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Freedom through
Self-Regulated
Learning

Jesús de la Fuente: Recipient of the Barry J. Zimmerman
Award (2025) for His Contributions to
Self-Regulated Learning Research

Liberate Eos: The Power of Self-Regulated Learning

PAMELA F. MURPHY (EXECUTIVE EDITOR)
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Editorial

Liberate Eos: Freedom Through the Power of Self-Regulated Learning

Héfer Bembenutty

The American Educational Research Association's Studying and Self-Regulated Learning Special Interest Group is dedicating this special issue of *Times Magazine* to honor Professor Jesús de la Fuente, the 2025 recipient of the prestigious Barry J. Zimmerman Award, for his outstanding contributions to the field of self-regulated learning research.

This recognition highlights de la Fuente's exceptional career, both in theoretical and empirical advancements, reflecting the profound legacy of Barry J. Zimmerman.

Through reflections from former students and colleagues, this special issue commemorates de la Fuente's enduring influence on their personal and professional growth, underscoring his pivotal role in advancing educational research and practice.

De la Fuente is a full professor of educational psychology at the University of Almería and the University of Navarra in Spain. His academic and research activities have been centered on the R&D&I Value Chain as applied to educational psychology, with a prolific output of more than 200 publications. He has served as Principal Investigator for six National R&D Projects for Knowledge Generation, all with significant international reach. He has contributed to numerous projects, primarily focusing on self-regulation in learning and, more recently, regulatory contexts in education and health.

De la Fuente has made significant contributions to developing the Self-Regulated vs. Externally Regulated Learning (SRL-ERL) Theory, an extension of Zimmerman's model. This theory innovatively integrates elements from SRL with the DEDEPRO and 3P models, highlighting the cyclical interplay between individual self-regulation and external regulation processes.

Zimmerman was a distinguished scholar, educator, and mentor whose contributions profoundly influenced the field of educational psychology, particularly in the domains of motivation, modeling, learning processes, interventions, and self-efficacy. His passing on February 17, 2025, marked the loss of a visionary whose rigorous research on self-regulated learning has left an enduring legacy.

Zimmerman's work provided a comprehensive framework for understanding and enhancing learning processes, emphasizing task analysis, motivational strategies, self-monitoring and help-seeking behaviors, and self-reflection. His theoretical and empirical contributions focus on empowering learners to overcome self-barriers and experience freedom and self-liberation to become proactive, skilled, and strategic through iterative cycles of self-regulated learning.

In de la Fuente's and Zimmerman's work, learners can find processes of learning rooted in the principles of self-regulation. To experience empowerment, self-direction, and self-liberation, learners can develop self-evaluation and self-monitoring skills, goal-setting and strategic planning, strategic outcome monitoring, text comprehension and summarization abilities, effective classroom note-taking skills, test anticipation and preparation skills, writing skills, and self-efficacy beliefs.

Regarding learning, the Latin phrase *liberate eos*, or "to set them free," can be effectively realized through self-regulated learning processes. Engaging with and cultivating these processes minimizes the opportunity for self-doubt, deficiencies in reading, writing, and computational skills, procrastination, and the inability to delay gratification. In this editorial, the imperative *liberate eos* is unrelated to critical pedagogy, critical race theory, Greek mythology, liberation theology, the social gospel, the pedagogy of the oppressed, or the deficit model. Instead, it focuses on nurturing learners' strengths and capacities.

Liberate eos found support in the scholarly work of Zimmerman, reflected through the work of de la Fuente. De la Fuente has made significant contributions to the self-liberation and freedom of learners through his seminal work and the development of the Self-Regulated vs. Externally Regulated Learning (SRL-ERL) Theory, which is highly influenced by Zimmerman's theoretical and empirical model.

By experiencing liberty and the freedom to control their own learning, students can adopt an independent approach to self-direct actions, behaviors, motivation, feelings, and beliefs, allowing them to truly achieve self-liberation.

One of the primary reasons self-regulated learning contributes to self-liberation is that it plays a pivotal role in fostering personal and academic freedom by promoting self-directed learning practices. Learners who take ownership of their educational journey are empowered to set meaningful goals, monitor their progress, and reflect critically on their achievements.

Another critical way this process enhances learners' ability to learn independently is by strengthening their self-efficacy, which is crucial in maintaining long-term success. Increased self-efficacy helps students overcome self-doubt, enabling them to calibrate their learning strategies effectively while building healthy levels of self-esteem and self-worth.

Self-regulated learning also equips individuals with the discipline to delay gratification in favor of achieving more significant, long-term academic objectives. This capacity for delayed gratification fosters a sense of self-liberation over impulsive tendencies while under the control of neurotransmitters such as dopamine, serotonin, and oxytocin.

Finally, developing self-regulation skills allows learners to exercise control over their environment and social interactions by making intentional choices about what, where, when, with whom, and why they engage in specific activities aligned with their forethought goals and standards.

We extend our heartfelt congratulations to Professor de la Fuente on receiving the prestigious Barry J. Zimmerman Award for his outstanding scholarship. This esteemed honor highlights his dedication, rigorous efforts, and commitment to advancing academic excellence. His remarkable achievement underscores his personal contributions to the field and inspires students, colleagues, and the broader academic community. We are confident that this recognition will further propel his research plans and enable him to continue contributing significantly to learners' self-liberation and freedom through a cycle of self-regulated learning process. Wishing him continued success in all his future academic and professional pursuits.

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Dad, We are Proud of You!
Javier, Jesús, and Álvaro de la Fuente

Dear Dad,

We are incredibly happy that the American Educational Research Association's special interest group, Studying and Self-Regulated Learning, has recognized your hard work and dedication by honoring you with the Barry J. Zimmerman Award for your significant contribution to self-regulated learning.

You have spent years researching with passion, perseverance, and a genuine love for what you do. We are so proud of you and everything you have built in the field of educational psychology, a discipline that plays such a vital role in shaping how people learn, grow, and connect with one another.

At the same time, what matters even more to us is how you live your values every day— how you lead by example, stay present, care deeply, and always act with integrity and generosity. These are the things that have shaped us the most and that we carry with us.

Thank you, together with Mom, for giving us a home full of love, respect, and quiet strength. We see you as a role model, not just because of your accomplishments, but because of the person you are. We love you very much.

Javier, Jesús, and Álvaro

Jesús' sons

"Personal self-regulation has been conceptualized as meta-hability, a meta-motivational and meta-affective variable." (de la Fuente et al., 2017).
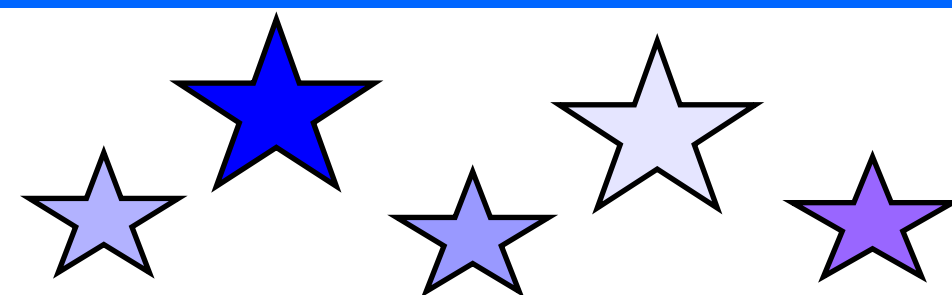
Jesús de la Fuente: Self-Regulated Learning and Life Guiding Principles

Marie C. White

Throughout the years, Jesús de la Fuente has contributed significantly to the expansion of the Zimmerman legacy by consistently contributing groundbreaking research. His dedication to scholarly excellence has expanded the theory's knowledge base and set new standards in the field. He has encouraged a spirit of collaboration and mentorship that has impacted his colleagues and the broader research community.

