IQRO JURNALI , IQRO JOURNAL, ИКРО ЖУРНАЛИ
ISSN:2181-4341| wordlyknowledge.uz/index.php/iqro
Volume 22 Issue 01 IYUN 2026

PEDAGOGY AND METHODS: AN INTEGRATIVE FRAMEWORK FOR EVIDENCE-INFORMED TEACHING AND EVALUATION

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Annotatsiya

Pedagogika ta’limning nazariy, qadriyat va kontekstga asoslangan amaliyotini ifodalasa, metodlar o‘quv jarayonini amalga oshirishdagi aniq strategiya va texnikalarni anglatadi. Zamonaviy tadqiqotlarda “qaysi usul samarali?” degan savol ko‘pincha qarama-qarshi yondashuvlarga sabab bo‘ladi. Ushbu maqolada turli o‘rganish nazariyalari asosida integrativ pedagogik model taklif etiladi. Model o‘quv maqsadlari, o‘quvchilar xususiyatlari, topshiriq murakkabligi va baholash jarayonini o‘zaro bog‘laydi. Shuningdek, samarali o‘qitish metodlari va ularning qo‘llanish shartlari tahlil qilinadi. Tadqiqot metodologiyasi sifatida eksperimental, aralash metodlar va dizayn asosidagi tadqiqot yondashuvlari ko‘rib chiqiladi. Natijada samarali ta’lim moslashuvchan va dalillarga asoslangan bo‘lishi kerak degan xulosa chiqariladi.

Kalit so‘zlar: pedagogika, o‘qitish metodlari, konstruktiv moslashuv, formatif baholash, UDL, madaniy moslashuvchan ta’lim

Аннотация

Педагогика рассматривается как теория и практика обучения, основанная на ценностях и контексте, тогда как методы представляют собой конкретные стратегии обучения. В статье предлагается интегративная модель педагогических решений, основанная на современных теориях обучения. Рассматриваются ключевые факторы: цели обучения, особенности обучающихся, когнитивная сложность задач и оценивание. Анализируются эффективные методы обучения и условия их применения. Также описываются методологические подходы к исследованию педагогики. Делается вывод о необходимости адаптивного и научно обоснованного обучения.

Ключевые слова: педагогика, методы обучения, формирующее оценивание, UDL, адаптивное обучение

Abstract

Pedagogy refers to the theory-, value-, and context-informed practice of teaching, while methods are the concrete strategies and techniques used to support learning. Contemporary debates about "what works" often polarize around single approaches (e.g., discovery vs. direct instruction), despite long-standing arguments that effectiveness depends on learner expertise, guidance, and task demands (Kirschner et al., 2006; Mayer, 2004; Sweller, 1988). This conceptual article synthesizes major learning theories and research traditions to propose an integrative framework for pedagogical decision-making and classroom implementation. The framework connects (a) learning goals and disciplinary epistemologies, (b) learner variability and motivation, (c) task and cognitive demand, and (d) assessment and feedback loops (Biggs, 1996; Black & Wiliam, 1998; Deci & Ryan, 2000). The article reviews high-leverage instructional methods, including explicit instruction, inquiry and problem-based learning, collaborative learning, formative assessment, culturally responsive pedagogy, and Universal Design for Learning, and specifies conditions under which each is most likely to succeed (Gay, 2000; Hmelo-Silver, 2004; Johnson & Johnson, 2009; Ladson-Billings, 1995; Rose & Meyer, 2002). Finally, it outlines methodological options for studying pedagogy in authentic settings, comparing experimental, quasi-experimental, mixed-methods, design-based research, and

practitioner inquiry designs, with attention to validity, ethics, and equity (Bryk et al., 2015; Design-Based Research Collective, 2003; Shadish et al., 2002). The article concludes that effective teaching is best understood as principled adaptation: a coherent pedagogy enacted through method choices aligned with goals, responsive to learners, and continually improved through evidence.

