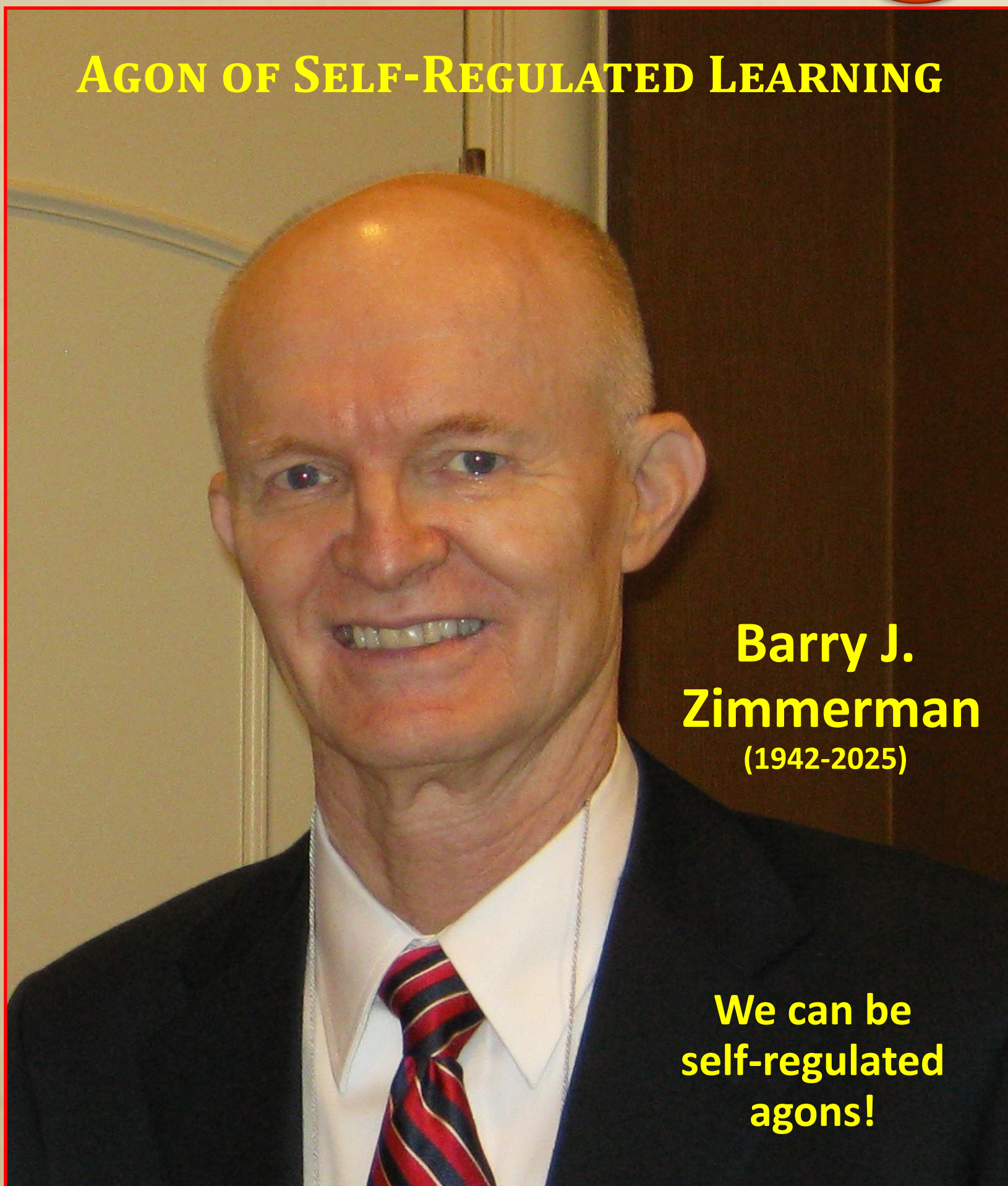


Times Magazine

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AGON OF SELF-REGULATED LEARNING



**Barry J.
Zimmerman**
(1942-2025)

**We can be
self-regulated
agons!**

**Studying and Self-Regulated Learning Special Interest Group of
the American Educational Research Association**

PAMELA F. MURPHY (EXECUTIVE EDITOR)

HÉFER BEMBENUTTY (EDITOR-IN-CHIEF, CONTENT & GRAPHIC EDITOR)

Barry J. Zimmerman: An Agon in Search for Social, Cognitive, and Behavioral Experiences on Human Development in Diverse Areas of Functioning

Héfer Bembenutty

The latest issue of *Times Magazine*, thoughtfully assembled by the Studying and Self-Regulated Learning Special Interest Group of the American Educational Research Association, pays tribute to the remarkable life and illustrious career of Barry J. Zimmerman (1942-2025). This edition underscores Barry’s contributions as a distinguished individual, an exemplary educator and mentor, and a meticulous scholar in the field of self-regulated learning across various domains. Through reflections from former students and colleagues, the issue captures Barry’s profound influence on their personal and professional journeys, highlighting his legacy in advancing educational research and practice.

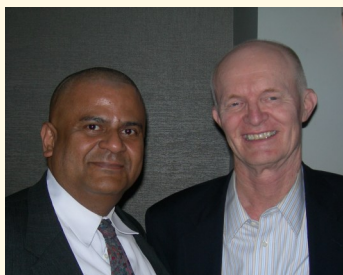
Barry’s contributions extended far beyond the traditional roles of teacher, mentor, researcher, or scholar. His influence was profound, encouraging students and colleagues to strive for excellence in their respective fields. Barry adeptly guided individuals toward self-regulated learning and teaching. His impact can be likened to a Greek champion, an “agon,” who excelled in the ancient Olympic Games. In the Hellenistic society, such champions were revered for their dedication and prowess, qualities that Barry exemplified throughout his career. His legacy inspires and shapes the academic community. The noun *agon* encompasses various meanings but is utilized in this context to reflect the essence of struggle and the pursuit of goals. Conversely, the verb *agein* signifies the celebration of success, thereby emphasizing the dual nature of this significant cultural value.

At its core, agon represents an extraordinary effort that surpasses the bounds of ordinary human capabilities, often pursued to attain significant goals such as victory, glory, or personal fulfillment. The concept of agon is intricately woven into various facets of Greek life, prominently displayed in the athletic pursuits of competitors in the Olympic Games, where success is attained through rigorous physical exertion. Likewise, the harsh confrontations of gladiators exemplify agon, as they engage in life-and-death battles where triumph ensures survival.

Agon transcends personal endeavors and extends to the pursuit of significant goals that benefit others and society at large. Historical figures such as Alexander the Great embodied the spirit of agon through his relentless quests for conquest and expansion, thereby pushing the boundaries of human achievement to extraordinary heights. Individuals who embraced agon were highly esteemed in Greek society for their readiness to face formidable challenges, necessitating exceptional perseverance, courage, self-efficacy, and delay of gratification. Ultimately, agon culminates in celebration, reflecting the triumph over adversity and acknowledging one’s accomplishments.

We celebrate Barry as an exemplary individual who embodied the qualities of an agon, relentlessly pursuing personal and meaningful goals while embracing a self-regulatory and cyclical approach to goal attainment, demonstrating a profound understanding of social, cognitive, and behavioral dimensions of human development across various domains. Like Alexander the Great, Barry has guided others towards their achievements, enabling them to secure victories and emerge as agons in their respective fields.

To Barry, “*self-regulation meant* discerning the shortcomings in my initial approach, discerning a way to address them strategically, and exerting the effort necessary to succeed.



I was confident that this SRL process would be as effective in other areas of skill as it had been in academic areas” (p. 178).

About his *model of self-fulfilling cycles of academic self-regulation*, Barry described why he developed the cyclical model in these terms:

“Barry’s most important legacy is that we, too, can be agons pursuing personal goals through cyclical processes while helping others reaching their goals, achieve victories, and eventually become self-regulated agons in their fields. We can be self-regulated agons!”

- “First, I wanted to study self-regulatory processes as they are used before, during, and after learning. By measuring students’ actual use of these processes during real learning episodes, my colleagues and I sought to draw valid inferences about their causal role—unlike questionnaire measures that rely on the accuracy of students’ recall. Inaccuracy can be a serious problem because at-risk students frequently overestimate their self-regulatory functioning, a problem called low calibration (Zimmerman, Moylan, Hudesman, White, & Flugman, 2008).
- A second purpose of this multiphase model is to improve the effectiveness of SRL interventions because it links together processes that precede, guide, and follow students’ efforts to learn.
- A third purpose for this multiphase model is to explain the interrelation of key sources of

motivation with specific metacognitive processes. By definition, students’ proactive use of SRL processes requires personal initiative, anticipation, effort, and persistence. These motivational requirements have been linked empirically to specific motivational beliefs, such as self-efficacy perceptions, outcome expectations, interest/values, and goal orientations” (pp. 180-181).

Barry explained *how a teacher can teach students self-regulation of learning*. He said, “My colleagues and I developed a teacher’s manual for increasing students’ self-regulation of learning as part of normal homework assignments (Zimmerman, Bonner, & Kovach, 1996). The manual focuses on five areas of academic functioning: time planning and management, text comprehension and summarization, classroom note-taking, test anticipation and preparation, and writing skills. Self-regulatory training for each topic was guided by a cyclical model involving: goal setting and strategic planning, strategy implementation monitoring, strategic outcome monitoring, and self-evaluation” (pp. 184-185).

About *the direction of the research on self-regulation of learning*, Barry reflected, “As I discussed in a recent article (Zimmerman, 2008c), I believe that future researchers will make greater use of event measures of SRL (i.e., those that occur during learning). I mentioned that there were five new areas where event measures are being used.

1. One area of research involves learning in supportive computerized environments using electronic trace measures of student responses, such as the number of times that the note-taking feature is used during a learning task.
2. A second type of event measure is a think-aloud protocol for learning from computerized sources of information, such as using hyperlinks to access various sources of information on a science topic.
3. A third area of event measures pertains to the use of students’ diary accounts of SRL techniques when studying or practicing on their own.
4. A fourth event measure involves direct observations of students’ SRL processes in classroom environments.
5. The fifth event measure concerns our microanalysis of key self-regulatory processes as they occur during each of the three phases of our cyclical model.

We hope this issue of the *Times Magazine* will inspire all of us to be agons in our respective disciplines while searching for understanding of social, cognitive, and behavioral experiences on human development in diverse areas of functioning. Barry’s most important legacy is that we, too, can be agons pursuing personal goals through cyclical processes while helping others reaching their goals, achieve victories, and eventually become self-regulated agons in their fields. We can be self-regulated agons!

(References are available upon request, hefer.bembenutty@gmail.com).