On a personal level, de la Fuente has always exemplified the true essence of collegiality. He has consistently provided thoughtful feedback, shared his research openly, and welcomed opportunities to support those who could benefit from his expertise. His willingness to engage those of us at various levels of accomplishment has fostered an environment where ideas are encouraged, and the generosity of his time has empowered many to advance their scholarly pursuits. With great admiration and deep respect for all aspects of de la Fuente's work, I take this opportunity to reflect on the lasting impact he will make through sharing the principles and values of his life's journey.

What sets de la Fuente apart from others is his academic contributions and his commitment to sharing the wisdom gained from his social, emotional, and spiritual journey. Finding a scholar who brings us into the deeply personal space of life's guiding principles is rare. De la Fuente has done precisely this, adding another dimension to his accomplishments. His publication, written with intentionality for his children, encapsulates the values and principles that have shaped his life.

This work serves as more than just a reflection of his lessons learned from his life experiences; it is a bridge that connects intellectual success with personal fulfillment, research with wisdom, and professional achievement with deep-rooted values. In doing so, de la Fuente encourages his children and others to engage in self-reflection while emphasizing that life's journey is not merely a matter of recognition for one's accomplishments, but becoming "a good person." He also encourages parents to recognize the importance of remaining in that role for a lifetime, helping our children look beyond the marketplace and deeply into who they are.

In his dedication, de la Fuente shares that in recommending certain principles that have helped him during his daily life experiences, he recognizes that people will want to adopt some and construct others of their own. His goal is that the principles emphasized in the book will be helpful to his children and others who might read it when facing the challenging task of constructing one's own self and defining how they wish to be and to live.
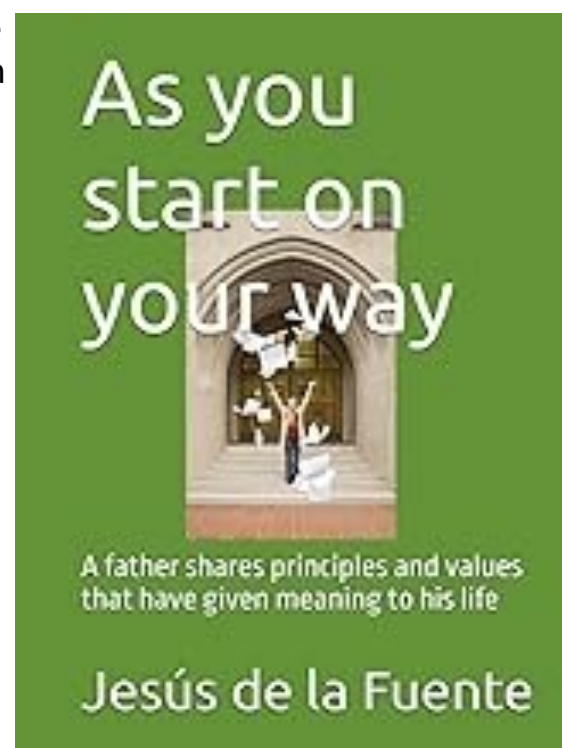
We have found significant ways to impact our families as we have succeeded in our work. De la Fuente has inspired the sharing of life guiding principles from a parent's perspective. Not only am I appreciative of his personal sharing, but I am sure his children are grateful and most blessed to have his accomplishments, which include significant elements that guide his parenting and lifelong support of his family.

> "There has been growing research interest in achievement emotions in university teaching learning processes in recent years. While their importance has been firmly established, there continues to be a need for assessment and intervention models. The objective of this report is to present the Competency Model for Studying, Learning and Performing Under Stress, as well as the specific variables that underlie the assessment and intervention utility, e-Coping with Academic Stress. The basic characteristics of this innovative, self-help tool will be presented, as well as its utility for self-assessment and improvement in emotional processes that are associated with stressful experiences, in learning situations in higher education."

de la Fuente, J., López, M., Zapata, L., Martínez-Vicente, J. M., Vera, M. M., Solinas, G., & Fadda, S. (2014). Competencia para Estudiar y Aprender en Contextos Estresantes: Fundamentos de la Utilidad e-Afrontamiento del Estrés Académico®. *Electronic Journal of Research in Education Psychology*, *12*(34), 717-746. http://dx.doi.org/10.14204/ejrep.34.14034

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)

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Professor de la Fuente's Contributions to the Field of Self-regulated Learning
Evely Boruchovitch

I am truly honored by the invitation I received to reflect upon and celebrate the outstanding contributions of Dr. Jesús de la Fuente to the fields of Education and Psychology. I am particularly delighted to share that this year, Professor de la Fuente will receive the Barry J. Zimmerman Award for Outstanding Contributions from the American Educational Research Association Special Interest Group on Studying and Self-Regulated Learning, in recognition of his exceptional work in the area of self-regulated learning research. His influence spans Education, Psychology, and the rapidly growing field of self-regulated learning.

Professor de la Fuente is a Full Professor in the Department of Psychology at Universidad de Navarra, Spain, where he has made groundbreaking contributions to the theory and research on self-regulated learning. One of his most notable achievements is expanding Professor Zimmerman's model by developing the Self-Regulated vs. Externally Regulated Learning (SRL-ERL) Theory. This innovative theory integrates key variables from SRL with the DEDEPRO and 3P models, emphasizing the cyclical nature of individual self-regulation (SR) and external regulation (ER).

Within the learning context, his work highlights how the combination and interaction of these variables predict outcomes in self-regulated learning (SRL) and cognitive-emotional achievement (de la Fuente, 2017). Additionally, Professor de la Fuente has received numerous competitive research grants from Spain's Ministry of Science and Innovation, solidifying his role as a global leader in self-regulated learning research. His international collaborations, spanning multiple countries, are paramount for advancing theory and exploring cross-cultural issues in self-regulated learning.

Beyond theoretical advancements, Professor de la Fuente has made significant contributions to practical applications. He has developed several diagnostic tools and programs to enhance self-regulation processes and their key variables, thereby directly impacting educational practice.

My admiration for Professor de la Fuente began when I first encountered his extensive work on self-regulated learning. I was deeply honored when he invited me to co-organize a special topic for *Frontiers in Psychology* alongside him and Douglass Kauffman, titled *Past, Present, and Future Contributions from the Social Cognitive Theory* (Albert Bandura). This special issue aimed to honor Dr. Albert Bandura (1925-2021), one of the most influential psychologists in history, and to explore the areas his work continues to shape.

