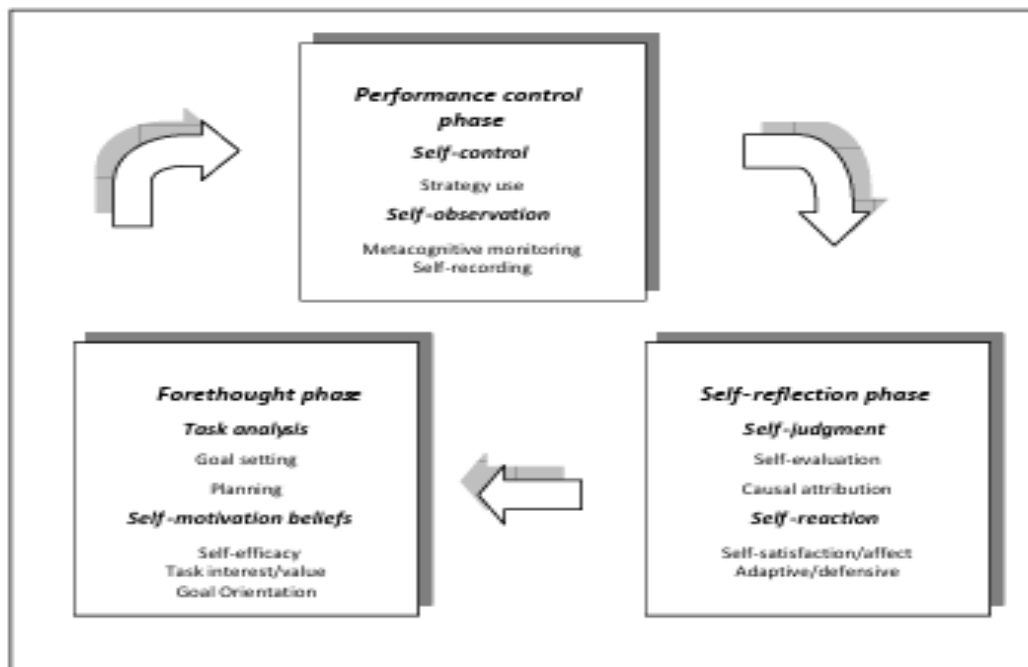


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B. J. ZIMMERMAN Model, 1997, 2001, 2012



Source: (Taken Zimmerman & Labuhn, 2012; p.402)

Theory of Self- vs. Externally-Regulated Learning Behavior™

(de la Fuente, 2017)



Based in:

- 1) Cognitive-Social Theory
(Bandura, 1981)**
- 2) SRL (Zimmerman, 2001)**





Theory of Self- vs. Externally-Regulated Learning™: Fundamentals, Evidence, and Applicability

Jesús de la Fuente-Arias^{1,2*}

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The *Theory of Self- vs. Externally-Regulated Learning™* has integrated the variables of SRL theory, the DEDEPRO model, and the 3P model. This new Theory has proposed: (a) in general, the importance of the cyclical model of individual self-regulation (SR) and of external regulation stemming from the context (ER), as two different and complementary variables, both in combination and in interaction; (b) specifically, in the teaching-learning context, the relevance of different types of combinations between levels of self-regulation (SR) and of external regulation (ER) in the prediction of self-regulated learning (SRL), and of cognitive-emotional achievement. This review analyzes the assumptions, conceptual elements, empirical evidence, benefits and limitations of *SRL vs. ERL Theory*. Finally, professional fields of application and future lines of research are suggested.