Barry J. Zimmerman: Obituary

ZIMMERMAN--Barry Joseph. Barry Joseph Zimmerman passed away peacefully on February 17, 2025, after a long illness. He was born on November 23, 1942, to Victor and Ida Mae (DeKeyser) Zimmerman and raised in Ripon, Wisconsin. Barry leaves a loving family after a long and distinguished career as an educator and researcher. Barry received his Bachelor's degree and Ph.D. in Educational Psychology from the University of Arizona before joining their faculty. In 1974, he accepted a position at the Department of Educational Psychology at the Graduate Center, City University of New York, where he was later appointed Distinguished Professor. Barry began a 36-year career conducting research and mentoring doctoral students. In a large scholarly output, he developed multiple pioneering models, including the cyclical phases of self-regulated learning (SRL), which shows how people can improve their learning and skills through a metacognitive approach entailing planning, evaluation and adjustment of thoughts and actions. He also developed the four levels of development for self-regulation (i.e., observation, emulation, self-control, and self-regulation). These models have profoundly influenced international research in SRL and have been applied to various disciplines such as academics, sports, music, and behavioral health. Barry was particularly interested in SRL's applications to the academic achievement challenges many underprepared high school and college students faced, providing approaches to help them develop the skills they need to achieve their goals. His work in this area was theoretical and applied; for example, he designed and helped implement a program at the New York City College of Technology for students at risk of dropping out. Barry also did influential research into the application of SRL to the challenges faced by student-athletes who want to improve their performance. Barry further applied his research to a major project with Columbia University Medical School and Columbia Presbyterian Hospital to address the rapid rise in asthma among inner-city populations of children in New York City. This program helped children and their families to manage their health in ways that led to fewer medical emergencies. Barry served on the board of the American Lung Association, helped to found the

Behavior Science Assembly of the American Thoracic Society, and became a fellow of the American Psychological Association (APA), the American Psychological Society (APS), and the American Educational Research Association (AERA). Over the years, he received many honors and awards, including the E. L. Thorndike Award for Career Achievement in Educational Psychology from the APA Division 15 (Educational Psychology) in 2011 and the Sylvia Scribner Award for exceptional scholarship in learning and instruction by AERA in 1999. He was ranked in the top 2% of the most cited educational psychologists. But more than honors and awards, Barry valued his role in mentoring the next generation of researchers and educators. He considered his greatest contribution to be the many graduate students he mentored through the years. "A brilliant man with no arrogance - only kindness and patience" is how a former student described him. In 2015, an award was established in Barry's honor by the AERA Special Interest Group of Studying and Self-Regulated Learning, a community of scholars he was a founder, as a lasting tribute to his dedication, impact, and pioneering work in advancing the understanding and development of SRL. Barry also enjoyed sports and was an avid tennis player, skier, and photographer. From an early age, music played an important role in his life. He began his college career as a music major and was an accomplished trumpet player, a talent he continued to enjoy throughout his life. Barry remained close to his extended DeKeyser family and was a committed Green Bay Packers fan. His grandfather played on the 1920 Green Bay Packers team. Barry is survived by his wife of 58 years, the love of his life, Diana (Conley) Zimmerman; his two daughters, Shana Zimmerman and Kristin (Alex) Scott; his two grandchildren, Katherine and Nicholas Scott; his nephew Sean Zimmerman and his niece Erin Hall. A memorial mass and celebration of life will be held in the near future in Tucson, AZ.



Barry J. Zimmerman's Wife



Professor
Zimmerman
and His Wife,
Ms. Diana
Zimmerman



Professor Zimmerman
and His Wife,
Ms. Diana Zimmerman

Zimmerman's Theory and Research Approaches

- My career path to understanding the source and nature of human learning started with an interest in social processes, especially cognitive modeling, and has led to the exploration of self-regulatory processes.
- My investigation of these processes has prompted the development of several social cognitive models: a triadic model that synthesized covert, behavioral, and environmental sources of personal feedback, a multilevel model of training that begins with observational learning and proceeds sequentially to self-regulation, and a cyclical phase model that depicts the interaction of metacognitive and motivational processes during efforts to learn...
- This self-regulation research has revealed that students who set superior goals proactively, monitor their learning intentionally, use strategies effectively, and respond to personal feedback adaptively not only attain mastery more quickly, but also are more motivated to sustain their efforts to learn.

Dinner with Barry J. Zimmerman in NYC 2010 and 2014

Dinner with Professor Zimmerman (New York City, 2010) **Part 1**



Dinner with Professor Zimmerman (New York City, 2010) **Part 2**



Dinner with Professor Zimmerman (New York City, 2014)



Part 1



Dinner with Professor Zimmerman (New York City, 2014)



Part 2



“A Part of Me was Lost as a Result of His Passing.”

Barry J. Zimmerman: Mentor, Colleague, and Friend

Dale H. Schunk

Barry J. Zimmerman was my valued mentor, esteemed colleague, and dear friend. A part of me was lost as a result of his passing.

I met him in March 1982 at the AERA conference in New York. I was doing a poster session, but it did not attract much attention. I was in a corner of a large, mostly empty ballroom in a hotel. Suddenly, I noticed a man from across the way entering the ballroom. He approached me, and I got excited about the prospect of having someone to talk about my work. He came up to me and introduced himself as Barry Zimmerman. I was overjoyed because I knew of his research and writings on social learning and modeling and was quite impressed with him. He sought me out because of my research on self-efficacy in learning settings. We met some that day and subsequently at the conference. Thus began a 45-year friendship and collaboration.

There is so much I could say about Barry, but I could not begin to capture how I felt about him. He comes out at the top of my list of most admired people. There are many reasons why, but none more important than the fact that he had a heart of gold and freely gave of himself so that others could benefit. Barry was concerned about the future—preparing the next generation.

This type of mentoring pervaded all he did in his interactions with others. Barry’s concern for others was an aspect that I greatly admired and attempted to emulate. Just as he sought me out at the AERA conference, he helped many people throughout his long career. And he was a genuinely nice man!

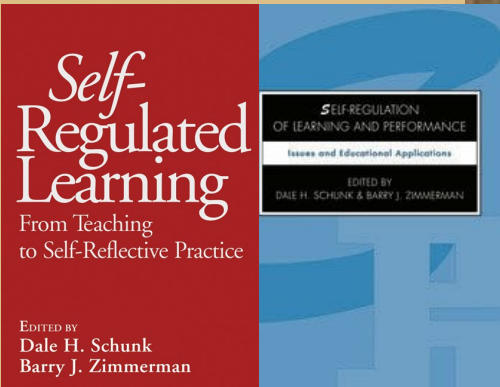
Over the years we often visited various places such as his home, my home, and conferences in different cities. We used these occasions for various purposes. We could plan a new book, sketch a conference presentation, or discuss self-regulated learning theory. I always felt that I benefited more than he did. We accomplished a lot, but our times together were not all

business. We laughed a lot and had many good times. A visit to Barry also usually included taking in a Broadway show! And yes, he typically wore his signature hat!

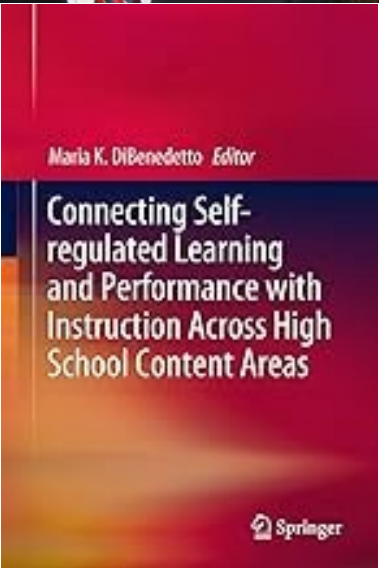
I have so many wonderful memories of Barry, who left such a legacy on education. I think of him every day and how much I miss him. We can honor him by passing on his kindness and attitude to others.



Dale H. Schunk, PhD, is an emeritus educational psychologist at the University of North Carolina at Greensboro. He has researched the effects of social and instructional variables on cognition, learning, self-regulation, and motivation.



Maria DiBenedetto, PhD, is the Director of Assessment and Reporting at the Bryan School of Business at the University of North Carolina at Greensboro. She is also the small business owner of Learning to Succeed, LLC, where she provides one-on-one SRL training to college students with executive functioning challenges. Her research interests are in self-regulated learning, self-efficacy, motivation, and student learning. (mkdibenedetto@gmail.com)



Barry J. Zimmerman: My Mentor and Role Model Maria K. DiBenedetto

It is with profound sadness that I reflect on my experience with my mentor, Barry J. Zimmerman, who passed away this year. I first met Barry in 2001 when I contemplated applying to the doctoral program in educational psychology at The Graduate Center of the City University

of New York. As the department head, he graciously agreed to meet with me after I reached out to learn more about the program. That initial meeting left a lasting impression; his intense, bright eyes, warm smile, and gentle voice made me feel immediately welcomed. Although I had initially hoped for a different mentor, destiny had it that Barry would guide me throughout my doctoral journey.

Barry's teaching style was both engaging and endearing. He often lightened the classroom atmosphere with playful questions like, "Are you motivated to study motivation?" and designed activities that made complex content accessible and relatable. He took great pride in sharing the research endeavors of his doctoral students, always ensuring they received full recognition for their work.

The impact of an exceptional mentor is immeasurable, and Barry's influence on me was profound. Throughout his mentorship, he exemplified his four competency levels—observation, emulation, self-control, and self-regulation. Balancing doctoral studies as a part-time student, a mother to two young daughters, and a full-time senior administrator at another City University institution, I faced numerous personal and professional challenges. Yet, during our weekly meetings, often lasting three hours, Barry provided unwavering support and guidance. His mentorship was a beacon that helped me navigate those demanding years, and I am eternally grateful for his belief in my abilities—a belief he consistently reinforced until I genuinely internalized it.

Beyond his role as an educator, he genuinely cared about my personal life, often inquiring about my daughters. As a father of two girls, he would chuckle and share in the tales of my mischievous daughters. He was not merely a mentor but also a role model, embodying intelligence, kindness, and exceptional listening skills. He deeply valued his mentees' well-being and emotional success in addition to their academic achievements. This was further evident when he invited me to co-author two articles with his esteemed colleague, Dale H. Schunk.

Barry's legacy continues through the numerous doctoral students he mentored. He inspired many of us to embrace and demonstrate self-regulated learning professionally and personally. While it deeply saddens me that he is no longer with us, I am incredibly grateful for the privilege of learning from someone who had such a profound impact on my life and the field of educational psychology.

In the Words of Barry J. Zimmerman

Kenneth A. Kiewra

As part of my research on productive scholars (Kiewra, 2024), Patterson-Hazley and I (Patterson-Hazley & Kiewra, 2013) interviewed Dr. Zimmerman as he was named by surveyed APA Division 15 members among the four most productive and influential educational psychologists at the time. Here, I recount some factors that made him highly productive, mainly in Zimmerman’s own words.

Influences

“I have been fascinated by the topic of learning as long as I can remember. My father was a teacher in a small town in Wisconsin, and he taught me strategies for learning long before I encountered them in class. My father was a wonderful model. He also stressed that personal dedication and practice pay dividends.”

“When I finished graduate school in the late 1960s, I was unhappy with the theories I had encountered in my courses because none emphasized social cognitive aspects of learning. When I ran across the work of Al Bandura, I felt that I had discovered a kindred spirit. Although Al’s research on social modeling focused on clinical issues, it gave me a theoretical paradigm to understand the impact of modeling as a powerful social form of instruction... I am especially indebted to Al Bandura whose influence on me was profound. I was introduced to Al early in my career and came to know him personally as well as professionally... He invited me to contribute to books he edited. Later, I spent a sabbatical leave conducting research with Al, and we jointly published several studies that focused on links between self-efficacy and self-regulation.”

