
Learning Processes and Mechanisms

- 681 Calibrating Calibration: A Meta-Analysis of Learning Strategy Instruction Interventions to Improve Metacognitive Monitoring Accuracy
Antonio P. Gutierrez de Blume
- 701 Absolute Standing Feedback Is More Influential Than Relative Standing Feedback
Qin Zhao
- 716 Taking a Free Ride: How Team Learning Affects Social Loafing
Catherine Gabelica, Sven De Maeyer, and Michaëla C. Schippers

© 2022
American
Psychological
Association

Motivation and Student Outcomes

- 734 Relations of Epistemic Beliefs With Motivation, Achievement, and Aspirations in Science: Generalizability Across 72 Societies
Jiesi Guo, Xiang Hu, Herbert W. Marsh, and Reinhard Pekrun
- 752 Growth Goal Setting in High School: A Large-Scale Study of Perceived Instructional Support, Personal Background Attributes, and Engagement Outcomes
Andrew J. Martin, Emma C. Burns, Rebecca J. Collie, Keiko C. P. Bostwick, Anaid Flesken, and Ian McCarthy
- 772 Does Motivation Predict Changes in Academic Achievement Beyond Intelligence and Personality? A Multitheoretical Perspective
Jeroen Lavrijsen, Maarten Vansteenkiste, Michiel Boncquet, and Karine Verschueren
- 791 The “Situative Nature” of Competence and Value Beliefs and the Predictive Power of Autonomy Support: A Multilevel Investigation of Repeated Observations
Cora Parrisius, Hanna Gaspard, Steffen Zitzmann, Ulrich Trautwein, and Benjamin Nagengast

Reading and Writing

- 815 Strategy Instruction With Self-Regulation in College Developmental Writing Courses: Results From a Randomized Experiment
Charles A. MacArthur, Zoi A. Traga Philippakos, Henry May, and Jill Compello
- 833 App-Based Morphological Training Produces Lasting Effects on Word Knowledge in Primary School Children: A Randomized Controlled Trial
Janne von Koss Torkildsen, Siri Steffensen Bratlie, Jarl Kleppe Kristensen, Jan-Eric Gustafsson, Solveig-Alma Halaas Lyster, Catherine Snow, Charles Hulme, Riikka-Maija Mononen, Kari-Anne B. Næss, Anita López-Pedersen, Ona Bø Wie, and Bente Hagtvet

- 855 How You Read Affects What You Gain: Individual Differences in the Functional Organization of the Reading System Predict Intervention Gains in Children With Reading Disabilities
Noam Siegelman, Jay G. Rueckl, Mark van den Bunt, Jan C. Frijters, Jason D. Zevin, Maureen W. Lovett, Mark S. Seidenberg, Kenneth R. Pugh, and Robin D. Morris
- 870 Do Spanish-English Bilingual Children Outperform Monolingual English-Speaking Children on Executive Function Tasks in Early Childhood? A Propensity Score Analysis
J. Marc Goodrich, Natalie A. Koziol, HyeonJin Yoon, and Sergio Leiva
-

Other

- 700 E-Mail Notification of Your Latest Issue Online!
- 892 Members of Underrepresented Groups: Reviewers for Journal Manuscripts Wanted
- 751 Subscription Order Information

Submit Your Manuscript

For the Instructions to Authors for *Journal of Educational Psychology*, please visit
<https://www.apa.org/pubs/journals/edu>.