Keywords: personal self-regulation (SR), externally-regulated learning (ERL), self-regulated learning (SRL), regulatory teaching (RT), theory review

OPEN ACCESS

Edited by:

Michael S. Dempsey,
Boston University, United States

Reviewed by:

Eva M. Romera,
Universidad de Córdoba, Spain
Merjem Yilmaz Soylu,
University of Nebraska Lincoln,
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Specialty section:

This article was submitted to
Educational Psychology,
a section of the journal
Frontiers in Psychology

Received: 28 March 2017

Accepted: 11 September 2017

Published: 29 September 2017

Citation:

de la Fuente-Arias J (2017) Theory
of Self- vs. Externally-Regulated

INTRODUCTION

The results of research on the topics of *Self-Regulation* and *Self-Regulated Learning* have been abundant in recent years. However, these lines of investigation have followed parallel paths and contexts. So while the *Self-Regulation* (SR) construct has belonged mainly to contexts of clinical psychology and of health care (Howell and Buro, 2011; Clark, 2013; Clark et al., 2014), the psychological construct of *Self-Regulated Learning* (SRL) has appeared more typically in psychoeducational settings (Zimmerman and Schunk, 1989, 2011; Hadwin et al., 2001, 2010; Winne, 2001, 2005; Torrano and González-Torres, 2004; Winne and Hadwin, 2008; Bembenutty et al., 2014; Whitte and Dibenedetto, 2015; Paulino and Da Silva, 2016; Panadero, 2017). Some authors have already asserted the need for a meta-theoretical convergence of the two lines of research (Boekaerts et al., 2005; Karoly et al., 2005) as they are thought to be different manifestations of the same psychological variable. However, this integrating proposal is still to be brought to fruition. Our theoretical proposal attempts to contribute to it.

For this reason, the *objective* of this review is to present *SRL vs. ERL Theory™* (de la Fuente, 2015) as a new theoretical formulation, and as a way of bringing about this improved conceptual

Theoretical principles

Postulate 1. The Self-regulatory, Non-regulatory, or Dys-regulatory behavior as personal characteristic (de la Fuente, 2017, 2020, 2021)