“Another key influence on my thinking and development was my mentor at the University of Arizona, John Bergan. Jack was an ideal scholar—a thoughtful man who impressed me with his awareness of the latest research literature and the rigor of scientific analysis. He showed me how to develop psychometric scales, apply statistics, and build conceptual models. Like my father, Jack stood out because of his great respect for our discipline and the scholarship on which it rested.”

“I have spent most of my career at the Graduate School of the City University of New York. It has been an ideal setting because of its singular focus on doctoral education. I have had the opportunity to mentor (and publish with) wonderfully dedicated students.”

Applying Self-Regulation

Here are the self-regulation questions Zimmerman posed when evaluating a research report before submission:

- Is the title compelling?
- Does the abstract give a succinct overview of the sample, variables, research questions, and results?
- Does the introduction present key constructs, prior research, unanswered questions, and the rationale for additional research?
- In the method section, are the operational definitions accurate and clear?
- Are there confounding variables?
- In the results section, are the data examined and interpreted appropriately?
- Are follow-up analyses needed to clarify unclear issues?



Kenneth A. Kiewra is John E. Weaver Professor Emeritus in educational psychology at University of Nebraska, Lincoln. Kiewra conducts research on note taking, talent development, and scholarly productivity. His most recent book is *Be a More Productive Scholar* published by Cambridge University Press. References are available upon request (kkiewra1@unl.edu).

- In the discussion section, do the data support the research narrative?
- What findings were unexpected and how should they be interpreted?
- What are the implications for researchers and practitioners?”

Zimmerman concluded, “I have found this self-questioning format leads to a better organized and more compelling manuscript.”

Collaboration

Among Zimmerman’s 165 publications at the time, he collaborated on 72% of those. He offered advice to emerging scholars on building collaborations:

“Associate with other prolific scholars. Identify a burning topic, locate other researchers who are doing research on the topic or related topic, and set up a symposium at a professional conference where this group can meet to discuss common issues and points of agreement and contention. Organize an edited book to summarize research from the various perspectives on the topic.”

Regarding collaboration with and mentoring his own students, Zimmerman said:

“I first model how a researcher plans and conducts a study, prepares a manuscript for publication, and responds to critics. Over time, my role changes: My modeling is diminished and my focus is on providing feedback.”

Time Management

Zimmerman worked about 50 hours a week with about half that time spent on research. He preserved the morning hours when he was freshest for research planning and writing believing that scholarship was the most important aspect of his work. He recognized the importance of leisure time in remaining productive, healthy, and happy. He exercised one to two hours most afternoons and enjoyed activities such as tennis, snow skiing, music performances, and travel abroad.



Barry J. Zimmerman: An Exceptional Teacher, Mentor, Collaborator, and Friend

Anastasia Kitsantas

Barry J. Zimmerman played a pivotal role in shaping my academic journey. He was a brilliant scholar, a steadfast teacher and mentor, and a role model who upheld the highest standards, and his influence has been invaluable. His encouragement, insightful guidance, and genuine kindness have left an indelible mark on my personal and professional growth.

I recall the spring semester of 1994, during my second semester of doctoral studies, when we embarked on a quest to find the perfect task to test the process and outcome goal perspectives experimentally. We tried several ideas, but ultimately, we settled on dart throwing.

After reaching out to the Dart Association and obtaining a detailed, multi-step strategy for learning how to throw darts, we spent time practicing in his office. It was pure fun, and what blew me away was how quickly he picked it up. Within a few practice sessions, simply following the strategy, he was hitting the bull's-eye with remarkable consistency. It was like watching a true master at work.

Our research began with a series of studies to test a dualistic approach to goal-setting (e.g., Kitsantas & Zimmerman, 1996, 1997; Kitsantas & Zimmerman, 1998, 2006; Kitsantas et al., 2000, 2004). Our initial efforts focused on training novice high school girls in dart-throwing. **The findings showed that process goals are initially more effective than outcome goals.** However, once automaticity in technique is achieved, outcome goals offer a distinct advantage.

The transition to automaticity occurs when learners acquire enough skills to perform tasks without conscious thought, thereby reducing cognitive load. This research began a broader exploration into how multi-level self-regulatory development shapes learning and motivation with other learning tasks. It also marked the start of my research journey, which has profoundly impacted my scholarship and teaching.

Upon graduating, Barry was an extraordinary collaborator. Our research partnership spanned an impressive three decades, during which we published several empirical studies and chapters across various disciplines, including sports, health, academics, and topics such as homework, writing, and self-efficacy. We primarily

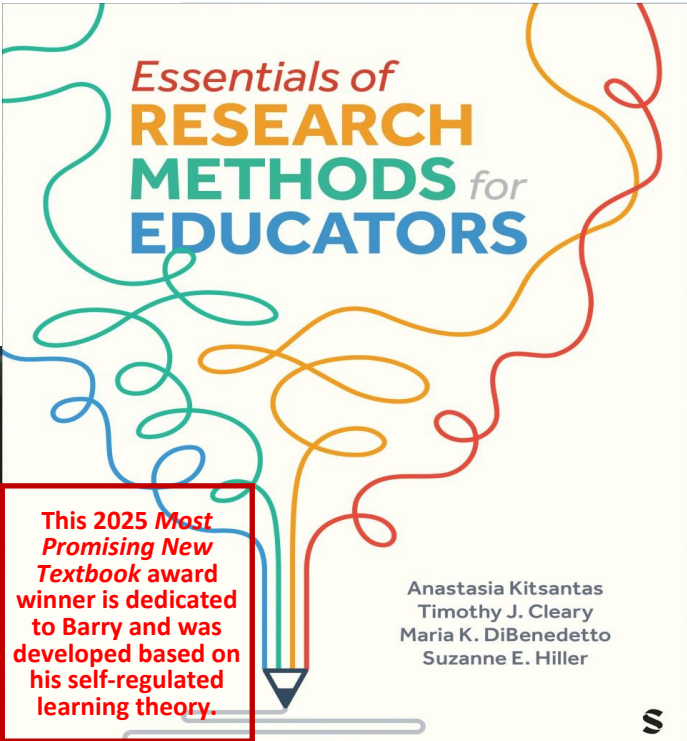
used experimental and structural equation modeling approaches. I deeply enjoyed those years and miss our conversations at conferences and our long phone discussions but also the strong friendship we built over the years.

More than three dozen of my doctoral mentees, Barry's academic grandchildren, are now advancing research on SRL using his theoretical models. They continue to carry on his legacy by furthering SRL research and mentoring the next generation of educators and researchers. Zimmerman's influence remains a driving force in the ongoing development of self-regulated learning. His impact will endure, solidifying his unique and lasting legacy in the field of self-regulated learning, both through his own contributions and the continued work of his academic descendants.

As I move forward, I remain deeply inspired by his example and strive to emulate the same level of exceptional teaching, mentorship, collaboration, and friendship that he so generously shared with all who had the privilege of learning from him. References are available upon request (akitsant@gmu.edu)



Anastasia Kitsantas, PhD, is Professor of Educational Psychology in the College of Education and Human Development at George Mason University (GMU). Anastasia's research interests focus on the development of Self-Regulated Learning (SRL) and student motivation across various areas of human functioning including academic learning, athletics, and health. She has also published a textbook "Essentials of research methods for educators," <https://us.sagepub.com/en-us/nam/essentials-of-research-methods-for-educators/book275625>. (akitsant@gmu.edu)



“I Love and Will Miss Him Dearly.”

Barry J. Zimmerman: A Life of Innovation, Influence, and Kindness Timothy J. Cleary

Barry J. Zimmerman was renowned for his innovative, practical, and highly influential theoretical models and rigorous methodological approaches to studying self-regulated learning and motivation across academic, health, and sports contexts. As evidenced by his eye-popping citation indexes and the widely recognized applicability and accessibility of his ideas and innovations to researchers, practitioners, and educators, Barry left an indelible and positive impact on society.

As his student and eventual colleague, I had the great fortune of interacting with Barry personally and professionally. These experiences profoundly influenced my thinking about academia and research, teaching, mentorship, and life. Since his passing this past February, however, I have found myself thinking most about my interactions with him during graduate school and his decision to take me on as a doctoral student—the greatest gift he could have ever given me.

Upon enrolling in the Graduate and University Center of CUNY in Fall 1995, I was laser-focused on getting admitted to the School Psychology program in the Department of Educational Psychology. Given that Barry was a faculty member of the Learning, Development, and Instruction program, I did not interact with him during the admissions process. I did not even know who he was.

That all changed, as did my professional trajectory when I took one of his courses focused on social and motivational development. In the first few weeks, I quickly recognized that something was unique and special about Barry.

I had never encountered a professor who displayed such clear, objective, and precise thinking while also effortlessly exuding such genuine and infectious enthusiasm and warmth. However, what struck me most was the ease and strength with which he was able to speak to my deepest professional interests.

After about two to three weeks into the course, my entire focus shifted to convincing him to become my research mentor and dissertation chair. I knew this was not going to be easy. I had just enrolled in the School Psychology program and was assigned an advisor and mentor. Also, Barry had a full team of graduate students and did not have space for me.

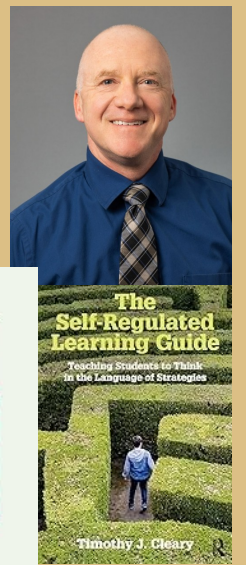
I do not know the deciding factor that led Barry to invite me to join his research team. It could be how I performed or my

level of participation and enthusiasm during that initial class. Sometimes, I joke that he was probably tired of me visiting his office multiple times a week to pester him with questions and that he might as well add me to the group. Regardless, his decision was my professional journey’s most important and defining moment.

As a graduate student, my most treasured moments were the one-on-one conversations in his office and listening to him speak. Whether musing about new research ideas, asking probing questions to help me better articulate ideas, or providing feedback about papers or my dissertation, I left virtually every meeting with new insights and knowledge. In the years that preceded and followed my graduate school years with Barry, I have never interacted with anyone who so easily and consistently taught me something. His ability to teach was without question one of his most incredible superpowers.

Through the years, I have realized that the only way to repay Barry for all he had given me was to pay it forward to my current and future students. More than anything else, my attempts at being kind, generous, encouraging, and efficacy-enhancing to my students are part of Barry’s legacy and one that I hope would make him proud. Besides my father, there has never been another adult male my senior who has exerted as profound an impact on my life as Barry. I love and will miss him dearly.

Timothy J. Cleary, PhD, is the Department Chair and professor of the Department of School Psychology and Interim Chair of the Department of Clinical Psychology in the Graduate School of Applied and Professional Psychology at Rutgers, The State University of New Jersey. Cleary’s primary research interests include developing and applying SRL and motivation assessment and intervention practices across academic, athletic, medical, and clinical contexts.
(timothy.cleary@rutgers.edu)



Colleague, Mentor, and Co-Founder of Studying and Self-Regulated Learning SIG Linda Bol

Barry J. Zimmerman and I are founding Studying and Self-Regulated Learning SIG members. Barry and other leaders in the field were invited to a pre-AERA session to discuss our common research interests. As a graduate assistant on the project, I attended the meeting when the SIG was launched. Honestly, my role was more of a star-struck graduate student and less of a developer, but I would not forget Barry’s kindness and humility. The SIG has been critical for my professional service and research. Last year, I was awarded the Zimmerman Award, a career highlight. We shared our dedication to and appreciation of the SIG.