I was equally privileged when Professor de la Fuente accepted my invitation to be a keynote speaker at The Third International Seminar on Self-Regulated Learning and Motivation: Challenges and Applications to Educational Contexts, which I chaired in Brazil in April 2024. His presentation, entitled *Practical Implications for Self-Regulation in Learning*, based on the School Well-Being Experience Index, captivated the Brazilian audience. His ability to convey complex research findings with clarity, coupled with his engaging lecturing style, left a lasting impression on all who attended.

Working with Professor de la Fuente has been an invaluable learning experience. I am easily impressed by his remarkable efficiency and ability to balance multiple responsibilities. He is a very self-regulated individual and can be a role model for us.
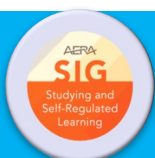
Beyond his scholarly achievements, Professor De La Fuente is a kind, thoughtful, and generous person. It has been a great pleasure to collaborate with him. For those interested in learning more about Dr. Jesús de la Fuente, I encourage you to explore his profiles on Portal Científico, ResearchGate, Google Scholar, ORCID, and the INETAS Network.

Finally, I want to congratulate Professor de la Fuente on his well-deserved recognition and wish him continued success in his extraordinary career and personal life.
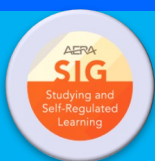
Evely Boruchovitch is a psychologist from Rio de Janeiro State University. PhD in Education from University of Southern California, Los Angeles (1989-1993). She is a Full professor at the Department of Educational Psychology, School of Education, State University of Campinas, São Paulo, Brazil.
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References are available upon request.

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AERA Celebration of Professor Jesús de la Fuente:
A Distinguished Scholar
Recipient of the Barry J. Zimmerman Award

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Jesús de la Fuente: Outstanding Contributions to Self-Regulated Learning

Douglas Kauffman

Jesús de la Fuente (University of Almería and University of Navarra, Spain) has profoundly impacted the self-regulated learning (SRL) field with his remarkable and sustained contributions to scientific research. Since 2003, de la Fuente has been advancing the SRL model developed by Barry J. Zimmerman, resulting in substantial academic and practical achievements recognized nationally and internationally.

Throughout his distinguished career, Professor de la Fuente has been awarded six highly competitive Research and Development (R&D) projects funded by Spain's Ministry of Science and Innovation from 2003 to 2026 and one significant knowledge transfer project (2022-2024). His commitment to these projects has led to groundbreaking insights and innovations within the SRL model, solidifying his role as an SRL leader.

Professor de la Fuente's work is exemplary in four key areas:

1. **Conceptual and Empirical Research**: His foundational research from 2003 to 2015 yielded over 40 seminal publications. His subsequent research phase (2017-2021) introduced the Self vs. Externally Regulated Learning (SRL-ERL) Theory, a vital extension of Zimmerman's model, contributing to approximately 30 more publications. He is expanding this theoretical framework into new fields, such as healthcare and organizational psychology, under the Self vs. Externally Regulated Behavior Theory (SR-ER), with 24 additional publications anticipated during the ongoing third phase (2022-2024).

2. **Technological Innovation**: Professor de la Fuente has pioneered several educational tools and programs grounded in the SRL model, including the Pro & Regula Program, which addresses primary and secondary education learning challenges. He has also developed the Index of Combined Internal and External Regulation (2024) and the Index of Experience of School and University Wellbeing (IEBEA, 2024), which are pivotal in assessing academic well-being. These innovative contributions underscore his ability to translate complex theoretical models into practical, impactful tools for educators and learners alike.

3. **Practical Application and Knowledge Transfer**: Professor de la Fuente has authored essential guides on the SRL model, such as the manuals produced in collaboration with esteemed colleagues (de la Fuente & Eissa, 2024; de la Fuente & Justicia, 2017). His application of the SRL model to improve self-regulated learning through pro-regulatory teaching, particularly in educational guidance, further demonstrates his commitment to bridging the gap between theory and practice.

4. **Global Collaboration and Scholarly Networking**: A key hallmark of Professor de la Fuente's career is his initiative in fostering collaboration with colleagues worldwide, expanding the reach and impact of the SRL model globally. He has spearheaded an international network of researchers, bringing together scholars from ten countries, including the United States, the United Kingdom, Italy, Brazil, Australia, and many more. His leadership has resulted in numerous co-authored publications and facilitated the cross-pollination of ideas and methodologies, enriching the understanding and application of the SRL model across diverse cultural and educational contexts. This international network (www.inetas.net) continues to thrive under his guidance, further strengthening the global scientific community's engagement with SRL research and contributing to its ongoing evolution.

Moreover, Professor de la Fuente's influence extends beyond academia by disseminating SRL and Bandura's Social Cognitive Theory via Research Topics. These have effectively communicated the SRL Model to a global audience, notably in publications such as "Self-Regulation in Education and Health" (de la Fuente & Kauffman, 2018) and "Executive Functions, Self-Regulation and External-Regulation" (de la Fuente et al., 2023).

Given his extensive contributions and visionary leadership in advancing the SRL model, Professor de la Fuente is a deserving recipient of the Barry J. Zimmerman Award for Outstanding Contributions. His international collaborations, encompassing researchers from ten countries, have amplified the global reach of his work and fostered a vibrant, expanding network of scholars dedicated to self-regulated learning.

"The aim of this research was to determine the degree to which undergraduate students' learning approach, academic achievement and satisfaction were determined by the combination of an intrapersonal factor (self-regulation) and an interpersonal factor (contextual or regulatory teaching). The hypothesis proposed that greater combined regulation (internal and external) would be accompanied by more of a deep approach to learning, more satisfaction and higher achievement, while a lower level of combined regulation would determine a surface approach, less satisfaction and lower achievement. Within an ex post facto design by selection, 1036 university students completed validated questionnaires using an online tool. Several multivariate analyses were conducted. Results showed that the combination of self-regulation and external regulation can be ordered as levels along a five-point scale or heuristic. These levels linearly determine type of learning approach, academic achievement and satisfaction. Implications are established for quality and improvement of the teaching and learning process at university."

de la Fuente, J., Sander, P., Kauffman, D. F., & Yilmaz Soylu, M. (2020). Differential effects of self-vs. external-regulation on learning approaches, academic achievement, and satisfaction in undergraduate students. *Frontiers in Psychology*, *11*, 543884. http://dx.doi.org/10.3389/fpsyg.2020.543884

Douglas Kauffman has an MA in Educational Psychology and a PhD in Psychological and Cultural Studies from the University of Nebraska. He is the Specialty Chief Editor of Frontiers in Educational Psychology. His research involves developing and assessing instructional interventions designed to improve teaching, learning, motivation, and beliefs across disciplines. (dkauff0306@gmail.com)
References are available upon request.