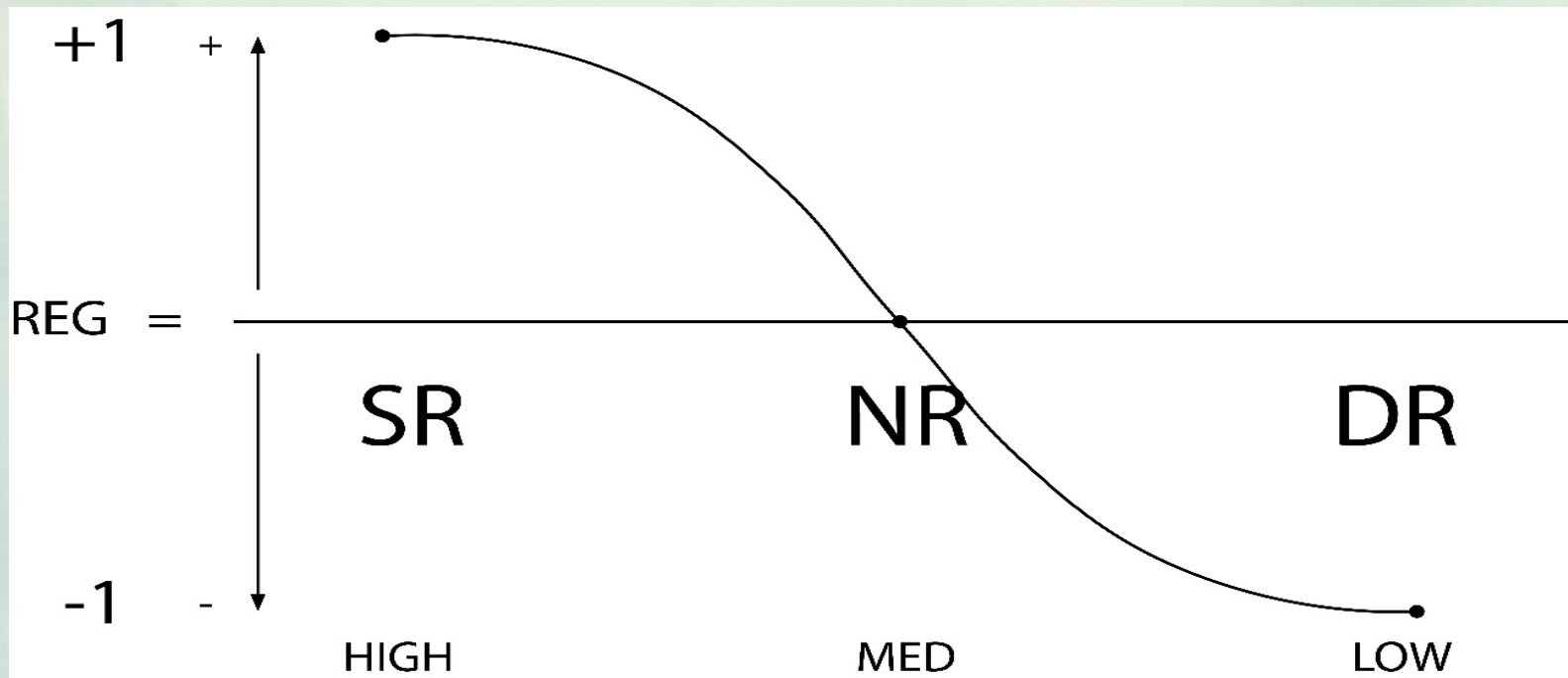


Figura 1. Representación gráfica de los tipos de regulación: SR (Self-regulation), NR (Non-regulation) y DR (Dys-Regulation). En el eje de ordenadas están el grado de regulación (high-medium-low), mientras que el eje de abscisas está la direccionalidad (+1, 0, -1)

Theoretical principles

Postulate 2. The Externally-Regulatory, Non-regulatory, or Dys-regulatory nature of the Context (de la Fuente, 2017, 2020, 2021)