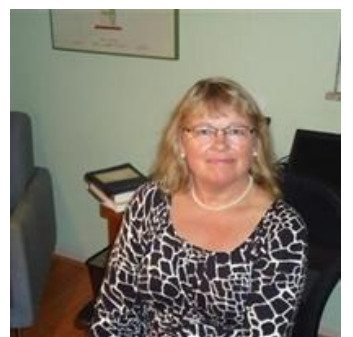
Barry was also a mentor. He served as a role model and provided support by writing external review letters for promotion. Barry regularly attended my presentations and offered sage, formative advice. He was always accessible, helpful, and friendly. I observed him do the same for colleagues, especially early career scholars. I do my best to pay it forward.

His body of research on Self-regulated Learning greatly contributed to my line of inquiry. Barry’s self-regulated learning theory is a framework for many of my studies. My current and former doctoral students continue to pursue SRL

research. In an early invited SIG address, Barry emphasized calibration, reinforcing my interest and scholarship in SRL and metacognition.

We lost a brilliant and prolific scholar who left an enduring legacy in the field of SSRL through his own work and that of his students and other colleagues. Just as importantly, Barry was a fine man and role model who left us missing and remembering him fondly.

Linda Bol, PhD, is a Professor of Educational Psychology and Program Evaluation at Old Dominion University. She obtained her doctorate from the University of California, Berkeley. She maintains an active research agenda in self-regulated learning and calibration in classroom settings.
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Barry J. Zimmerman: First Encounters with a Remarkable Humble Scholar

An Accomplished Scholar with a Remarkably Humble Attitude Toward Constant Learning

Mimi Bong

I felt deeply sorrow when I heard the news of Barry's passing. Although I never had the opportunity to learn from him in school or collaborate with him directly on research, his name is one that I—and almost all educational psychologists for that matter—must think of whenever teaching or researching self-regulated learning.

My last communication with Barry was in November 2018, when I was preparing a book proposal titled *"Motivation Science: Controversies and Insights"* alongside my colleagues. Barry was, of course, one of the first authors we decided to invite. At that time, I had no idea he was unwell. Despite his illness, Barry kindly responded to my invitation, explaining that he could no longer write professionally but found my proposal very attractive. His response was genuinely encouraging and reflected Barry's character, as **he had always found great fulfillment in mentoring junior scholars throughout his lifetime.**

I shared one incident with Barry with my graduate students over the years. At the 1999 APA convention in Boston, I bumped into Barry. I had attended four AERA meetings by then, but this was my first experience at an APA convention. Unlike AERA, where educational psychology receives major attention, APA offers significantly fewer sessions or presentations on educational psychology and far more presentations from other areas of psychology. As a fresh PhD, I was both overwhelmed and feeling marginalized. So when Barry asked me how I was finding the convention, I replied that I liked AERA much better because the APA sessions covered topics that felt too diverse and foreign to me. Barry then said something that gave me a moment of clarity: "But that is exactly why I like APA—it offers such a variety of topics, and I can learn new things by simply attending those sessions." What a perspective! One thing was crystal clear: Barry was someone who loved learning new things.

What do I tell my students? If a renowned scholar like Dr. Barry Zimmerman puts in this much effort, we must also work even harder to gain new knowledge at these conferences. He was a great teacher through his example. We will all miss him.



Mimi Bong is a Professor of Educational Psychology and the Director of the Brain and Motivation Research Institute (<https://bmri.korea.ac.kr/english>) at Korea University. She studies adolescent motivation and self-regulation, particularly emphasizing goals, values, and self-efficacy. (mimibong@korea.ac.kr)

A Train to Remember: My Day with Barry J. Zimmerman

Ernesto Panadero

One hot summer day in 2008, I boarded a train from Albany full of anticipation to meet Barry Zimmerman for the very first and only time. It was during my first international PhD research stay, working with Heidi Andrade at SUNY Albany, and I had just begun my PhD journey two years ago. As the train rolled toward Manhattan, I spent the day wondering what this long-awaited encounter would bring. Wandering through the city's vibrant streets that morning, vividly recalling the sight of the United Nations building, my excitement steadily grew as the meeting drew nearer.

When I finally entered his office, overlooking the Empire State Building, what impressed me most was Barry's genuine interest not in speaking but in listening. Even though I was only beginning my exploration of self-regulated learning, Barry made me feel like I had important insights to share. He listened thoughtfully, making me feel valued and knowledgeable, even though I was very much a novice then and, in many ways, still feel like one today.

Barry was exceedingly generous with his time and invited me to attend his doctoral seminar on self-regulation, which focused that day on self-efficacy. Over the years, whenever I reached out with questions, often complicated and challenging, Barry's generosity never wavered. **He was always patient, supportive, and deeply committed to helping me clarify his work and those of others.** Thanks to him, I could present and discuss his three models of self-regulation extensively in my 2017 review of the field.

Barry Zimmerman leaves behind an immense scholarly legacy, yet even greater is his legacy as an extraordinary human being. His former students and colleagues speak of him with such warmth that it's clear he was someone extraordinary to have in one's life. Although my direct interactions with him were limited, that single day and his ongoing kindness have profoundly influenced me professionally and personally. Thank you for everything, Barry.

Ernesto Panadero (ernesto.research@gmail.com), PhD, is a research professor in educational assessment and self-regulated learning at Dublin City University and Deusto University. His work focuses on understanding and improving learning and self-regulated learning through assessment practices.



Barry J. Zimmerman: International Impact

In Honour of Barry J. Zimmerman Deborah Butler

As a newly retired professor, I am honored to have this opportunity to reflect on Barry J. Zimmerman's legacy. It is difficult to put into words how important Barry was to so many of us in the SRL community. The best I can do is communicate some key ways in which he shaped my experiences as a scholar over many years.

I never had the opportunity to work directly with Barry other than as a writer for his edited works or contributor to symposia. Still, his influence and impact on me were great from the start. Of course, through his scholarship, he helped me refine my thinking about learning as deliberate, purposeful and strategic.

His impact was also much more personal. When I launched into doctoral studies in the late 1980s, I was advised that one of the best ways to enter my field of study was to start presenting and networking at conferences. The prospect was daunting as a naturally shy person who preferred to get away for runs rather than hobnob. But it was at those early conferences that I first met Barry. Much to my surprise and delight, he instantaneously took my work seriously, welcoming me into the budding "SRL" community. His willingness to engage with me at conferences made me feel like I belonged and had something to offer.

Over the years, I often benefited from his insights on my latest ideas. It was also his continual invitation (often with Dale Schunk) for me to participate in important edited volumes that fueled and supported my contributions to the SRL community. With these invitations to conferences and writing, he challenged me to think about SRL scholarship broadly and from different points of view. At the same time, it was as if he was acting like an outstanding mentor to me, even from afar, helping me build my publication record and sustain my university career.

If I were to spontaneously list the most important influences on my career, beyond my supervisors through my doctoral work, Barry would rise to the top of my list. **I was fortunate to have met him early in my scholarly journey.** It was a privilege to have known him and to have benefited from his generosity and brilliance (truly "shining brightly") over so many years.



Deborah Butler, PhD, is a Professor Emeritus in the Faculty of Education at the University of British Columbia (UBC). She received her PhD in Educational Psychology in 1994 and just recently retired from UBC after a 30-year career there. Her work has focused on self-regulated engagement in learning and practice, professional learning, knowledge mobilization, inclusive and special education, and case study research methodology. (deborah.butler@ubc.ca)

My Memories of Barry J. Zimmerman Shuichi Tsukano



Upon receiving the news of Dr. Barry's passing, I found myself reflecting on our initial meeting two decades ago and our subsequent interactions throughout the years.

In March 2005, I arrived at Newark Liberty Airport after a flight from Milwaukee, having been introduced by Professor Gerhard Steiner from the University of Basel. Upon arrival, I was met by Dr. Barry, who was waiting for me in the lobby. I encountered delays in retrieving my luggage, which resulted in my late arrival.

Thanks to his arrangements, I had the opportunity to participate in discussions at his office in NYC, attend lectures, and take part in seminars over ten days. I also had the pleasure of enjoying a city tour in his Camry. He took me to iconic locations, including Chinatown, the Statue of Liberty, Wall Street, the United Nations headquarters, the former World Trade Center, Carnegie Hall, and more. When I was possibly evicted from my hotel room due to an issue, he promptly came over from his office to intervene on my behalf.

I recall listening to him describe his research and introduce his family during our discussions in his office. I was profoundly impressed by how he treated me, an unknown individual with few accomplishments, with genuine respect and trust as a fellow researcher. This has remained consistent over time. **I believe this demeanor is rooted in the strength of his quiet confidence as a researcher.**

Before departing from New York, I informed him of my intention to visit Harvard University, where his daughter is currently enrolled. He kindly accompanied me to a nearby train station and assisted me in purchasing a ticket, and then we amicably parted ways.

Upon my return to Japan, I undertook the translation of his five books and subsequently reached out to him via email with several inquiries. I was sure to receive a reply within a few days, and he also told me about the publication plans for his latest work. His sincerity has never changed.

Shuichi Tsukano, PhD, is a former dean of the faculty of Education and Graduate School of Education at Toyama University, a Professor at Ritssho University, and a lecturer at Seitoku University, Japan. His specialty is on learning and instructional psychology. (shutsu423@gmail.com)

About Shuichi Tsukano, Barry wrote (2019):

"Professor Shuichi Tsukano deserves much credit for having translated the book "Educational Psychology: A Century of Contributions" (2003) into Japanese. It described the lives and work of 16 major researchers (e.g., William James, E. L. Thorndike, and Albert Bandura) whose work has shaped the field of educational psychology. To enhance the impact of this translation, ten Japanese scholars were asked to review the work of a major researcher. Their insightful probing, analysis, and further elaboration revealed the book to be well-suited to guide and encourage Japanese students to pursue research careers in educational psychology. Professor Tsukano's enlightened leadership in the translation of this important book has been essential and has paved the way forward for Japan's future contributions to the field."

Barry J. Zimmerman: A Humble and Inspiring Teacher

Barry J. Zimmerman: Teacher, Mentor, and Role Model Mari C. White

When I first met Barry J. Zimmerman, I had only seen his name in textbooks. My first meeting with him left me speechless, I could not put two intelligent sentences together. I realized that very little would get accomplished if I could not separate the icon from the advisor. We often laughed about how I overcame the challenges of being advised by a “star.” I am so grateful that I got to know Barry, a mentor, advisor, and often a light in the darkness during some very challenging times.

For me, the most challenging areas of the dissertation process were not finding a sample, collecting data, or even finding significance. My problem area was my writing style. I often informed Barry that I was not getting any younger and it would be great if the finish line was in sight. **The push to finish was met with expert advice from him to make adjustments to the entire process, or the expected outcome would not be possible.**

He must have spent countless hours reading and providing feedback on my literature review, for which the revisions did not bring about the desired outcome. At this point, during the performance phase, Barry suggested changing strategies. He first ensured my self-efficacy was intact by informing me that my writing would be considered very good in many arenas. Then, he faced me with the reality that I needed to improve my writing skills. I worked hard to improve the writing skills required in educational psychology.