Keywords: pedagogy; instructional methods; constructive alignment; formative assessment; Universal Design for Learning; culturally responsive teaching; design-based research; mixed methods

1. Introduction

Pedagogy is frequently reduced to a set of classroom techniques (group work, lecturing, projects, or technology use); yet pedagogical practice is more accurately understood as a system of decisions shaped by beliefs about knowledge, learning, learners, and society (Freire, 1970; Shulman, 1986). Methods are the visible enactment of these decisions: the "how" of instruction. A teacher may adopt a constructivist pedagogy (emphasizing meaning-making and prior knowledge) while still using explicit instruction as a method to introduce foundational concepts; conversely, a teacher may use inquiry activities while holding transmissive assumptions about knowledge. Distinguishing pedagogy from methods clarifies why the same method can produce different outcomes in different hands and contexts (Shulman, 1986).

A central challenge in education is balancing two imperatives: coherence (instruction should align learning goals, activities, and assessment) (Biggs, 1996; Wiggins & McTighe, 2005) and adaptation, meaning instruction must respond to learner variability, social context, and the complexity of disciplinary knowledge (Gay, 2000; Rose & Meyer, 2002). This article argues that effective teaching is neither method-driven nor ideology-driven. Rather, it is principled and evidence-informed adaptation, where method choices are aligned with goals, responsive to learners, and guided by feedback from assessment (Black & Wiliam, 1998; Hattie & Timperley, 2007).

2. Conceptual Foundations: What Pedagogy Includes

Pedagogy can be understood as an integration of four elements:

1. Aims and values: what education is for (e.g., mastery, citizenship, emancipation) (Freire, 1970).
2. Learning theory assumptions: how people learn (e.g., behaviorist, cognitive, sociocultural) (Bandura, 1977; Vygotsky, 1978).
3. Knowledge assumptions: what counts as knowing in a discipline (e.g., procedural fluency in mathematics; interpretive argumentation in history) (Shulman, 1986).
4. Instructional ecology: context, resources, relationships, identity, language, and culture (Gay, 2000; Ladson-Billings, 1995).

2.1 Major learning-theory perspectives

- Behaviorist and social learning traditions emphasize modeling, reinforcement, and observational learning, which are important for skill acquisition, classroom norms, and identity-relevant learning (Bandura, 1977).
- Cognitive perspectives highlight information processing, schema formation, and constraints like cognitive load (Sweller, 1988).
- Sociocultural theories frame learning as participation in culturally mediated practices shaped by language, tools, and communities (Lave & Wenger, 1991; Vygotsky, 1978).
- Humanistic and motivational perspectives emphasize autonomy, competence, and relatedness as conditions that support engagement and persistence (Deci & Ryan, 2000).

● Critical pedagogy interrogates power, whose knowledge is valued, and how education can reproduce or challenge inequities (Freire, 1970).

In practice, classrooms often draw from multiple perspectives. The key is not theoretical purity but fit between assumptions, aims, and learners (Shulman, 1986).

3. Principles for Selecting and Sequencing Methods

An integrative pedagogy can be operationalized through six design principles.

Principle 1: Constructive alignment

Learning outcomes, learning activities, and assessment should mutually reinforce one another, so that students' effort is directed toward intended outcomes (Biggs, 1996). Planning approaches such as backward design similarly emphasize specifying evidence of learning first, then selecting activities to build that evidence (Wiggins & McTighe, 2005).

Principle 2: Manage cognitive demand

Tasks impose intrinsic cognitive load (complexity of content) and extraneous load (inefficient presentation). Instructional methods should reduce unnecessary load while preserving productive struggle (Sweller, 1988). This principle helps explain why minimally guided discovery can be ineffective for novices, whereas guided approaches can support meaningful exploration and understanding (Kirschner et al., 2006; Mayer, 2004).

Principle 3: Ensure guided practice toward independence

A developmental progression that moves from modeling to scaffolding, guided practice, and independent performance supports mastery and transfer. Guidance can be understood as temporary support within a learner's zone of development, gradually removed as competence grows (Vygotsky, 1978). Modeling and observation also play a role in learning strategies and expectations (Bandura, 1977).

