

Research briefs

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Research brief

[Phonics Based Reading Interventions for Students with Intellectual Disability: A Systematic Literature Review](#)

By David R. Hill

Published Journal of Education and Training Studies, 4(5), 205-214. Doi: 10.11114/jets.v4i5.1472



Research brief

Improving Students' Learning with Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

By John Dunlosky, Katherine A. Rawson, Elizabeth J. Marsh, Mitchell J. Nathan, & Daniel T. Willingham

Published Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, 14(1), 4-58, DOI: 10.1177/1529100612453266



Research brief

Understanding and Promoting Autonomous Self-Regulation: A Self-Determination Theory Perspective

**By Johnmarshall Reeve, Richard
Ryan, Edward L. Deci, & Hyungshim
Jang**

**Published Reeve, J., Ryan, R., Deci,
E.L., & Jang, H. (2008). Understanding
and promoting autonomous self-regulation:
A self-determination theory perspective.
Chapter 9 in the book Motivation and
self-regulated learning. Theory,
research, and applications edited by Dale
E. Schunk & Barry J. Zimmerman
(Routledge, Taylor, & Francis Group).**



Research brief

[The Motivational Role of Adaptive Help Seeking in Self-Regulated Learning](#)

By **Richard S. Newman**

Published Newman, R.S. (2008). The motivational role of adaptive help seeking in self-regulated learning. Chapter 13 in the book Motivation and self-regulated learning. Theory, research, and applications edited by Dale E. Schunk & Barry J. Zimmerman (Routledge, Taylor, & Francis Group).



Research brief

Work Habits and Self-Regulated Learning: Helping Students to Find a “Will” from a “Way”

By Lyn Corno

Published Corno, L. (2008). Work habits and self-regulated learning: Helping students to find a ‘will’ from a ‘way’. Chapter 8 in a book Motivation and self-regulated learning. Theory, research, and applications edited by Dale E. Schunk & Barry J. Zimmerman (Routledge, Taylor, & Francis Group).



Research brief

How Effective Are Early Grade Reading Interventions? A

Review of the Evidence

By Jimmy Graham & Sean Kelly

Published Graham, J. & Kelly, S. (2019). How effective are early grade reading interventions? A review of the evidence. *Education Research Review*, 27, 155-175, <https://doi.org/10.1016/j.edurev.2019.03.006>



Research brief

The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A Meta-analysis

By Katharina Kriegbaum, Nicolas Becker & Birgit Spinath

Published Kriegbaum, K., Becker, N. &

Spinath, B. (2018). The relative importance of intelligence and motivation as predictors of school achievement: A meta-analysis. Educational Research Review, 25, 120-148, <https://doi.org/10.1016/j.edurev.2018.10.001>



Research brief

Identifying Student and Classroom Characteristics Related to Primary School Students' Listening Skills: A Systematic Review

By Heleen Bourdeaud'hui, Koen Aesaert, Hilde Ven Keer, & Johan van Braak

Published Bourdeaud'hui, H; Aesaert, K.; Van Keer, H.; van Braak, J. (2018).

Identifying student and classroom characteristics related to primary school students' listening skills: A systematic review. *Educational Research Review*, 25, 86-99,
<https://doi.org/10.1016/j.edurev.2018.09.005>



Research brief

CARE – Curriculum Quality Analysis and Impact Review of European Early Childhood Education and Care (ECEC)

By Edward Melhuish, Katharina Ereky-Stevens, Konstantinos Petroglannis, Anamaria Ariescu, Efthymia Penderi, Konstantina Rentzou, Alice Tawell, Pauline Slot, Martine Broekhuizen, & Paul

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Published Melhuish, E., Erekly-Stevens, K., Petroglannis, K., Ariescu, A., Penderi, E., Rentzou, K., Tawell, A., Slot, P., Broekhuizen, M. & Leseman, P. (2015). CARE – Curriculum quality analysis and impact review of European Early Childhood Education and Care (ECEC).

https://ecec-care.org/fileadmin/careproject/Publications/reports/new_version_CARE_WP4_D4_1_Review_on_the_effects_of_ECEC.pdf



Research brief

[Conclusions](#) [About](#)
[Interventions, Programs, And](#)
[Approaches for Improving](#)
[Executive Functions That](#)

Appear Justified And Those That, Despite Much Hype, Do Not

By Adele Diamond & Daphne S. Ling

Published Diamond, A. & Ling, D.S. (2016). Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and those that, despite much hype, do not. *Developmental Cognitive Neuroscience*, 18, 34-48, <http://dx.doi.org/10.1016/j.dcn.2015.11.005>

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