

SELF-REGULATED LEARNING IN ACADEMIC ENVIRONMENT

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Higher education issues are not frequent object of research, which is why the "Self-Regulated Learning in academic environment" book is a successful attempt to draw attention to the essential questions of university education in the context of its internationalization and increasing the students' personal responsibility and commitment for their individual progress.

Europe has long been discussing the problems of education and documents adopted show trends towards its defending as a most important socio-economic sphere. The rapid development of society and the accompanying social changes imposed the demand for more efficient and effective approaches, forms and methods of education. Person-oriented approach is increasingly conquering the educational space. Self-Regulated Learning can be regarded as a transformation or as a part of it. It has long been accepted as equivalent to the Jacques Delors' call for "learning to learn", which makes it an interesting phenomenon to study.

The present book incorporates both theoretical depth analysis and extensive empirical data that conclusively prove the relevance of the topic and the authors' skills to identify and solve educational problems. There is a lack on the Bulgarian market of independent research on Self-Regulated Learning and linking it to higher education makes the book even more interesting and relevant. The authors demonstrate how European and national legal documentation and, in particular, how the basic instrument for recognition and mobility in higher



education (ECTS), create conditions for seeking new teaching approaches and methodological tools.

The detailed presentation of the European credit transfer system's nature and its application in Bulgarian conditions is not an end in itself. It aims to demonstrate the capabilities of the system to enhance the quality of education focusing on the functions of its organizational framework and external controls. "Drawing" the image of the modern student Senia Terzieva and Ivana Radonova justify why they chose to examine the Self-Regulated Learning in an academic environment. Detailed disclosure of its nature and characteristics, the analysis of the studies, describing of the self-regulated learning strategies, tying it with the credit transfer and quality of education are a key part of the studied problems' theoretical analysis. References to leading scientists developed the Self-Regulated Learning issue (B. J. Zimmerman, P. R. Pintrich, C. A. Wolters, G. P. Scott, S. G. Paris, J. Biggs, etc.) gives depth and comprehensiveness of the discussion on its importance in the context of the educational objective of lifelong learning. For the reader engaged with the problems of higher education will be interesting to see some new perspectives in the analysis of strategies for individual student progress, such as the postponement or delay of completion of a degree discussed in the Self-Regulated Learning models base.

Not less useful for academic practice are the analysis of Self-Regulated Learning in the prospect of more effective academic education with a focus on competence development in the 21st century and its methodological projections. The self-regulated learning models are discussed as a framework for the development and implementation of tools for impact in the educational environment that will improve teaching strategies, achievements and maintain motivation for a longer period of training at higher education levels. The authors convincingly displayed Self-Regulated Learning as a reliable theoretical basis for the design of effective interventions in learning for the different academic levels and categories of students. All these are reflected in the application of scientific text.

The conducted empirical research and data analysis aimed at proving the place of Self-Regulated Learning in Higher Education and its role in the efficiencies of its inclusion in the educational process. In their effort to be useful to a wider range of readers, the authors propose methodological solutions, showing ways and means of implementation. They convincingly prove their thesis that the Self-Regulated Learning is a phenomenon associated with the metacognition, motivational and behavioral activity of the student. The text is illustrated with tables, graphics and diagrams that support the research concepts and the results of the precise cluster and frequency data analysis. In discussing the results and conclusions, the authors find a balance between conceptual bases and practical solutions, which in turn could easily be transferred from the

specific practices of training in engineering specialties, where the study was conducted, to academic environment in other areas of education. Before us is a profound scientific text, which deserves the attention of specialists as well as a wide range of readers.

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