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Self-regulation involves students' beliefs about their own potential for actions, thoughts, feelings and behaviors that will then allow them to work toward their own academic goals. Clearly, the need for self-regulation in higher education is crucial, This volume describes the theories, tools, and techniques that can be used to assist in the promotion of self-regulation in students including areas such as goal orientations, self-efficacy beliefs, social comparisons, self-monitoring, and self-evaluation.

Edited by Héfer Bembenutty, assistant professor of educaitonal psychology at Queens College of the City University of New York, this is the 126th volume of the Jossey-Bass quarterly report series ***New Directions for Teaching and Learning***, which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

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