This experience is evidence of Barry’s sensitivity to the many areas of development required to complete the dissertation process and his steadfast determination that each student does not fall short of self-set goals. His encouragement to adjust strategies never implied that my goals would not be met they remained intact. However, in cases where the doctoral candidate could not secure a sample or collect significant data, I have known Barry to gently revisit the planning stage and set the stage again for a research study that will yield significant results.

One of my colleagues asked me if Barry knew how great an influence he has had in changing the course of teacher education at a small private college in New York City, which attempted to allow underprepared minority students to pursue teaching credentials.

I return to Barry’s first question: What do I want to be an expert in? I responded that I wanted to become an expert on how to help my underprepared students pass the basic skills test so they could remain in our teacher education program. He immediately responded affirmatively, and I began the research process, culminating in a published article linking adaptive help-seeking with success on one New York State Certification Exam, which measured basic skills. As a result of our work, we have witnessed the transformation of underprepared learners who often drop out of the teacher education pipeline and remain in the program. Many are now mentoring others who have obtained doctorate degrees and serve as principals and administrators in urban charter and private schools.

As the years have progressed, his imprint on my life and work cannot be measured or expressed in words. He modeled for me the importance of becoming engaged in the lives and work of my students and those in my private practice and working tirelessly to reach mutually agreed-upon goals. Knowing that when the going gets tough, neither of us will quit, but we will reset our goals and support each other while making the adjustments needed to succeed.



Marie C. White, PhD, is an educational psychologist in private practice and an adjunct professor at Gordon University, and she is also the CEO of the Center for Advocacy and Learning. Her work focuses on understanding and improving learning and self-regulated learning. Her research focuses on cognitive modeling, help seeking, and curriculum standards. (marie.white@gordon.edu)



In Loving Memory of Barry J. Zimmerman

Jesús De La Fuente

In the year 2000, following the successful defense of my doctoral dissertation in 1997, I conducted an in-depth study of Barry J. Zimmerman’s cyclical phases of self-regulated learning model. A thorough review of this model and related publications alongside my colleagues gave me a comprehensive understanding of Kurt Lewin’s assertion: **“There is nothing more practical than a good theory.”**

The self-regulated learning model was captivating due to its structural and functional attributes. Discovering the specific mechanisms that play a role in self-regulated learning was a significant revelation for me. I recognized many of Albert Bandura’s theories, such as self-efficacy, self-monitoring, and self-assessment, along with insights from other theoretical models of motivation and metacognition.

Gradually, I became acquainted with this research and its wide-ranging applicability across various fields, including education, sports, and technology, and its relevance to motivational processes. Barry’s work enabled me to learn both the theoretical and empirical dimensions of the model and its practical applications. Building on Barry’s theory, I developed the Theory of Self- vs. Externally-Regulated Behavior in Learning in 2015, which was published in 2017.

With the onset of the pandemic in 2020, we observed and confirmed that this model could be applied to various other fields. We proposed a theory contrasting self-regulation with externally regulated behavior, which we expanded to encompass different areas of psychology (de la Fuente & Kauffman along with other colleagues), including educational psychology, healthcare and clinical psychology, and organizational psychology. Our primary goal and aspiration is for this new theoretical model to assist us in analyzing and enhancing our teaching and learning processes.

I want to express my sincere gratitude, Barry. Your work has been a profound source of inspiration for me. Without the foundation provided by your theoretical model, I would not have been able to develop my own. I sincerely appreciate all of your contributions. Rest in peace. (jdlfuentes@unav.es)

Listening, Guiding, Inspiring: The Enduring Legacy of Barry J. Zimmerman Daniel C. Moos

Barry J. Zimmerman had a profound impact on my professional life. His groundbreaking work on self-regulated learning did not just shape my research—it fundamentally changed how I think about motivation, learning, and development. I was first introduced to his work as a doctoral student and advisee of Roger Azevedo.

I distinctly remember thinking, **“This is the missing link!”** As a former middle school teacher turned PhD student, I was drawn to Barry’s precise and elegant framework for understanding how students become agents of their learning. Most importantly, that clarity offered practical, accessible applications for educators. It stayed with me and ultimately became the foundation of my teaching and scholarship.

Beyond his scholarship, Barry was the kind of academic we all aspire to become: rigorous, generous, endlessly curious, and deeply humble. When I had the privilege of meeting him at a SIG business meeting years ago, I expected a quick handshake and polite small talk. After all, he was the Dr. Barry Zimmerman! Instead, he truly listened to my fledgling research ideas, asked thoughtful questions, and offered genuine encouragement. He made a junior scholar feel like a peer. I have never forgotten that moment—his intellectual generosity and humility left a lasting impression.

Barry’s mentorship extended far beyond individual relationships; he helped shape the entire field of self-regulated learning. He created space for researchers to explore new questions, championed early-career scholars, and treated mentorship as a core part of his academic identity. I see his influence in my students now, as I encourage them to reflect, self-monitor, and believe in their capacity to grow—central tenets of his theory and a reflection of the care he showed to those around him.

To me, Barry’s legacy is evident, generous, and humble brilliance. He advanced our understanding of learning, but more than that, he made the field a welcoming place to ask questions, challenge assumptions, and grow. I am deeply honored to have known him.

Daniel C. Moos, PhD, is a Professor of Education at Gustavus Adolphus College. His research focuses on self-regulated learning, educational technology, and the development of motivation in classroom settings. He also works extensively with pre- and in-service teachers to support reflective practice and the integration of research-based strategies into K–12 classrooms. (dmoos@gustavus.edu)



Jesús de la Fuente, PhD, is a Full Professor of Educational Psychology at the University of Navarra in Spain. He has been awarded the 2025 Barry J. Zimmerman Award for Outstanding Contributions.



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Barry J. Zimmerman: Dynamics of Motivation and Self-Regulated Learning

Barry J. Zimmerman's Pioneering Insights about the Dynamics of Motivation and Self-Regulated Learning Avi Kaplan



Avi Kaplan, PhD, is a Professor of Educational Psychology at the College of Education and Human Development, Temple University. His research focuses on identity development, motivation, self-regulation, and the contexts that support these processes.
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As a graduate student at the University of Michigan in the 1990s, Barry Zimmerman's groundbreaking work on self-regulated learning was foundational to my scholarly development. To me, Barry's work marked an explicit shift from what I understood then to be the taken-for-granted practice of investigating the relations between motivation and engagement, basically seeking to establish the generalizability of linear and stable partial correlations between constructs like mastery goals, or task value, or self-efficacy, or interest, with effort and the use of deep learning strategies.

Barry's work gave me a different way of looking at motivation and engagement. First, his cyclical model of self-regulation highlighted the obvious fact (to anyone who actually observes students) that effort and use of strategies are neither stable nor linear. It also made it clear that to understand students' engagement we need to approach tasks as having different phases and students' task engagement as dynamic and iterative.

Furthermore, Barry's model of the three phases of self-regulated learning with their sub-processes provided me with a more intricate understanding of the complexity of motivation processes. This challenged the common practice of focusing on a single a-priori motivational construct, or even on several, as this was not capturing the multitude of motivational processes that a student may harness when engaged even in a single task.

In addition, Barry's emphasis on metacognition as a basis for the self-reflexive processes central to self-regulated learning pointed to the crucial role of cognitive development in different forms of motivated engagement. However, even more so, his model clarified to me that metacognitive capacity is not enough, and that we must consider the characteristics of the social context and of the task, as they interplay with the student's motivation and competencies to manifest in their self-regulated engagement.

Finally, Barry's commitment to translating his findings into practical applications supporting students' agency in becoming effective self-regulated learners was inspirational. All of these insights became aspects of my scholarly focus on the contextualized and complex nature of motivation and engagement and on developing people's agency, self-reflection, and identity exploration as central educational goals. Barry's pioneering insights and value-based commitments to bridging research and practice continue to be extremely relevant to educational psychology.



Indelible Memories of Barry J. Zimmerman Darshanand Ramdass

In 2003, during my third year at Queens College in New York, I was awarded a scholarship for my senior year at the Graduate Center. I took neuroscience classes under professor Susan Croll in the Neuroscience department and she kindly agreed to mentor me throughout the year. Along with a graduate student and Susan, I conducted research in her lab on the effects of Clonidine in rodents. My interest in Neuroscience deepened, and by the end of the year, Susan inquired about my future plans. I shared that I had discovered the Educational Psychology program at the Graduate Center and had submitted my application for it.



In the spring of 2004, I received an invitation to interview for a position in the Ed. Psych Program. My interviewer was Barry, who noted that our research interests aligned closely. I had referenced self-regulation in my application letter, so I was particularly pleased to hear him mention it as well. I was subsequently accepted into the program, completing my Ph.D. in five

years. Following that, I spent an additional three years engaged in postdoctoral work with Dr. Zimmerman and Dr. Homer.

Barry was a kind, thoughtful, and supportive mentor whose impact on my life is difficult to articulate. He maintained an open-door policy, and whenever I knocked on his door, he was always willing to listen to my questions and provide valuable guidance, as long as he wasn't busy. Thanks to his encouragement, I developed a passion for statistics and enrolled in all the statistics courses available at the Graduate Center. He advised me, "If you manage to get an article published before graduating, it will enhance your job prospects in the field."

In 2007, the Graduate Center offered a fellowship for eligible candidates to conduct research, which I applied for and received. I collaborated closely with Barry on every aspect of the research, and ultimately, with his mentorship, our study was published in the *Journal of Advanced Academics* in 2008. Dr. Zimmerman remained humble throughout the process and graciously allowed me to be the first author of the paper. Later on, as I pursued my dissertation, he provided assistance whenever I faced challenges with writing or data analysis. During my postdoctoral work, I attended a conference alongside him, managing the PowerPoint slides while he presented his research. He was filled with joy when I shared the news of my first appointment as an Assistant Professor in 2012.

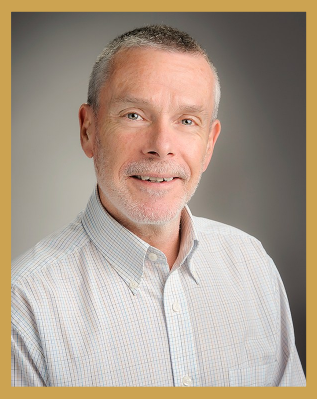
Darshanand Ramdass, PhD, is a Model Teacher and Mentor within the Department of Education in New York City since 2018. (darshramd@gmail.com)



Barry J. Zimmerman: Exemplary Model and Inspiration of Scholarship

Barry J. Zimmerman: Modeled the Best of How to Pursue Scholarship

Philip H. Winne



Philip H. Winne, PhD, is a professor emeritus of educational psychology and former Canada Research Chair in Self-Regulated Learning and Learning Technologies at Simon Fraser University. He has made significant contributions to research on self-regulated learning and is the principal investigator of the *Learning Kit Project*, which developed educational software, now called nStudy, founded on self-regulated learning principles. (winne@sfu.ca)

Barry J. Zimmerman's scholarly portfolio is vast, innovative, and seminal. His career in the first half of the 1970s began with enlightening research into how children learned by observing others. That line of work led Barry to undertake groundbreaking empirical and stimulating theoretical syntheses in the broader domain of social learning theory and education. Continuously curious about how that kind of development unfolded, Barry scouted paths leading him toward a strongly social cognitive view of learning. Along the way, he set solid foundations for his signature and numerous contributions to scholarship about self-regulated learning. Hallmarks of that revolution, in my view, are apparent in two groundbreaking articles.