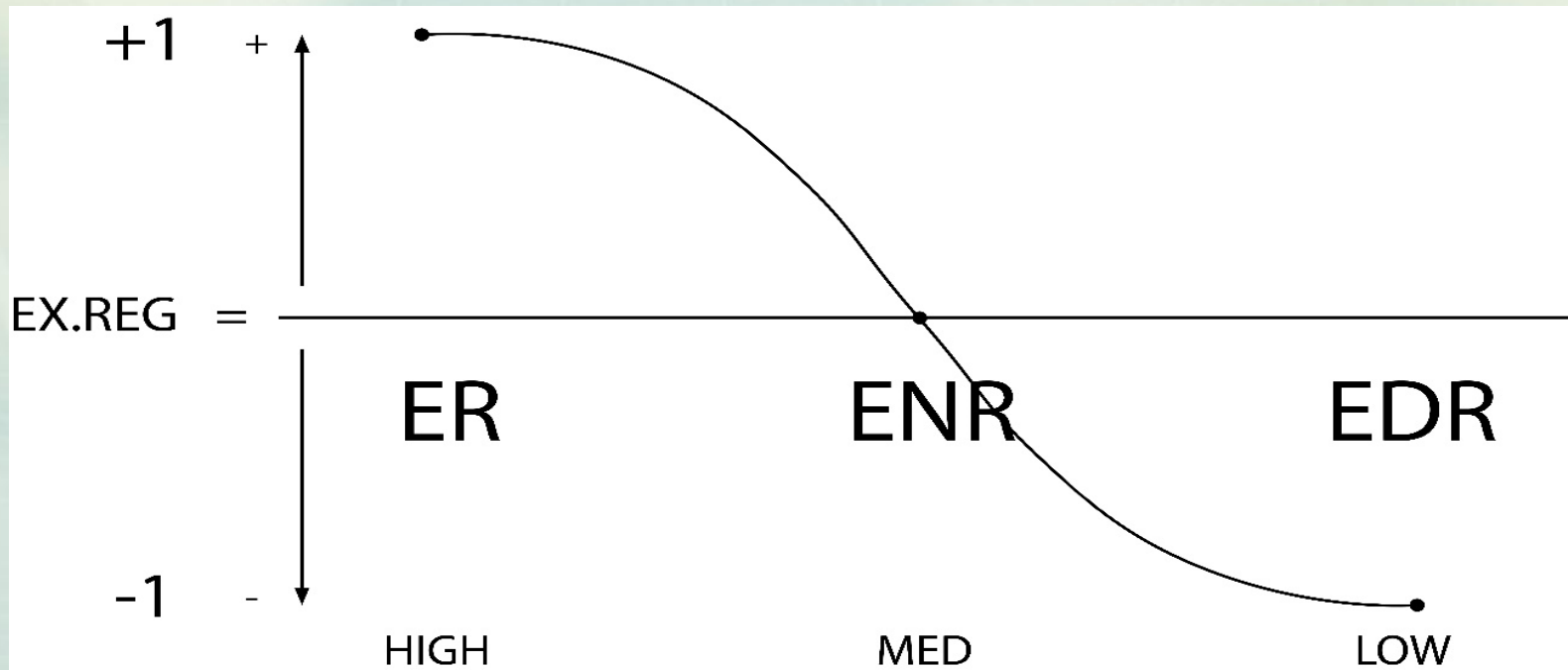


Figura 2. Representación gráfica de los tipos de external regulation: ER (external regulation), ENR (External Non-regulation) y EDR (External Dys-Regulation). En el eje de ordenadas están el grado de regulación externa (high-medium-low), mientras que el eje de accisas está la