Principle 4: Treat motivation as designable

Motivation is shaped by task value, perceived competence, autonomy, and belonging. Instruction can be designed to support these needs through meaningful choice, feedback that builds efficacy, and norms that legitimize struggle (Deci & Ryan, 2000; Zimmerman, 2002).

Principle 5: Make learning visible through formative assessment

Frequent, low-stakes evidence of learning, elicited, interpreted, and acted upon, enables timely instructional adjustment and supports students' self-regulation (Black & Wiliam, 1998; Zimmerman, 2002). Feedback is most effective when it is timely, specific, and usable for improvement (Hattie & Timperley, 2007).

Principle 6: Design for variability and equity

Learners differ in language, background knowledge, disability, and cultural repertoires. Pedagogy must anticipate variability rather than treat it as an exception, using flexible pathways and culturally sustaining practices (Gay, 2000; Paris, 2012; Rose & Meyer, 2002).

4. High-Leverage Instructional Methods and Their Pedagogical Conditions

4.1 Explicit instruction and worked examples

Description: Clear explanation, modeling, worked examples, guided practice, and feedback are often associated with efficient acquisition of foundational knowledge (Sweller, 1988).

When it tends to work well:

● Novice learners building foundational knowledge and procedures (Kirschner et al., 2006; Sweller, 1988).

● High-complexity content requiring coordination of multiple elements (Sweller, 1988).

Design moves:

● Use worked examples before independent problem-solving to reduce overload (Sweller, 1988).

- Employ modeling followed by guided practice (Bandura, 1977; Vygotsky, 1978).
- Check for understanding frequently using short formative prompts (Black & Wiliam, 1998).

Risks and mitigations:

- Risk: passive compliance.
- Mitigation: embed retrieval practice (e.g., short quizzes) and explanatory questioning (Roediger & Karpicke, 2006).

4.2 Inquiry-based learning and discovery approaches

Description: Students investigate questions, examine evidence, and construct explanations, often linked to progressive and constructivist traditions (Dewey, 1938; Bruner, 1960).

When it tends to work well:

- Learners have sufficient prior knowledge and inquiry routines.
- Inquiry is guided and success criteria are explicit (Mayer, 2004).

Design moves:

- Provide structured inquiry for novices (templates, prompts, constraints) to avoid overload (Mayer, 2004; Sweller, 1988).
- Align inquiry products with assessment (e.g., claims-evidence-reasoning) (Black & Wiliam, 1998).

Risks and mitigations:

- Risk: cognitive overload and persistent misconceptions under minimal guidance (Kirschner et al., 2006).
- Mitigation: pre-teach key concepts and use checkpoints and feedback (Hattie & Timperley, 2007; Mayer, 2004).

4.3 Problem-based and project-based learning

Description: Learning organized around complex problems or projects, emphasizing transfer and authentic performance (Hmelo-Silver, 2004; Krajcik & Blumenfeld, 2006).

When it tends to work well:

- Goals include transfer, collaboration, and applied reasoning (Hmelo-Silver, 2004).
- Teachers maintain rigor through milestones and just-in-time instruction (Krajcik & Blumenfeld, 2006).

Design moves:

- Use just-in-time mini-lessons to supply needed concepts (Hmelo-Silver, 2004).
- Break projects into sequenced deliverables with revision cycles (Black & Wiliam, 1998; Krajcik & Blumenfeld, 2006).
- Combine group products with individual accountability (Johnson & Johnson, 2009).

Risks and mitigations:

- Risk: activity without understanding, especially under minimal guidance (Kirschner et al., 2006).
- Mitigation: require disciplinary explanations and integrate short retrieval tasks (Roediger & Karpicke, 2006).

4.4 Collaborative learning and dialogic teaching

Description: Structured talk, peer instruction, and group problem-solving. Collaborative learning is supported by social interdependence theory and sociocultural accounts of participation (Johnson & Johnson, 2009; Lave & Wenger, 1991).

When it tends to work well:

- Tasks require explanation, reasoning, or perspective-taking (Johnson & Johnson, 2009).
- Classroom norms support evidence-based dialogue and equitable participation (Gay, 2000; Ladson-Billings, 1995).