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Celebrating Jesús de la Fuente's Legacy on Self-Regulated Learning

Flavia H. Santos

From (left to right) Jesús de la Fuente, José Manuel Martínez-Vicente, María del Carmen Pichardo Martínez and Flavia H. Santos, University of Navarra in June of 2023

Flavia H. Santos, PhD, is a cognitive neuroscientist at University College London and University College Dublin. She is the Chair of the Mathematical Cognition and Learning Society and a Member of the UNESCO Inclusive Policy Lab. Her research is focused on maths anxiety and its interaction with self-efficacy, alongside maths learning interventions and respective brain mechanisms. Dr Santos leads projects funded by Leverhulme Trust, Erasmus Plus and the Irish Research Council. (flavia.santos@ucl.ac.uk)

It is an immense honor to write this tribute to Prof Jesús de la Fuente, who made remarkable contributions to Educational Psychology, especially his pioneering work on advancing the self-regulation construct.

Since 2020, I have collaborated with Jesús on research, publications, and academic activities. Jesús has become more than a collaborator; he is a mentor and friend who cares for his allies' trajectories and personal challenges.

Someone with so many accolades, sponsored projects, and literary outputs would be tied up for an informal conversation—not Jesús. Despite his hectic appointments as President of Research and Director of the Master's Degree in General Health Psychology at the University of Navarra, Jesús is kind and optimistic. He is also generous, sharing his knowledge and scientific opportunities with others.

De la Fuente's flow state is unparalleled. Whenever he has an idea, it transforms into a dataset analyzed, a conference talk, or a new grant application. He writes for the scientific community, provides guidelines to the Psychology Council, and writes books for parents. So far, we have co-authored four articles under some of his funded projects and edited a special issue with other esteemed colleagues.

Among these papers, I highlight the one concerning the model he coined as Self vs External Regulatory Theory (SR-ER). In this paper, we departed from Albert Bandura's social cognitive theory and its impact on developing complementary models of self-regulation. We introduced the SR-ER theory and recent findings involving university students that support the model (de la Fuente et al., 2022).

In his view, the SR-ER theory is still a work in progress; de la Fuente's ambition is to understand self-regulation beyond educational settings and to explain behavioral variability. Thus, de la Fuente's research line now incorporates self-regulation in new contexts: health, clinical practice, and social work. This comprehensive perspective entails developing communication with professionals from different fields and environments to establish self-regulation as a transcultural and transdisciplinary topic.

As an assertive leader, de la Fuente has built a consortium of clinicians and researchers, expanded our networks, and ensured the sustainability of the field. For instance, we used validated questionnaires to examine the relationships between resilience, positivity, coping strategies, engagement and burnout in 1,126 undergraduates (de la Fuente et al., 2021). Findings indicate that more resilient and optimistic students are more engaged with their studies and less vulnerable to burnout. Students' overall well-being and coping depended on resilience factors such as self-efficacy, adaptability, emotional management, and spirituality. This paper achieved multi-continental dimensions by involving researchers from Australia, Colombia, Ireland, Italy and Spain. By establishing this global network, his work indirectly contributed to Psychometrics and replicability, as many psychological instruments were adapted into several idioms.

De la Fuente is advancing and consolidating the SR-ER Theory in a manner that inspires the new generation of scholars. He diligently delves into self-regulation through robust approaches, such as examining diverse cohorts, exploring connections between concepts, and exchanging knowledge with other researchers. Nevertheless, his substantial and sustained legacy would be incomplete without mentioning the digital platform (INETAS: International Network on Academic Stress [https://www.inetas.net/]); [e-Coping with Academic StressTM], developed to help students manage academic stress, which is accessible to numerous undergraduates recruited in international studies.

In conclusion, De La Fuente is a ground-breaking researcher and an impressively accomplished author in Educational Psychology. It is delightful that AERA, the American Educational Research Association, has honored him with the Barry J. Zimmerman Award for Outstanding Contributions for his excellent work on Self-Regulated Learning. We celebrate Prof Jesús de la Fuente for his extraordinary oeuvre and await the unveiling of his future discoveries.

References are available upon request.

Jesús de la Fuente: Hard-Worker, Humble, Honest, Sincere, Academic, Researcher, & Friend

Paul Sander

first met Jesús around 2020 when I went to the University of Almería as we were establishing an Erasmus exchange link between them and Psychology at Cardiff Metropolitan University. As part of my visit, I was asked to give a talk centered around the expectations and the preferences that university students have of teaching and learning, which developed into an exploration of the academic confidence that university students have. Jesús was interested enough in what I had to say as he came to talk to me afterward. That encounter he initiated led to 25 years of research collaboration and friendship.

When money was available, I would visit Jesús in Almería or he would come to Cardiff, sometimes with his family, which gave me great opportunities to learn about Spain and its culture, which always seemed far more interesting than life in grey and wet Britain. At the same time, I started learning Spanish and Jesús was learning English. However, those journeys in language took us to very different destinations: Jesús to success in his research and me to a seven-year stay in Mexico.

At times, we worked closely together, which usually resulted in joint publications, and at other times, Jesús has pursued his research interests with laudable tenacity. Whatever the work relationship, we have always kept in touch socially. It is a friendship that is important to both of us. For me, that is who Jesús is: an academic passionate about understanding aspects of the university students' life and a warm and loyal friend.

Twice I have had the honor of being invited to examine his PhD students and we have welcomed two of them for sabbatical stays at the university, providing, once again, the opportunity for the research student to benefit, both academically and in language skills, and for me to keep alive my curiosity in other cultures. The most recent student we hosted at Teesside University was Colombian. That was a great privilege.

I am delighted that Jesús has been awarded the Barry J. Zimmerman Award for Outstanding Contributions for his remarkable contributions to studying and self-regulated learning

research. Jesús has, I know, devoted his working life from the time we first met to pursuing his interest in understanding the complexities of self-regulated learning in university students. A vast collection of published papers and other printed works has come from that.
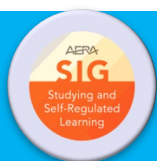
The award could not have gone to a more hard-working, humble, honest and sincere man, a man, an academic, a researcher, who became my friend. A man who opened his house to me and my children, and a man who would share Christmas raffle tickets with me. Sincerely, I wish I could encounter more people like him. They may not exist, however.

Paul Sander, PhD, is a senior lecturer in Psychology at Teeside University. He previously taught at La Universidad del Claustro de Sor Juana in Mexico City and Cardiff Metropolitan University in the UK. His research interests include students' expectations of teaching and learning, their confidence in the learning process, and gender differences in orientation to university learning. (P.Sander@tees.ac.uk)

"The aim of this research was to determine the degree to which undergraduate students' learning approach, academic achievement and satisfaction were determined by the combination of an intrapersonal factor (self-regulation) and a interpersonal factor (contextual or regulatory teaching). The hypothesis proposed that greater combined regulation (internal and external) would be accompanied by more of a deep approach to learning, more satisfaction and higher achievement, while a lower level of combined regulation would determine a surface approach, less satisfaction and lower achievement. Within an *ex post* facto design by selection, 1036 university students completed validated questionnaires using an online tool. Several multivariate analyses were conducted. Results showed that the combination of self-regulation and external regulation can be ordered as levels along a five-point scale or heuristic. These levels linearly determine type of learning approach, academic achievement and satisfaction. Implications are established for quality and improvement of the teaching and learning process at university."