direccionalidad de la regulación externa (+1, 0, -1)

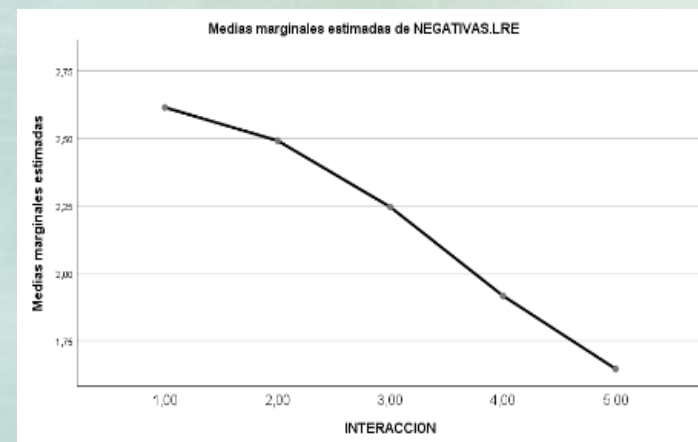
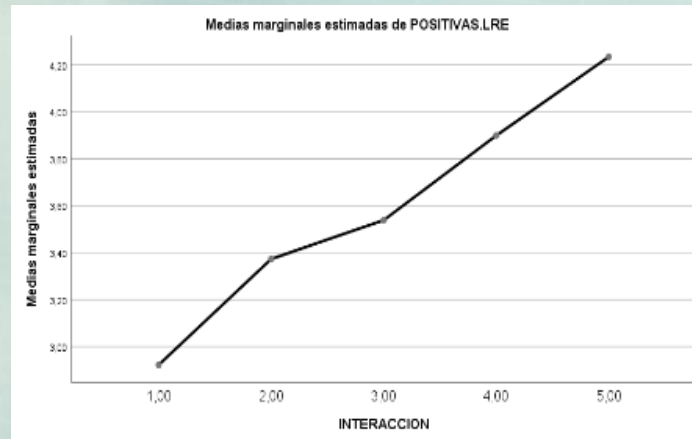
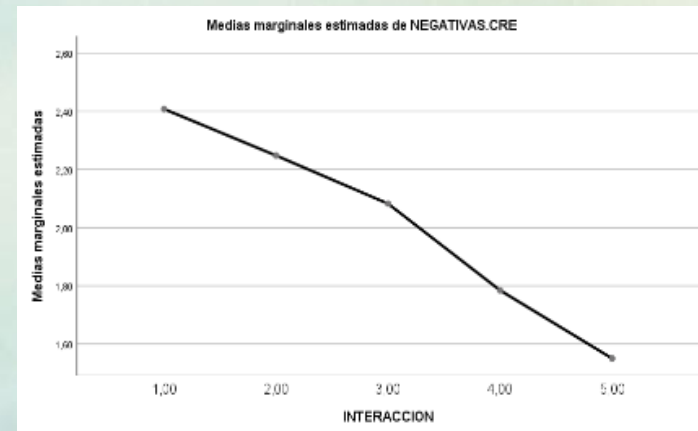
Postulate 3. Self-Regulated Learning (SRL) as an internally (SR) and externally (ER) combined process (de la Fuente et al., 2020, 2022, 2024)