The first was his 1989 landmark article in *the Journal of Educational Psychology*, which set out the powerful implications of a Social Cognitive View of Self-Regulated Academic Learning. A year later, his 1990 portrait of Self-Regulated Learning and Academic Achievement in *Educational Psychologist* inspired the field to really get to work. I was one of those intrigued and motivated by his thinking.

I admired Barry's practices as a scholar. He deftly helped sharpen my thinking. He unfalteringly sought and found bright spots in those inevitable small gaps in any model and every study. I enjoyed his good humor. I could not help but chuckle when he hinted that the 4-phase model of SRL, which my colleague Allyson Hadwin and I proposed, might suffer just slightly too much regulation because we added a fourth phase to his celebrated 3-phase model.

It would not be unexpected to describe Barry as a giant in our field. The volume, scope, quality and impact of his scholarship incontestably qualifies him for that honorific. But the image of a giant does not seem quite right. While basketball was not Barry's sport, March Madness suggests a different image as a speedy, sharp-eyed, gifted point guard. Yes, he could sink downtown 3s and make lightning sprints to the hoop for impossible layups amidst the "biggs." However, what stood out about Barry's scholarly play was their ingenuity and commitment to helping teammates find the best shots for the team.

Barry's legacy reaches far beyond imaginative theorizing, pioneering studies and mentorship because he showed us how we could up our scholarly game. In short (not a pun given my basketball metaphor!) Barry modeled the best of how to pursue scholarship. How apt for a man whose scholarly career started out seeking to understand how observational learning could boost development.



Coming from India to Study with Dr. Zimmerman – Dream Come True!

Rajkumari Wesley

When I started teaching at a Teacher's College in India, I first studied the self-regulated learning theory and was fascinated by it. I recognized its promise across the range of student abilities and used it extensively to help my students succeed. I began to dream about studying with "the world-famous Dr. Zimmerman," and it was my good fortune that I could pursue my cherished dream under the guidance and mentoring of my hero.

I still recall my first meeting with Dr. Zimmerman, where we discussed the possibilities of making my dream come true. His simplicity and humility struck me at once after all the greatness that the world had bestowed on him. It was hard to believe that "this is the real Dr. Zimmerman," with whom I am talking right now! He seemed so much like my father: kind and listening to me with keen intent.

I joined the Program that Fall and was delighted when he was assigned as my adviser. From then on, he took me under his wings and molded me with kindness, yet keeping the rigor tight. The opportunities he provided for me and a few peers at The NY City College of Technology in Brooklyn were where I internalized the real SRL Model. He also encouraged us to attend the AERA with him, a game-changer! Meeting the well-known names in educational research as actual people - wow, that was powerful!

We saw a whole different side of our beloved Professor during those times; he always arranged a wonderful dinner for the whole contingent from our department, with other professors in attendance as well. **I was particularly moved when he attended my presentation at AERA in Seattle in 2001**, and, sitting in the audience at the back, smiled with support and encouragement; he

waited for everyone who came to talk to me afterward to leave and told me how proud he was of my work! That was based on my pre-

dissertation project, an independent study on Parental Influence on the Self-Regulated Learning of their children.

I was raising my little daughter then and chose to study something that would have a personal meaning for me, and he liked my passion for the topic. Eventually, I did my dissertation under the Help-Seeking SRL strategy, specifically on the Use of Study Partnerships as an SRL resource for Academic Achievement. I have so much to say, but I shall close with deep gratitude to my dear Professor!

Rajkumari Wesley, PhD, is a Professor of Educational Psychology at Brookdale Community College in New Jersey. She is passionate about SRL and has been actively engaged in grant writing and research at her college, training inter-disciplinary faculty and carrying out interventions with SRL strategies. She has found significant gains in student learning every time. It is her humble way of honoring Dr. Zimmerman's life's work and legacy. (nwesley@brookdalecc.edu)

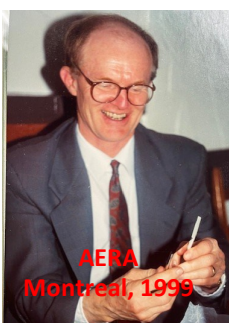


A Gentleman, a Scholar, and an Inspiration David Rindskopf

Barry was not only a wonderful colleague, he was also a wonderful person. When I arrived at CUNY 46 years ago, he went out of his way to make me feel welcome. As his students will attest, he willingly gave his time and energy to teach, advise, and nurture them through their careers at the graduate school and afterward. **His honesty, kindness and sincerity warmed the hearts of those who knew him.**

Some of you may not have known that Barry was an excellent athlete. Two of his athletic pursuits give a clue to his personality. As a baseball player, he would have needed teamwork, which he showed in all of his work activities. He would have had to show determination and hard work as a wrestler. Anyone who knew him could attest to his work ethic.

David Rindskopf, PhD, is a Distinguished Professor of Educational Psychology and Psychology at the CUNY Graduate Center. He is a Fellow of the American Statistical Association and the American Educational Research Association. (drindskopf@gc.cuny.edu)



Barry J. Zimmerman: Inspirational Impact and Tribute

Inspirational Impact of Barry J. Zimmerman
Roger Azevedo

Barry J. Zimmerman's groundbreaking contributions to self-regulated learning have significantly influenced my research, teaching, and academic endeavors. His visionary work has inspired and directed my investigations into metacognition, learning sciences, and intelligent tutoring systems, profoundly impacting the field and earning our deepest respect and gratitude.

Barry's legacy extends beyond his scholarly achievements. He will always be remembered for his kindness, gentle demeanor, and unwavering ability to motivate and uplift those around him. His rare gift for making emerging or established scholars feel seen, valued, and capable of achieving great things is an inspiration. His encouragement was never just words; it was a deep, genuine belief in the potential of others, which he nurtured with patience, wisdom, and a quiet strength that left a lasting impact on all who had the privilege of knowing him.

Barry's scholarship was not merely a theoretical framework; it served as a compelling call to action—an invitation to empower learners with the tools they need to take charge of their education, think critically, and develop as self-directed individuals. I deeply appreciate and respect his intellectual generosity, rigorous approach, and steadfast commitment to advancing the field. His contributions have made an enduring impact on my work and the countless students, educators, and researchers he has influenced.

In many ways, my scholarly work is a tribute to his remarkable legacy. I am profoundly grateful for the insights, mentorship, and inspiration he offered. His influence will undoubtedly continue to shape the future of learning, guiding new generations of scholars in pursuing knowledge and self-regulated learning. Thank you immensely, Barry.



Roger received the Barry J. Zimmerman Award

Roger Azevedo, PhD, is a Pegasus Professor in the School of Modeling Simulation and Training at the University of Central Florida, where he is also an affiliated faculty in the Departments of Computer Science and Internal Medicine and the lead scientist for the Learning Sciences Faculty Cluster Initiative. His main research area includes examining the role of cognitive, metacognitive, affective, and motivational self-regulatory processes during learning with advanced learning technologies. He is a recipient of the prestigious AERA Barry J. Zimmerman Award for his contributions to self-regulated learning. (Roger.Azevedo@ucf.edu)

“Self-regulation meant discerning the shortcomings in my initial approach, discerning a way to address them strategically, and exerting the effort necessary to succeed. I was confident that this SRL process would be as effective in other areas of skill as it had been in academic areas.” (Zimmerman)

Bembenutty, H. (2008). The last word: An interview with Barry J. Zimmerman: Achieving self-fulfilling cycles of academic self-regulation. *Journal of Advanced Academics*, 20(1), 174-193. <https://doi.org/10.4219/jaa-2008-885>

A Tribute to Professor Barry J. Zimmerman
John Hudesman

It is a privilege to share two brief anecdotes that highlight Barry's influence on the field of psychology and his personal impact on me. I had previously collaborated with him on several grant projects, but I had not fully grasped the extent of his reputation. Two situations vividly illustrate my experience with him. At one point, we engaged in a discussion about the potential of writing a book focused on the use of self-regulated learning (SRL) in the classroom. Following our conversation, I drafted a brief letter to an editor at Pearson Publishing, a firm not typically known for working with authors lacking representation. Much to my surprise, an editor contacted me shortly thereafter, indicating she would be flying to New York with a contract in hand. I was truly impressed to see how simply mentioning Barry's name seemed to open doors almost magically.

On another occasion, Barry brought together a group of us for a meeting with a Swiss delegation aimed at enhancing their post-secondary educational system. As expected, the meeting was quite successful, and the delegation was highly impressed with his recommendations. I distinctly recall thinking, 'Is there any educational topic for which he isn't considered a thought leader?'

I am confident that everyone who has had the privilege of working alongside Barry has similar stories to share.

On a more personal note, one aspect that truly impressed me was his exceptional sense of calm and patience. I cannot count the number of times I found myself stuck on a problem; no matter how frustrated I became, Barry would generously take the time to sit with me and guide me through the issue in his consistently calm and patient manner. I'd like to think that a small part of his demeanor served as a role model for me, as well as for others fortunate enough to work with him. He was not only a world-class scholar but also an extraordinary human being.

John Hudesman, PhD, was a Principal Investigator for ten years at the Center for Advanced Study in Education at the CUNY Graduate Center. He is now in private practice in clinical psychology but still make use of SRL as an important helping model. (hudesman@aol.com)



Abstract

"A classroom-based intervention study sought to help struggling learners respond to their academic grades in math as sources of self-regulated learning (SRL) rather than as indices of personal limitation. Technical college students (N = 496) in developmental (remedial) math or introductory college-level math courses were randomly assigned to receive SRL instruction or conventional instruction (control) in their respective courses. SRL instruction was hypothesized to improve students' math achievement by showing them how to self-reflect (i.e., self-assess and adapt to academic quiz outcomes) more effectively. The results indicated that students receiving self-reflection training outperformed students in the control group on instructor-developed examinations and were better calibrated in their task-specific self-efficacy beliefs before solving problems and in their self-evaluative judgments after solving problems. Self-reflection training also increased students' pass-rate on a national gateway examination in mathematics by 25% in comparison to that of control students."

Zimmerman, B. J., Moylan, A., Hudesman, J., White, N., & Flugman, B. (2011). Enhancing self-reflection and mathematics achievement of at-risk urban technical college students. *Psychological Test and Assessment Modeling*, 53(1), 141-160. [Microsoft Word - 07_Zimmermann.doc](#)



A Call to Model the Epistemic Virtues of Barry J. Zimmerman

Jeffrey A. Greene

In my experience, the most influential scholars are often the most epistemically and interpersonally virtuous – Dr. Barry Zimmerman certainly epitomized these qualities. Barry’s Career Award publication in *Educational Psychologist* (i.e., Zimmerman, 2013) is an exemplar in many ways: (a) as a story about how ideas grow, change, and combine into a coherent set of theories and empirical research to explore them (Greene, 2022), (b) as a model for how to engage in scholarly collaborations, and (c) as a testament to the importance of epistemic virtues such as intellectual curiosity, open-mindedness, and intellectual humility (Orona et al., 2024).