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Jesús de la Fuente: Scientist, Visionary, and Innovator in Self-Regulated Learning

Pedro Rosário & José Carlos Núnez

Dr. Jesús de la Fuente's scientific, visionary, and innovative approach to self-regulated learning (SRL) impressed us. He has been working on his PhD defense in 1997. He is a tireless worker, one would say. In 2001, he founded the *Electronic Journal of Research in Educational Psychology* (2003; University of Almería) and inaugurated this novel journal with a monographic issue, In Memoriam, dedicated to Paul R. Pintrich, who had just passed away. Dr. de la Fuente was working with Dr. Pintrich on meta-motivational and affective processes in goal orientation theory and focused his *university tenure defense* (2001) on this topic to honor the memory of Dr. Pintrich.

De la Fuente has developed an innovative vision while investigating SRL. He was mentored by Justicia, (University of Granada, may he rest in peace), and until 2003, he worked with him on meta-cognitive processes, combining meta-motivational and meta-affective processes. In 2003, Dr. de la Fuente, working within B. J. Zimmerman's framework, created the *Pro & Regula* program (2004). This program aims to train self-regulatory processes during learning. From this milestone onwards, he and his team developed other technological applications, such as early childhood education (2009).

During his *professorship defense* in 2016, his visionary research approach led him to ask relevant and innovative research questions. One of his recurring focuses has been analyzing the relationship between self-regulated learning and teaching processes in formal contexts. This line of research led to the development of the *Interactive Assessment Scales for the Teaching-Learning Process* (2004), designed to evaluate self-regulated learning and regulatory teaching in a combined and interactive manner, evidenced in numerous publications between 2005 and 2015. During this period, de la Fuente founded the first Spanish Educational Psychology Startup, Education & Psychology I+D+I (2008–2018), to transfer these tools into professional practice.

With the vast knowledge and work experience accumulated, in 2017, he proposed the *Self- vs External-Regulated Learning (SRL-ERL) Theory*. This educationally focused proposal delivers an innovative combined vision of regulation learning processes based on Zimmerman's model while providing extensive empirical evidence (2018–2021). In 2022, he extended the model to other fields of psychology, such as clinical health and organizational psychology, introducing the *Self- vs External Behavior Regulation Theory (SR-ER)* (de la Fuente & Kauffman, Eds., 2025; in press). A key element of this new theory is the *Combined Index of Internal and External Regulation (ICRIE®)*. This innovative heuristic tool determines whether an individual is in a state of risk or behavioral protection, allowing targeted interventions at both the individual and contextual levels to be set up.

Building on his prior research, Dr. de la Fuente recently proposed a *Conceptual Utility Model* for stress management and well-being in teaching-learning processes and regulatory teaching (2024). Based on the *3P Model* (Biggs, 2001) and *Gagné's Learning Model* (1997), he found that SRL is a protective factor for students' psychological well-being. Conversely, unregulated and dysregulated learning are risk factors associated with negative emotions, procrastination, and dropout intentions. Similarly, non-regulatory and dysregulated teaching predicts maladaptive coping strategies and behaviors centered on negative emotions rather than learning.

To assess the personal and contextual factors related to psychological well-being, he developed the *School and Academic Well-being Experience Index (IEBEA®)* (de la Fuente & Martínez-Vicente, 2024) and the *EBE Battery*, an online technological development (Gunti, UNAV, and UAL, 2025), where SRL and regulatory teaching are essential elements alongside students' individual and educational context characteristics.

In addition to the above, de la Fuente has championed the importance of integrating the I+D+I value chain in Educational Psychology, engaging in numerous knowledge transfer activities. He has organized the *Almería Congress* (2018) and the *Madrid Congress* (2026) and actively communicates these concepts to families through social media (*https://www.youtube.com/@PsicologoEduca*) and to professionals via *Amazon Books: Education & Psychology I+D+I Series*. Those interested can explore further through the *International Network for Stress Research, INETAS* (*www.inetas.es*).

For all these reasons, de La Fuente deserves the Barry J. Zimmerman Award 2025. Congratulations. Enorabuena Jesús, thank you for your invaluable contributions to SRL literature.

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

De la Fuente, J., Martínez-Vicente, J. M., Santos, F. H., Sander, P., Fadda, S., Karagiannopoulou, E., ... & Kauffman, D. F. (2022). Advances on self-regulation models: A new research agenda through the SR vs ER behavior theory in different psychology contexts. *Frontiers in Psychology*, *13*, 861493. https://doi.org/10.3389/fpsyg.2022.861493

José Carlos Núñez is a Full Professor in the School of Psychology of the Universidade de Oviedo, Spain. His research interests include students' self-regulated learning and learning difficulties. Dr. José Carlos Núñez runs projects to enhance school learning and prevent learning difficulties with colleagues from distinct Spanish universities and also from universities in distinct geographies (e.g., Japan and the US). He is currently the PI of the ADIR lab (research on school learning, difficulties, and academic achievement). https://portalinvestigacion.uniovi.es/grupos/13990/detalle in the School of Psychology at the Universidad de Oviedo. (carlosn@uniovi.es)

Pedro Rosário is a Full Professor in the School of Psychology of the Universidade do Minho, Portugal. His research interests include students' self-regulation of their learning and procrastination. Dr. Pedro Rosário runs projects to enhance self-regulation with colleagues from Spain, Romania, Brazil, Japan, the US, and Chile. He is currently the PI of the GUIA lab (research on self-regulated learning). www.guia-psi.com in the School of Psychology at the Universidade do Minho. Pedro met Dr. de la Fuente in 1997 during his PhD defense at the University of Granada, Spain. (prosario@psi.uminho.pt)

References are available upon request.

Jesús de la Fuente with Some Colleagues

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Jesús de la Fuente:
Life of Professional Service and the Social Common Good
Javier Fiz Perez

Javier Fiz Perez, PhD, is a Professor at the European University of Rome, expert in Integral Development and Social Impact by promoting synergies between Economics, Psychology, and Social Bioethics with values metrics.
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I have had the pleasure of knowing Prof. Jesús de la Fuente for several years. I consider him first and foremost a friend and I am proud and happy for that. Our relationship began in the context of international congresses and scientific publications, always in the field of developmental and educational psychology.

Jesús de la Fuente is a professor at the University of Almería in Spain and has published numerous articles and books on the subject. His studies mainly focus on children's and adolescents' cognitive, emotional and social development. He has also conducted research on education and new technologies in learning. His research has been published in prestigious scientific journals and contributed significantly to understanding human development.

I could go on for pages to describe the many elements of de la Fuente's professional life, but I think it is only right to highlight his human dimension, which is full of outstanding values. His humanity is known to all, making his well-known professionalism even more valuable.

