Self-regulated learning or self-regulation refers to the process whereby learners personally activate and sustain cognitions, affect, and behaviors that are conducive to their learning goals. The concept of self-regulation of learning (SRL) and performance has been integrated into a comprehensive theoretical framework by Zimmerman and Schunk. Their cyclical model of self-regulated learning, which includes planning, action, and monitoring phases, has been widely adopted in the field of education. The model emphasizes the importance of self-efficacy perceptions of performance, goal setting, and self-regulatory strategies in influencing academic outcomes. 

SRL strategies and their sources, including self-monitoring, self-instruction, and self-regulatory behavior, have been found to significantly impact learning outcomes. Research on SRL has focused on various domains such as academic, professional, and personal development. The integration of SRL into educational practices has been advocated for improving student engagement and academic achievement. The Handbook of Self-Regulation of Learning and Performance by Barry J. Zimmerman and Dale H. Schunk is a seminal work that provides a comprehensive overview of the field, including theoretical frameworks, empirical findings, and practical applications.

Keywords: self-regulated learning, blended learning, online learning.