I have read this article often, and each time, I am struck by how **Barry’s intellectual curiosity led him to learn from and evolve existing scholarship**. Barry was a bold thinker who was able to see where existing ideas did not sufficiently describe real-life phenomena, such as was the case with the lack of social factors in learning research in the late 1960s. His introduction of cognitive forms of modeling with Ted Rosenthal was derived in large part from his intellectual curiosity, which led him to seek out and incorporate Albert Bandura’s social cognitive work into education research.

Today, this connection is so engrained in learning research that it seems obvious, but at the time, the relevance of Bandura’s work to education was anything but that. Likewise, Barry’s article describes how his ideas and theories evolved over time, often due to his intellectual humility, which spurred him to critique his work and accept the critiques of others. Such critiques led to the productive incorporation of numerous ideas and theories into Barry’s model of self-regulated learning, including volition, deliberate practice, and causal attributions.

Again, the most influential scholars are those who are open to new ideas about their work and those who cultivate positive relationships with those who would benevolently critique and improve their work. Throughout the article, Barry discussed his productive collaborations with numerous

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scholars, including an impressive list of former students who are now leaders in the field. The mutual benefits of collaboration and mentorship are yet more lessons to be learned from this article.

Barry’s legacy admirably extends beyond his scholarship, yet in both his work and the way he interacted with the world, he exemplified the epistemic and intellectual virtues that make for excellent work and a rewarding life. (References are available upon request.)

Gratitude Across Distance: The Impact of Barry J. Zimmerman’s Work on My Career

Gary E. McPherson

One of my biggest regrets is never meeting Barry Zimmerman in person. As an admirer from the opposite side of the world, I have so much gratitude to express and so much to say about his profound impact on my work as a music scholar. Our collaboration, which began in the mid-1990s with emails and later resulted in two significant publications, profoundly shaped my career.

Barry’s research revolutionized our understanding of learning in music and other fields. His concept of self-regulation—an active, cyclical process involving goal-setting, progress tracking, and reflection—became fundamental to educational practices. His studies showed how learners could be taught to take control of their learning, a concept with far-reaching implications for music education.

Through our discussions and collaborations, I appreciated how Barry’s SRL model could be adapted to music teaching. His work encouraged me to look beyond traditional methods, focusing on developing metacognitive skills in music students—skills that help them plan, monitor, and assess their progress. This shift has influenced my research, guiding me to develop strategies that promote independence, self-efficacy, and critical thinking in music students.



Gary E. McPherson, PhD, is the Ormond Professor of Music at the University of Melbourne, Australia. He has published over 300 articles and 14 authored or edited volumes for Oxford University Press. His lifelong contribution as a researcher has focused on musical learning, especially the learning of musical instruments from novice to expert levels.
(g.mcpherson@unimelb.edu.au)

What stood out most about Barry’s work was his ability to recognize the potential of SRL in diverse learning environments, from individual practice to group settings. His ideas empowered learners to become more independent and reflective. His contributions shaped my thinking and impacted a global community of music educators who now apply his SRL framework across various educational contexts.

Though I never had the privilege of meeting Barry face-to-face, I often think about the warmth and generosity that characterized our exchanges. He generously shared his time and insights, helping me apply his theories to the challenges of music teaching and learning. Barry’s mentorship has left a lasting impact on me, and his work continues to inform my research and teaching practices.

I am deeply grateful for the opportunity to collaborate with Barry. Even though I never had the chance to thank him personally, I will forever carry his influence in my professional and personal life. Barry’s legacy as a scholar and mentor is a gift to the field of education, and his contributions to self-regulated learning will continue to inspire educators and researchers for generations to come.

“A key principle is the cyclical nature of the dynamic processes of forethought, performance, and self-reflection, which over multiple iterations of a task provides a continuous line of goal directed, strategically defined, and emotionally satisfying improvement” (p. 2).
(McPherson, Osborne, Evans, & Miksza, 2017)
<https://doi.org/10.1177/0305735617731614>



Barry J. Zimmerman: Unwavering Commitment to Us

Barry J. Zimmerman: Unwavering Commitment to Us as His Mentees and Our Search for Excellence Saul Petersen

I read with great sadness and reflection that my dear colleague, the distinguished Dr. Barry Zimmerman, passed earlier this year. My warmest condolences are extended to his wife, children, grandchildren, professional colleagues, and friends.

Barry first interviewed me in 2005 for entry into the PhD program in educational psychology and, subsequently, became my dissertation advisor through my graduation in 2009. My overarching memory of Barry is one of warmth and connection. **Everyone who knew Barry understood his unwavering commitment to us as his mentees**, our craft, and our search for excellence. Indeed, as a consequence, unless my staff and children are willing to edit a piece of writing at least ten times, I have let them down. Thanks, Barry!

Many others will share his field-shaping diligence. Instead, I prefer to demonstrate his commanded respect and preeminence in psychology and education through two very short examples.

First, I have never been as terrified as when I met Barry in my interview for the PhD program. When Barry piloted the interview to explore a weakness in his tennis serve (I was a high-performance tennis pro at that time), he allowed me to relax and show my true self.

Second, my favorite interaction with Barry was when he and my fellow students went for dinner following the completion of our PhD programs in 2009. By the time we got to the coffee and dessert, following many of our stories of “Dr. Zimmerman this, and Dr. Zimmerman that,” I boldly but sheepishly asked him, “Now that I have graduated, would you mind if, finally, I called you Barry?” He laughed and permitted me. I felt ten feet tall. Indeed, that moment easily felt more important than receiving the letters that now accompany my name.

You are missed, Barry, though it is a feeling accompanied by fond memories that bring a smile. Your friend, Saul.

“My overarching memory of Barry is one of warmth and connection.”



Saul Petersen, PhD, is a nonprofit executive, high-performance tennis professional, and educational psychologist. Since 2010, Petersen has served as CEO of the statewide nonprofit Engage NJ, which develops a 21st century skilled workforce and initiatives focused on protecting our democracy and the planet.

As founder and president of Petersen Future Solutions LLC, Petersen’s range of experiences enable him to identify and deliver solutions that become embedded into business and institutional culture – solutions that are sustained because they are inclusive, principled, and enduring. Petersen lives with his wife and three children in Maplewood, New Jersey. (info@petersenfuturesolutions.com)



Selected Abstracts

Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects

“The topic of how students become self-regulated as learners has attracted researchers for decades. Initial attempts to measure self-regulated learning (SRL) using questionnaires and interviews were successful in demonstrating significant predictions of students’ academic outcomes. The present article describes the second wave of research, which has involved the development of online measures of self-regulatory processes and motivational feelings or beliefs regarding learning in authentic contexts. These innovative methods include computer traces, think-aloud protocols, diaries of studying, direct observation, and microanalyses. Although still in the formative stage of development, these online measures are providing valuable new information regarding the causal impact of SRL processes as well as raising new questions for future study.”

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183. <https://doi.org/10.3102/0002831207312>

Becoming a Self-Regulated Learner: An Overview

“In an era of constant distractions in the form of portable phones, CD players, computers, and televisions for even young children, it is hardly surprising to discover that many students have not learned to self-regulate their academic studying very well. Consider the case of Tracy, a high school student who is infatuated with MTV. An important mid-term math exam is two weeks away, and she has begun to study while listening to popular music “to relax her.” Tracy has not set any study goals for herself-instead she simply tells herself to do as well as she can on the test. She uses no specific learning strategies for condensing and memorizing important material and does not plan out her study time, so she ends up cramming for a few hours before the test...”

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64-70. https://doi.org/10.1207/s15430421tip4102_2

Self-Regulated Learning and Academic Achievement: An Overview

“Educational researchers have begun recently to identify and study key processes through which students self-regulate their academic learning. In this overview, I present a general definition of self-regulated academic learning and identify the distinctive features of this capability for acquiring knowledge and skill. Drawing on subsequent articles in this journal issue as well as my research with colleagues, I discuss how the study of component processes contributes to our growing understanding of the distinctive features of students’ self-regulated learning. Finally, the implications of self-regulated learning perspective on students’ learning and achievement are considered.”

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3-17. https://doi.org/10.1207/s15326985ep2501_2

Academic studying and the development of personal skill: A self-regulatory perspective

“Although the topic of academic studying has been neglected historically, researchers interested in academic self-regulation have undertaken a program of research with important implications for understanding how academic studying can be optimized. In this article, I present a conceptualization of this topic in terms of 6 underlying dimensions that students can self-regulate using specific processes. Extensive anecdotal evidence is described indicating that similar self-regulatory processes are used by experts in such diverse disciplines as music, sports, and professional writing. These descriptions reveal that self-regulatory processes are not only important during initial development of a skill but also during subsequent performance of it in naturalistic settings. Finally, research on the beneficial effects of self-regulated studying is recounted on academic motivation as well as achievement, and a cyclical self-regulatory model for study skill instruction in regular classrooms is presented.”

Zimmerman, B. J. (1998). Academic studying and the development of personal skill: A self-regulatory perspective. *Educational Psychologist*, 33(2-3), 73-86. <https://doi.org/10.1080/00461520.1998.9653292>



Barry J. Zimmerman: Selected Abstracts

From cognitive modeling to self-regulation: A social cognitive career path

“My career path to understanding the source and nature of human learning started with an interest in social processes, especially cognitive modeling, and has led to the exploration of self-regulatory processes. My investigation of these processes has prompted the development of several social cognitive models: a triadic model that synthesized covert, behavioral, and environmental sources of personal feedback, a multilevel model of training that begins with observational learning and proceeds sequentially to self-regulation, and a cyclical phase model that depicts the interaction of metacognitive and motivational processes during efforts to learn. Empirical support for each of these models is discussed, including its implications for formal and informal forms of instruction. This self-regulation research has revealed that students who set superior goals proactively, monitor their learning intentionally, use strategies effectively, and respond to personal feedback adaptively not only attain mastery more quickly, but also are more motivated to sustain their efforts to learn. Recommendations for future research are made.”

Zimmerman, B. J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. *Educational Psychologist*, 48(3), 135-147. <https://doi.org/10.1080/00461520.2013.794676>

Achieving academic excellence: A self-regulatory perspective

“The attainment of optimal academic performance requires more than high quality instruction and requisite mental ability on the part of students: It requires personal initiative, diligence, and self-directive skill. Research on self-regulated learning grew out of efforts to understand the nature and source of these forms of students’ proactivity, and it has revealed evidence of substantial correlation between their use and academic achievement. Self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals (Schunk & Zimmerman, 1994). Because use of self-regulatory processes—such as goal setting, use of learning strategies, and self-monitoring—requires both time and effort, a second key issue in understanding students’ initiative to excel academically is their sources of motivation. Students’ sense of personal agency about the quality of their performance has been hypothesized to play a key self-motivational role (Bandura, 1997). An important self-motivational variable is self-efficacy, which refers to beliefs about one’s capabilities to organize and implement actions necessary to attain a designated performance of skill for specific tasks.”

Zimmerman, B. J. (2002). Achieving academic excellence: A self-regulatory perspective. In M. Ferrari (Ed.), *The pursuit of excellence through education* (pp. 85–110). Lawrence Erlbaum.