It is an honor for me to know that de la Fuente has received this year from the American Educational Research Association Special Interest Group on Studying and Self-Regulated Learning the **Barry J. Zimmerman Award for Outstanding Contributions** for his remarkable contributions to the field of studying and self-regulated learning research.
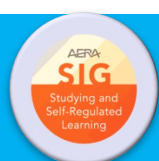
Professor's international scientific profile is well known, as are all his publications and participation in conferences in different parts of the world. In fact, for this reason, I remember well the day I wanted to invite him to be part of my international committee/observatory for the promotion of integral education internationally, being the real focus of this initiative. https://www.persianieditore.com/comitato-scientifico-sviluppo-integrale/

I have always been very impressed by Jesús de la Fuente's insightful ability to treat each research topic originally. I have had the pleasure and honor of publishing several papers with him on different topics. In each collaboration occasion, I have caught this talent of his and his desire to innovate by offering original and never taken-for-granted insights.

For example, I remember the occasion when he graciously invited me to be part of a PhD committee at his university. As a Professor rooted at the European University of Rome, he gave me the honor of being chosen as an international figure to highlight the prestige and excellent work of his doctoral student. Everything he touches turns it into a work of art, and that doctorate was also a life lesson on professionalism and human guidance offered to his student.

"Receiving the Barry J. Zimmerman Award is such an important award; it is a great satisfaction in life, and I am happy to be part of this fine achievement of the Professor in some way."

"The study focused on the analysis of linear relations between personality, self-regulation, coping strategies and achievement emotions. The main objective was to establish a model of linear, empirical, associative to infer needs and proposals for intervening in emotional health in the different profiles of university students. A total of 642 undergraduate students participated in this research. Evidence of associative relations between personality factors, self-regulation and coping strategies was found. The neuroticism factor had a significant negative associative relationship with Self-Regulation both globally and in its factors; especially important was its negative relation to decision making, and coping strategies focused in emotion. The results of Structural Equation Model showed an acceptable model of relationships, in each emotional context. Results and practical implications are discussed."

de la Fuente, J., Paoloni, P., Kauffman, D., Yilmaz Soylu, M., Sander, P., & Zapata, L. (2020). Big five, self-regulation, and coping strategies as predictors of achievement emotions in undergraduate students. *International journal of environmental research and public health*, *17*(10), 3602. https://doi.org/10.3390/ijerph17103602

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Jesús de la Fuente: Innovation in Assessment and Intervention Based on Self vs Externally Regulated Learning Behavior

José Manuel Martínez Vicente

I am greatly honored to write about Professor Jesús de la Fuente. Since I started to work in his line of research in 2000, we have followed a path on which I have been privileged to be part of many joint projects. I consider him a benchmark, a friend, a mentor and an exceptional person, in terms of his vast knowledge, his capacity for work and organization and, above all, his innovative approach and future-facing vision. He has been a leading defender of the essential role of the Educational Psychologist and the discipline of Educational Psychology in improving psychological well-being and preventing problems in educational settings.

During his intense research activity, Jesús de la Fuente has generated more than 200 publications, most dealing with self-regulation of learning and teaching regulation. He has led six R&D research projects that have made significant contributions to those fields, notably Regulation of Teaching and Self-Regulation of Learning (SR and SRL, 2001-2016), Self and External Regulation of Learning Theory (SRL and ERL, 2017), and the General Theory of Self and External Regulation (SR-ER, 2022). His significant contribution, *Self vs Externally Regulated Learning Behavior Theory*, results from many years of diligent research and provides an innovative theoretical approach to studying those processes.

His desire to bring academic and professional knowledge together and support the R&D&i value chain has led him to organize two international conferences on Psychology, Innovation and Entrepreneurship (Almeríá, 2015; Madrid, 2026). A precise instance of his work in the R&D&i chain is the development of the Coping with Stress and Psychological Well-being e-tool (2015-2025) (https://www.inetas.net/stress/seccion.php?ididioma=2&idseccion=7&idproyecto=10). The app's purpose, which has been the fruit of more than 20 years of rigorous research, is to assess and intervene in variables that may operate as protective or risk factors for stress and psychological well-being.

I have had the privilege of working with Professor Jesús de la Fuente on the development of several real-world applications of our work, such as the *Pro & Regula* Program (De la Fuente & Martínez-Vicente, 2000), las *Escalas de Evaluación Interactiva del Proceso de Enseñanza-Aprendizaje* [Scales for the Interactive Evaluation of the Teaching-Learning Process] (De la Fuente & Martínez-Vicente, 2004) and, most recently, the *Batería de Evaluación del Bienestar Educativo* [Battery for the Assessment of Educational Well-being] (De la Fuente & Martínez-Vicente, 2024). The Battery generates a numerical value for the experience of educational well-being based on the assessment of self and external regulation, regulation of the teaching-learning process, and physical and mental health.

The importance of knowledge transfer in his professional life led him to found the *Education & Psychology I+D+I* startup (2008-2018), launch the *Education & Psychology I+D+I* series on Amazon Publishing and be a founder member of the *Electronic Journal of Research in Educational Psychology* (https://ojs.ual.es/ojs/index.php/EJREP/index).

In summary, Professor Jesús de la Fuente's career has been exemplary in its dedication, innovation and commitment to education and psychology. His tireless research efforts and commitment to integrating theoretical knowledge and its practical application mark a before and an after in the study of self-regulation and external regulation of learning. He has been influential not only through his numerous publications but also through the training of other researchers and psychologists and in developing tools that contribute to psychological well-being in general and educational well-being in particular. Having had the opportunity to work with him has been an honor and an enriching experience that has left an indelible mark on my life and career.

José Manuel Martínez Vicente is an Associate Professor at the Department of Developmental Psychology at the University of Almería in Spain. He is currently Principal Editor of the *Electronic Journal of Research in Educational Psychology* (https://ojs.ual.es/ojs/index.php/EJREP/index) and director of the Secretariat for Student Guidance at the University of Almería. His research interests include self-regulation of learning, regulation of learning and psychological and educational well-being, and occupational psychology and guidance. (jvicente@ual.es) **References are available upon request.**

"Professor Jesús de la Fuente's career has been exemplary in its dedication, innovation and commitment to education and psychology. His tireless research efforts and commitment to integrating theoretical knowledge and its practical application mark a before and an after in the study of self-regulation and external regulation of learning."

Reflections on Jesús de la Fuente:
A Mentor in Academic Self-Regulation
Angélica Garzón Umerenkova

Throughout my academic journey, I have had the privilege of collaborating with Professor Jesús de la Fuente. His work has shaped the theoretical understanding of self-regulated learning and influenced practical applications in educational psychology. In this reflection, I share my experience working with him and his profound impact on my career.

My relationship with de la Fuente has been multifaceted. Over the years, we have co-authored several articles, and through these academic endeavors, I have witnessed his commitment to research excellence. His academic and personal generosity has been a defining aspect of our collaboration. He is a brilliant scholar and a great worker who dedicates himself entirely to his research and his colleagues.