Table 1. Five-combination heuristic of the *Utility Model*TM hypothesized by *SRL vs ERL Theory* (de la Fuente, 2017)

<i>Combination Level</i>		<i>Regulation</i>	<i>Regulation Trend</i>	<i>Control</i>		<i>Epidemy. Health</i>	
SR Level (range)	ER Level (range)	<i>aver/rank</i>		<i>Behaviour*</i>		<i>Control*</i>	SR*
Personal	Contextual			High	Low		
3 (3.85 - 5.00) H	3 (2.84 - 5.00) H	3.0/5	High-High: High-Regulation	++	--	<i>H</i>	<i>H</i>
2 (3.10 - 3.84) M	3 (2.84 - 5.00) H	2.5/4	Medium-High: Regulation	+	-	<i>M-H</i>	<i>M-H</i>
3 (3.85 - 5.00) H	2 (2.35 - 2.83) M	2.5/4	High-Medium: Regulation	+	-	<i>M-H</i>	<i>M-H</i>
2 (3.10 - 3.84) M	2 (2.35 - 2.83) M	2.0/3	Medium: Non-Regulation	=	=	<i>M</i>	<i>M</i>
2 (3.10 - 3.84) M	1 (1.00 - 2.34) L	1.5/2	Medium-Low: Dys-Regulation	-	+	<i>M-L</i>	<i>M-L</i>
1 (1.00 - 3.09) L	2 (2.35 - 2.83) M	1.5/2	Low-Medium: Dys-Regulation	-	+	<i>M-L</i>	<i>M-L</i>
1 (1.00 - 3.09) L	1 (1.00 - 2.34) L	1.0/1	Low-Low: High Dys-Regulation	--	++	<i>L</i>	<i>L</i>

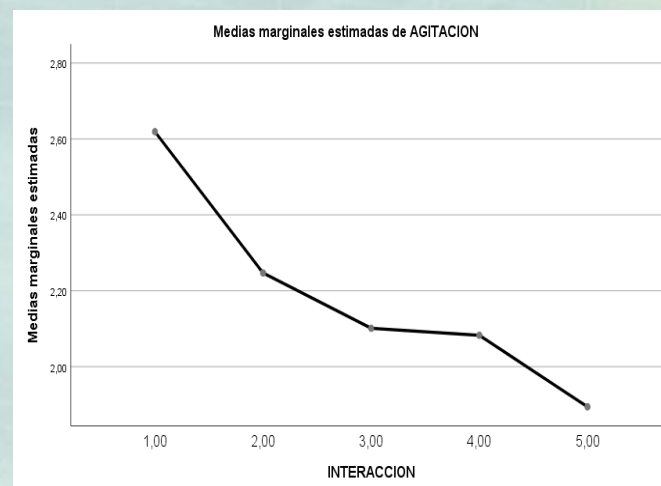
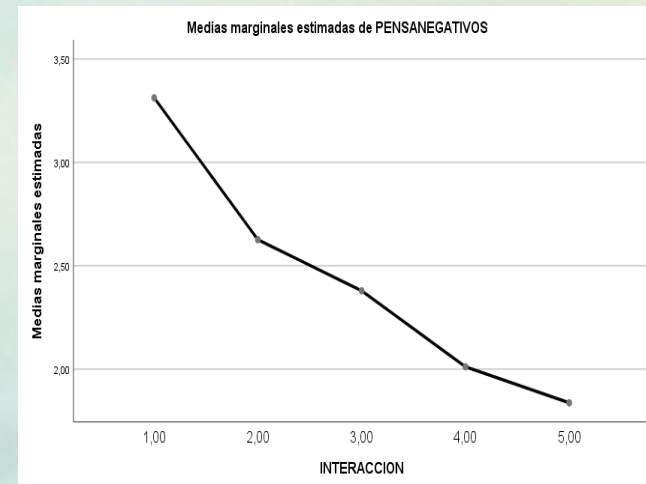
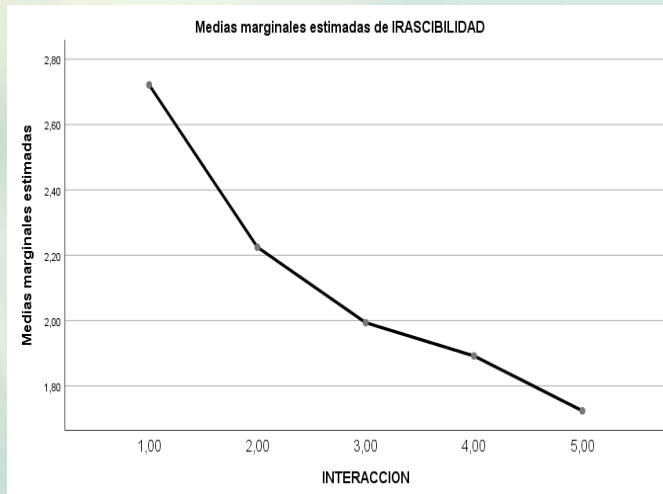
Note: SR Level= Personal level of Self-Regulation (1-3 range); ER Level= Contextual level of External Regulation (1-3 range); H=High level; M=Medium level; L=Low level; ++=greater amount; --=lesser amount; *Effects analyzed in this investigation. Please see and analyze the differences with previous research reports (de la Fuente et al., 2019, p. 12; de la Fuente et al., 2020, p. 5).