A social cognitive view of self-regulated academic learning

“Researchers interested in academic self-regulated learning have begun to study processes that students use to initiate and direct their efforts to acquire knowledge and skill. The social cognitive conception of self-regulated learning presented here involves a triadic analysis of component processes and an assumption of reciprocal causality among personal, behavioral, and environmental triadic influences. This theoretical account also posits a central role for the construct of academic self-efficacy beliefs and three self-regulatory processes: self-observation, self-judgment, and self-reactions. Research support for this social cognitive formulation is discussed, as is its usefulness for improving student learning and academic achievement.

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329–339. <https://doi.org/10.1037/0022-0663.81.3.329>

Becoming a self-regulated learner: Which are the key subprocesses?

“The basic form and purpose of theories of self-regulated learning are described, and the contribution to this general formulation of each article in this special issue of *Contemporary Educational Psychology* is discussed. The articles focus on different subprocesses in academic self-regulation such as those involved in the self-system, metacognitive functioning, self-verbalization, instructional context

management, and socialization of children. Basic research and theory on each process is considered, and a field study indicating a strong relationship between student use of self-regulated learning strategies and their academic achievement is briefly described. It is concluded that self-regulated learning theories have much potential for guiding research on student study patterns and for assisting students to become more self-reliant and effective as learners.”

Zimmerman, B. J. (1986). Becoming a self-regulated learner: Which are the key subprocesses? *Contemporary Educational Psychology*, 11(4), 307-313.

[https://doi.org/10.1016/0361-476X\(86\)90027-5](https://doi.org/10.1016/0361-476X(86)90027-5)

Enhancing student academic and health functioning: A self-regulatory perspective

“Discusses a program of research on students’ self-regulation of their academic and health functioning from initial operational definitions to training and intervention studies. This body of evidence has shown that students’ use of self-regulatory processes, such as learning strategies, goal setting, self-monitoring, and self-efficacy beliefs, predict academic and health success and self-motivation. From a social cognitive perspective, students’ development of self-regulation begins initially with social modeling and imitation and shifts to self-directed sources of control. Deficiencies in self-regulation are linked to student’s health and academic problems. Implications for school psychologists are considered.”

Zimmerman, B. J. (1996). Enhancing student academic and health functioning: A self-regulatory perspective. *School Psychology Quarterly*, 11(1), 47–66. <https://doi.org/10.1037/h0088920>

Self-regulating academic learning and achievement: The emergence of a social cognitive perspective

“For three decades, social cognitive researchers have studied children’s development of self-regulation as an achievement of socialization processes. I recount historically the emergence of a social cognitive perspective on self-regulation and identify its unique features. Two essential characteristics of students’ self-regulated academic learning have been identified — their use of strategies and perceptions of self-efficacy. A social cognitive model of academic self-regulated learning is proposed that integrates triadic determinants of self-regulated learning (personal, behavioral, and environmental) on the basis of a strategic control loop. When students monitor their responding and attribute outcomes to their strategies, their learning becomes self-regulated, and they display increased self-efficacy, greater intrinsic motivation, and higher academic achievement.”

Zimmerman, B. J. (1990). Self-regulating academic learning and achievement: The emergence of a social cognitive perspective. *Educational Psychology Review*, 2, 173–201. <https://doi.org/10.1007/BF01322178>

A writer’s discipline: the development of self-regulatory skill

“Successful writing requires high levels of self-regulation and self-motivation. Although these self-discipline qualities of writers are often hidden from readers, they are widely reported in personal accounts of professional writers. Prominent theories of writing have identified a number of processes that are clearly self-regulatory in nature. Such as textual planning, goal setting, organizing, evaluating, and revising. To understand the relations among these processes (as well as other self-regulatory processes) and their links to important sources of self-motivation to write, we present a cyclical social cognitive theory composed of three self-regulatory phases: forethought, performance control, and self-reflection. Students’ acquisition of self-regulatory competence in writing is discussed in terms of a sequence of instructional levels, beginning with observational learning experiences, such as social modeling, tuition, and feedback, and eventuating with self-adaptive control of the writing process.”

Zimmerman, B. J., & Kitsantas, A. (2007). A writer’s discipline: the development of self-regulatory skill. In G. Rijlaarsdam (Series Ed.) and P. Boscolo & S. Hidi (Volume Eds.), *Studies in Writing*, Volume 19, Writing and Motivation (pp. 51–69). Elsevier.



Barry J. Zimmerman with Some of His Students and Colleagues



Barry J. Zimmerman: Role Models and Colleagues

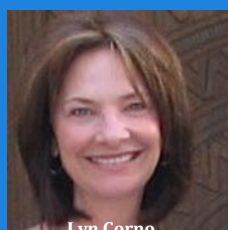
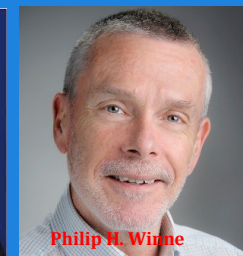
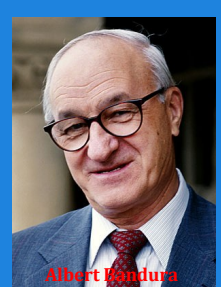
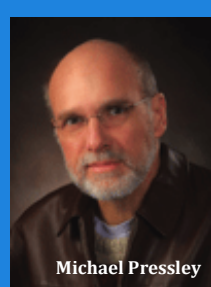
As You Have Pursued Your Education, Who Have Been Your Role Models?

Zimmerman:

1. **My father** is the most influential teacher in my life... He educated me both informally at home as well as formally in school. He used modeling as a key method for teaching skills
2. **John Bergan**. Jack was an ideal scholar—a thoughtful man who impressed me with his awareness of the latest research literature and with the rigor of his scientific analysis.
3. **Albert Bandura**. I realized that modeling could be studied as a powerful method of teaching... We jointly published several studies that focused on links between self-efficacy and self-regulation.
4. **Ted Rosenthal**. We discovered to our immense satisfaction that even preschool children could induce abstract concepts from the activities of skilled models.
5. **Dale H. Schunk**. Dale's wisdom and friendship has been a constant source of inspiration for me.



Representation of Some of Zimmerman's Colleagues

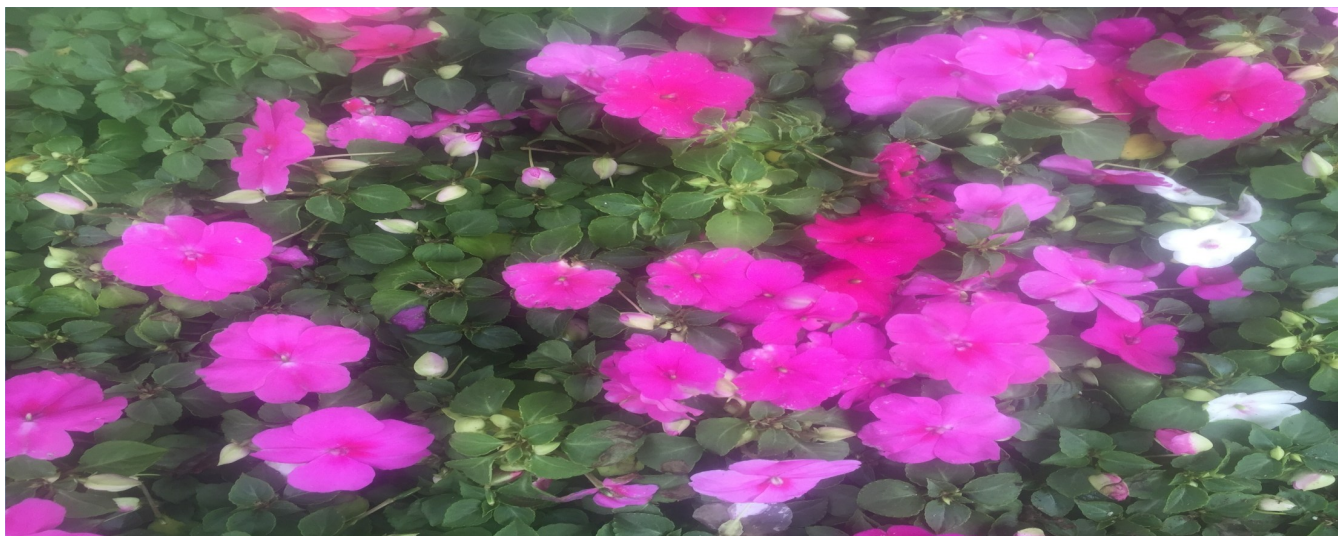


About his childhood, Barry reflected in these terms...

- I grew up in a small Wisconsin town of approximately 6,000 inhabitants. My father was a teacher, my mother was a nurse, and I had a younger brother.
- My parents believed strongly in the importance of dedication, self-reliance, and "hard work."
- I remember learning vicariously to use tools, such as a hammer and saw, but my efforts to emulate my father often came up a bit short.
- My parents accepted this challenge of building their own home with full confidence that they would succeed. The impact on me was profound: I saw that barriers could be surmounted with a strong sense of efficacy and goal commitment.



Barry J. Zimmerman: Research, Book, and Legacy Award



Barry's Authored and Edited Books



Recipients of AERA SSRL SIG's Zimmerman Award

The award honors scholars who have made significant contributions to the field of studying and self-regulated learning and have developed a programmatic area of research that has made a strong theoretical, empirical, and applied impact on the field.

Linda Bol's Founder Chair of the Committee



Dr. Dale H. Schunk Receiving the Award from Dr. Linda Bol & Daniel Moos (2015)



Dr. Phil Winne Receiving the Award from Dr. Linda Bol (2016)



Dr. Anastasia Kitsantas Receiving the Award From Dr. Linda Bol (2019)



Dr. Karen Harris Receiving the Award from Dr. Linda Bol (2017)



Dr. Roger Azevedo Receiving the Award from Dr. Linda Bol (2018)

2020: Timothy J. Cleary
2021: Stuart A. Karabenick
2022: Héfer Bembenutty
2023: Steve Graham
2024: Linda Bol
2025: Jesús De La Fuente



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Barry J. Zimmerman: Selected Publications

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- Cleary, T., & Zimmerman, B. J. (2001). Self-regulation differences during athletic practice by experts, non-experts, and novices. *Journal of Applied Sport Psychology*, 13, 61–82.
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Legacy & Thank you

How Would You Like the Field of Educational Psychology to Remember You? What Do You Consider your Legacy to Be?

Zimmerman:

“I leave that specific task to others, but speaking more generally, I would wish to be remembered as a person who revered our discipline and sought to instill a curiosity and passion for it in my students and readers.”

Have I Forgotten to Ask You Anything? Would You Like to Say Anything Else?

Zimmerman:

“Looking back at my career, after exploring many options, I feel very fortunate to have found such a personally rewarding field of study. The dedicated individuals who I have come to know, through my research or efforts to write about our field, have proven to be wonderful compatriots on a path of discovery about who we are as learners as well as who we can become..”

Thank you for believing in us.

Thank you for teaching us through your exemplary life.

Thank you for the invaluable gift of your mentorship.

Thank you for demonstrating that remarkable outcomes are achievable.

Thank you for shaping our lives and strengthening our self-efficacy.

Thank you for inspiring our theoretical and research journeys.

Thank you for dedicating your precious time to us.

The moments we shared are treasures we hold in our hearts.

We admire and respect you for the remarkable person you were.

Your dedication and sacrifice in caring for us have made a lasting impact.

In a profound way, we owe our personal and professional growth to you.

With you support, we are reaching for the seemingly impossible dreams.