One of the most significant projects I undertook with de la Fuente involved exploring the relationship between regulatory teaching, effort regulation, and procrastination in university students. These studies identified key factors influencing students' self-regulating learning processes, highlighting the importance of instructional strategies promoting autonomy and metacognitive skills. De la Fuente's expertise was instrumental in shaping the research design, refining the theoretical framework, and interpreting our findings within a broader educational context. His ability to integrate theory with empirical research provided invaluable insights that enriched our study and contributed to the field.

My collaboration with de la Fuente offers several key lessons for those aspiring to work in academic self-regulation or related areas. First, maintaining a strong theoretical foundation while remaining open to interdisciplinary perspectives enhances the depth and applicability of research. Second, mentorship and collaboration are crucial in academic growth—seeking guidance from experienced scholars like de la Fuente can provide clarity and direction in navigating complex research questions. Finally, persistence and curiosity are essential for success in educational psychology; engaging with challenging concepts and continuously refining methodologies leads to meaningful contributions.

Beyond his academic contributions, de la Fuente embodies the qualities of an exceptional mentor: supportive, insightful, and deeply committed to advancing knowledge. His encouragement and constructive feedback have been instrumental in my professional development, reinforcing the importance of intellectual rigor and academic integrity.

In conclusion, my collaboration with Jesús de la Fuente has been a transformative experience. He has shaped my research trajectory and deepened my understanding of academic self-regulation. His dedication to the field serves as a beacon for aspiring scholars, demonstrating the profound impact that a committed educator and researcher can have on the academic community.

"The combination of student Self-Regulation (SR) and the context of Regulatory Teaching (RT), each in varying degree, has recently been demonstrated to have effects on achievement emotions, factors and symptoms of stress, and coping strategies. The aim of the present research study is to verify its possible further effects, on academic behavioral confidence and procrastination. A total of 1193 university students completed validated online questionnaires with regard to specific subjects in their degree program. Using an ex post facto design, multivariate analyses and structural equation modeling (SEM) were carried out in order to test the relationships predicted by the model. SR and RT had a significant joint effect in determining the degree of academic behavioral confidence and of procrastination. Academic behavioral confidence also significantly predicted reasons for procrastinating, and these in turn predicted activities of procrastination. Conclusions are discussed, insisting on the combined weight of the two variables in determining academic behavioral confidence, reasons for procrastinating and activities subject to procrastination, in university students. Implications for guidance and educational support of university students and teachers are analyzed."

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Angélica Garzón Umerenkova, PhD, is an Associate Professor at Fundación Universitaria Konrad Lorenz and a researcher in educational psychology. Her expertise includes academic self-regulation, procrastination, and psychometrics. (angelica.garzonu@konradlorenz.edu.co)

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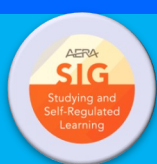
Jesús de la Fuente: A Dedicated and Inspirational Leader
Silvia Pignata & Begoña Urien Angulo

Jesús de la Fuente is a prominent figure in self-regulation and self-regulated learning in education and psychology. His outstanding work has contributed significantly to understanding how individuals, particularly students, regulate their learning and behavior. I have collaborated with Jesús on several publications since meeting him and several of his research colleagues at a conference in Alghero, Sardinia, in July 2015. This meeting led to us developing strong research networks and collaborating on several journal articles, book chapters, and conference papers.

On a personal level, de la Fuente's dedication and passion for research and his ability to connect and build collaborations between researchers are unmatched. He is an inspiring, knowledgeable, and approachable colleague and an exceptional thought leader in educational psychology.

On a professional level, his extensive scholarly work has been instrumental in shaping my and others' understanding of self-regulation in ever-changing learning environments. De la Fuente's contributions have significantly impacted, especially in understanding how individuals self-monitor and manage their emotions, behaviors, and thoughts to pursue goals.

He emphasizes how self-regulation is not a fixed trait but a dynamic process, which suggests that individuals can improve their self-regulation skills through awareness, effort, and the right coping strategies. This perspective shifts the focus from merely controlling or suppressing impulses to fostering a broader awareness of one's actions, emotions, and thoughts in various contexts.

His work offers theoretical depth and practical application and encourages the development of personal responsibility and the ability to reflect on one's actions, leading to positive growth. By emphasizing the role of emotional regulation, he addresses how feelings like anxiety, frustration, or motivation can either hinder or enhance learning processes.

In addition to his educational work, de la Fuente's theories apply to broader contexts, including workplace settings and personal development. His exploration of the connections between self-regulation, coping strategies, and overall well-being highlights the importance of this skill in various life domains. As self-regulation becomes an increasingly recognized predictor of success and well-being, de la Fuente's work is particularly timely in guiding educators and individuals in cultivating these vital skills.

In conclusion, Jesús is an exceptional research leader and mentor. His innovative and outstanding work in educational psychology provides an essential framework for understanding the multi-faceted nature of self-regulated learning and how individuals can develop self-regulation skills to achieve personal, academic, and professional goals. I congratulate him on receiving this esteemed award. Top of Form!
By Silvia Pignata

I met Jesús de la Fuente in 2018 at the beginning of my career at the University of Navarra's Faculty of Education and Psychology. De la Fuente created a program called "Scientific Fridays" (which continues), which brought the faculty together to share visions and interesting talks to help focus academic careers coherently and pragmatically and value knowledge transfer and R&D&I. He invited me to join his research team and became my mentor, a turning point in my research activity.

De la Fuente communicates with clarity and precision and, in any debate, offers data, facts, and their implications, presenting his ideas with respect for his interlocutor. Throughout his career, he has persevered with his goals, achieving them with knowledge and effort. He is kind, humble, hardworking, and a strong and energetic leader.

When faced with challenges, you can count on his support, knowing that he will listen and offer valuable advice to help you find the best solution. He deserves this recognition, and I am grateful to be part of his research team. Congratulations Jesús!
By Begoña Urien Angulo

Dr. Silvia Pignata is a Senior Lecturer in Aviation (Human Factors) at the University of South Australia (UniSA). She is an interdisciplinary researcher with a background in organizational psychology. She is an expert in academic and student stress, psychosocial safety, and organizational interventions that incorporate well-being and morale-building activities, particularly their potential to reduce psychological strain. Before commencing with UniSA, Silvia spent over 20 years in the public sector and consultancy. (Silvia.Pignata@unisa.edu.au)

Dr. Begoña Urien Angulo is an Associate Professor in the Faculty of Education and Psychology at the University of Navarra, Spain. She has 25 years of experience as a practitioner in organizational development and Human Resources and 20 years in leadership positions across public entities and private companies. Since 2014, Begoña has worked in academia as an Associate Professor, and her research focuses on psychosocial risks, well-being, and team effectiveness. (burien@unav.es)