Combined Effects of Regulation variables: types of combination between levels of self-regulation and external regulation



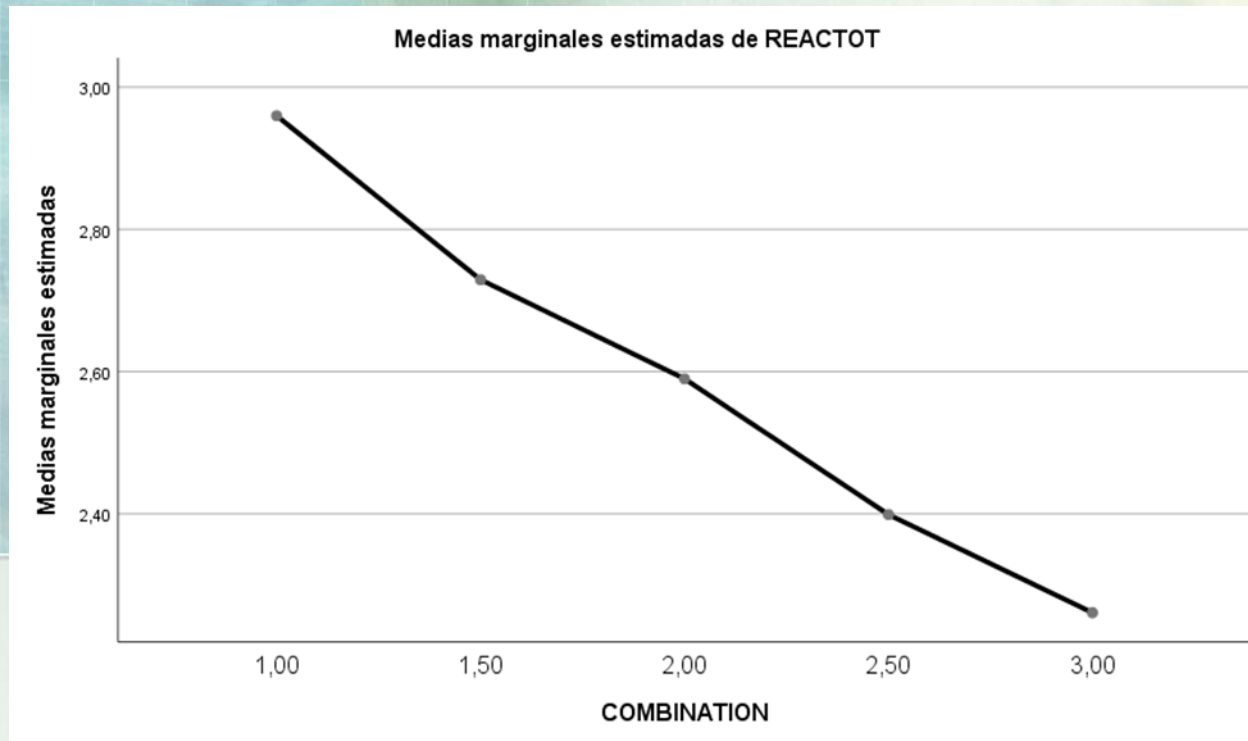
RESULTS

Effects of the types of combination (1-5 level) in Symptoms of Stress
Note. 3.1. Total; 3.2. Burnout; 3.3. Difficulty dream; 3.4. Irrascibility; 3.5. Negative thoughts; 3.6. Agitation



RESULTS

Effects of the types of interactions (1-5 level) in PSYCHOLOGICAL REACTANCE





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CONCLUSION



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Advances on Self-Regulation Models: A New Research Agenda Through the SR vs ER Behavior Theory in Different Psychology Contexts

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OPEN ACCESS

Edited by:

Kui Xie,
The Ohio State University,
United States

Reviewed by:

Benjamin Haddy,
University of Oklahoma, United States
Ting Dai,
University of Illinois at Chicago,
United States

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Specialty section:

This article was submitted to
Educational Psychology,
a section of the journal
Frontiers in Psychology

Received: 24 January 2022

Accepted: 31 May 2022

Published: 15 July 2022

Citation:

de la Fuente J, Martínez-Vicente JM, Santos FH, Sander P, Fadda S, Karagiannopoulou A, Boruchovitch E and Kauffman DF (2022) Advances on Self-Regulation Models: A New Research Agenda Through the SR vs ER Behavior Theory in Different Psychology Contexts. *Front. Psychol.* 13:861493. doi: 10.3389/fpsyg.2022.861493

The aim of this paper is to demonstrate how Bandura's Social Cognitive Theory (1986) influenced the development of several complementary models of the construct of Self-Regulation. Building on the foundation of Self-Determination Theory, SDT (2000), and Zimmerman's Self-Regulation Theory, SR (2001), with their assumptions, contributions, goddesses, and limitations, we come to the Self- vs. External Regulatory Theory, SR-ER (2021). Finally, we integrate recent evidence demonstrating the explanatory adequacy of the SR vs. ER model for different psychological constructions in different settings related to education, health, clinical practice and social work. Complementary, a new theoretical and empirical research agenda is presented, to continue testing the adequacy of SR vs. ER assumptions, and to better understand the behavioral variability of the different constructs studied.

Keywords: Albert Bandura, social cognitive theory, self-determination, self-regulation, self- vs. external regulation

PREFACE

This article is dedicated to Prof. Albert E. Bandura (1925–2021), outstanding human being and one of the most influential psychologists of all time. Bandura's ground-breaking Bobo doll experiment gave rise to the field of social learning theory, later renamed social cognitive theory. The construct of self-efficacy was identified and described by Bandura. He challenged the core assertions of behaviorism and put forward his agentic theory of human behavior. A recent APA tribute (2021) to Albert Bandura summarizes highlights of his career: "Bandura was elected APA president in 1973 and encouraged our organization to pursue matters of public interest. Bandura's significant contributions to the field of psychology were recognized in 1980 with APA's Distinguished Scientific Contribution Award and in 2004 with our Award for Outstanding Lifetime Contribution to Psychology. He also received the Gold Medal Award for Distinguished Lifetime Contribution to Psychological Science from APF and the Lifetime Career Award from the International Union of Psychological Science. In 2016, he was awarded the National Medal

Theory of Self- vs Externally- Regulated Behavior

**Applicability to Educational, Clinical-Health,
Neuropsychology, and Organizational Psychology Contexts**

Prof. Jesús de la Fuente, Ph D

Prof. Douglas F. Kauffman, Ph D

(Eds.)

NOVA PUBLISHERS INCORPORATION

New York

(USA)

2025



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Grant PID2022-136466NB-I00 funded by MICIU/AEI/10.13039/501100011033 and, by ERDF/EU.



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

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



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Grant PID2022-136466NB-I00 funded by MICIU/AEI/10.13039/501100011033 and, by ERDF/EU.