> "As self-regulation becomes an increasingly recognized predictor of success and well-being, de la Fuente's work is particularly timely in guiding educators and individuals in cultivating these vital skills."
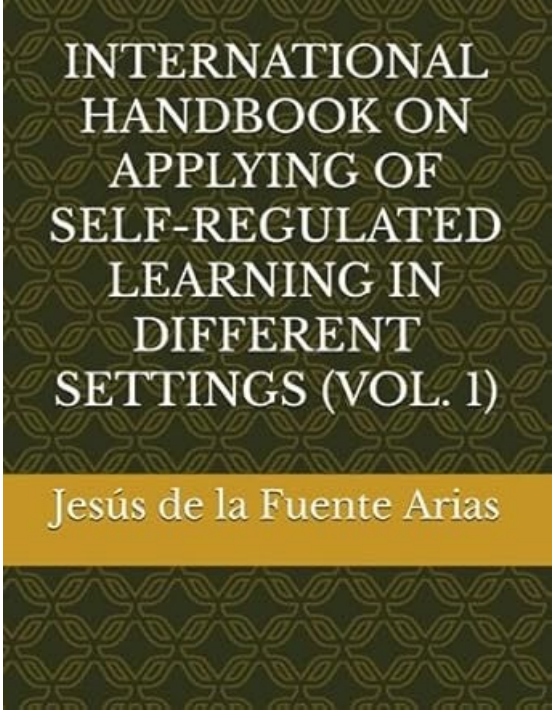
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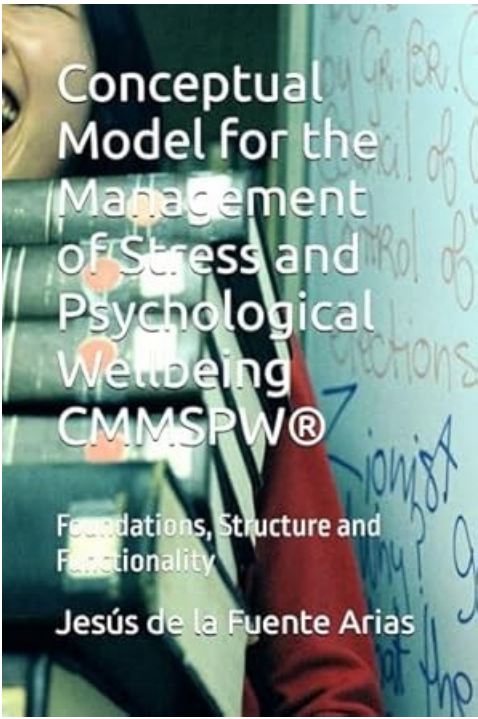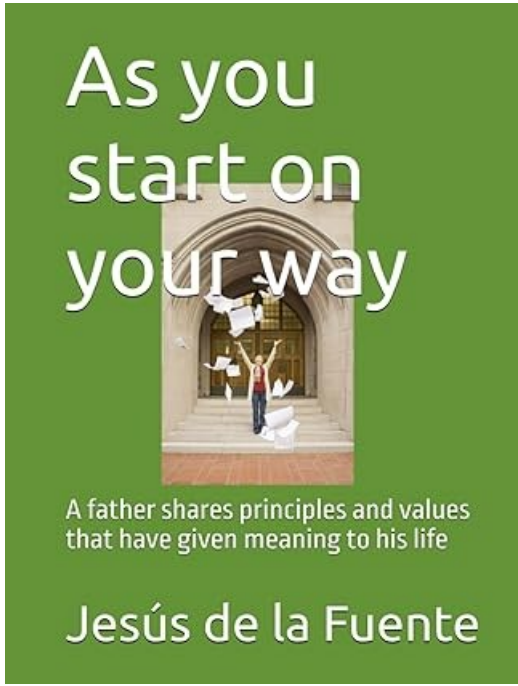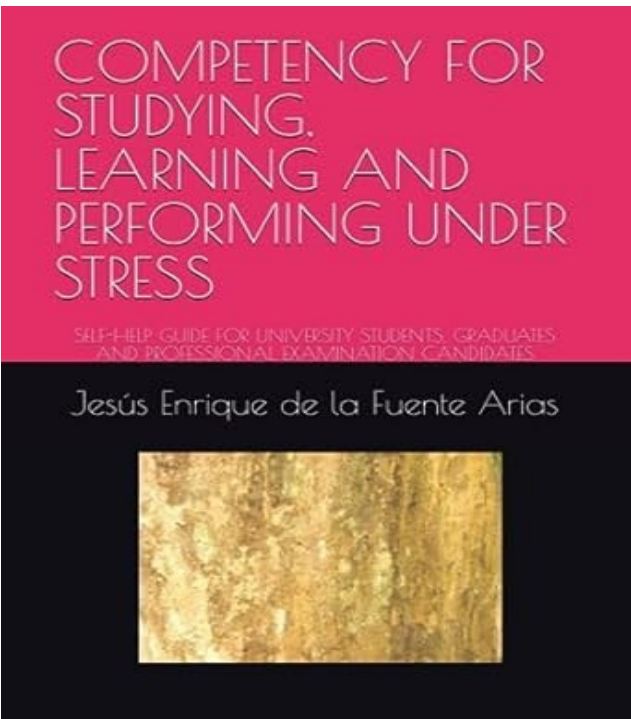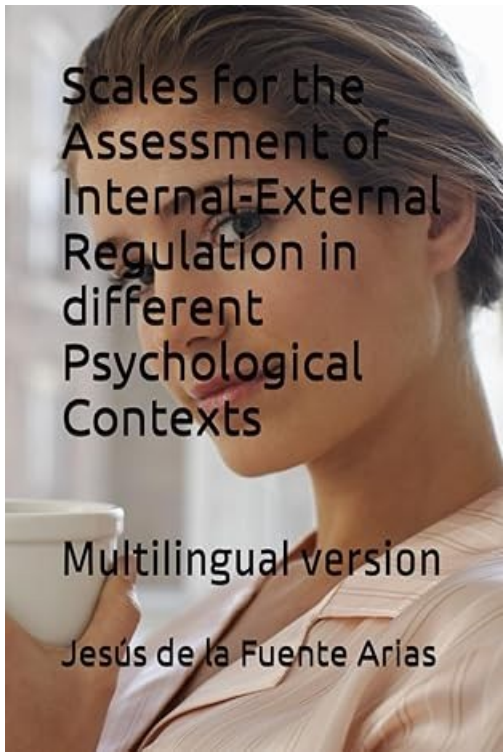
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Jesús de La Fuente: Some Publications

"The relationships presented may be considered a mental map that orders the constituent factors of the Five-Factor Model on a continuum, from the most adaptive (or regulatory) and deregulatory to the most maladaptive or dysregulatory."

(de la Fuente et al., 2024)

"When implementing innovations in the university teaching process, it is important to consider what type of context is being designed (de la Fuente et al., 2013a). If the context is non-regulating or dysregulating, it will probably not help students improve their learning process, especially if students are low in self-regulation."

(de la Fuente et al., 2020)

Scales for the Assessment of Internal-External Regulation in different Psychological Contexts

Multilingual version

Jesús de la Fuente Arias

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INTERNATIONAL HANDBOOK ON APPLYING OF SELF-REGULATED LEARNING IN DIFFERENT SETTINGS (VOL. 1)

Jesús de la Fuente Arias

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