Design moves:

- Use protocols (e.g., roles, turn-taking structures) to support interdependence (Johnson & Johnson, 2009).
- Teach discussion skills explicitly and monitor equity of voice (Gay, 2000).

Risks and mitigations:

- Risk: social loafing, dominance, or marginalization.
- Mitigation: rotating roles, individual accountability, and teacher facilitation (Johnson & Johnson, 2009).

4.5 Formative assessment and feedback systems

Description: Ongoing elicitation of learning evidence (questions, exit tickets, drafts, quizzes) is used to adapt teaching and support student self-regulation (Black & Wiliam, 1998; Zimmerman, 2002).

When it tends to work well:

- Feedback is timely, specific, and actionable (Hattie & Timperley, 2007).
- Students can revise and apply feedback (Black & Wiliam, 1998).

Design moves:

- Use hinge questions to decide next instructional steps (Black & Wiliam, 1998).
- Require revision and reflection to strengthen self-regulation (Zimmerman, 2002).
- Incorporate low-stakes retrieval practices to improve retention (Roediger & Karpicke, 2006).

4.6 Universal Design for Learning and differentiated instruction

Description: Universal Design for Learning proactively designs multiple means of engagement, representation, and action/expression to anticipate learner variability (Rose & Meyer, 2002).

When it tends to work well:

- Classrooms include wide variability in language, disability, and prior knowledge (Rose & Meyer, 2002).
- Teachers maintain shared goals while offering flexible pathways (Biggs, 1996).

Design moves:

- Offer multiple representations (visual, linguistic, symbolic) (Rose & Meyer, 2002).
- Provide multiple ways to demonstrate learning aligned to common criteria (Biggs, 1996; Rose & Meyer, 2002).
- Use scaffolded supports that can be faded (Vygotsky, 1978).

4.7 Culturally responsive and sustaining pedagogy

Description: Teaching leverages students' cultural knowledge and linguistic resources, affirms identity, and critically engages curriculum (Gay, 2000; Ladson-Billings, 1995; Paris, 2012).

When it tends to work well:

- Teachers build relationships and understand community cultural wealth (Gay, 2000).
- High expectations are paired with robust supports (Ladson-Billings, 1995).

Design moves:

- Use culturally meaningful examples and texts without reducing learners to stereotypes (Gay, 2000).
- Invite multiple ways of knowing and communicating, including critical examination of whose knowledge is centered (Freire, 1970; Paris, 2012).

4.8 Technology-enhanced methods

Description: Blended learning, flipped instruction, tutoring systems, simulations, and collaborative platforms can amplify feedback, practice, and access.

Pedagogical condition: Technology is most effective when chosen to serve pedagogical aims (alignment, feedback, access) rather than functioning as decoration (Biggs, 1996; Rose & Meyer, 2002).

Design moves:

- Use technology to increase opportunities for practice and feedback (Hattie & Timperley, 2007; Roediger & Karpicke, 2006).
- Ensure accessibility through multiple representations and response modes (Rose & Meyer, 2002).

5. A Practical Integrative Model: The Pedagogical Alignment Cycle

An evidence-informed pedagogy can be operationalized through a repeating cycle:

1. Clarify outcomes (knowledge, skills, practices, dispositions) (Biggs, 1996; Wiggins & McTighe, 2005).
2. Elicit prior knowledge and language demands (diagnose readiness and barriers) (Black & Wiliam, 1998; Gay, 2000).
3. Select a method mix (choose and sequence methods to manage cognitive load and build independence) (Sweller, 1988; Vygotsky, 1978).
4. Design formative checks (embed evidence points and revision opportunities) (Black & Wiliam, 1998; Hattie & Timperley, 2007).
5. Implement with responsiveness (adjust pacing, grouping, and scaffolds) (Rose & Meyer, 2002; Zimmerman, 2002).
6. Evaluate and iterate (analyze student work and participation for learning and equity impacts) (Bryk et al., 2015; Paris, 2012).

This cycle frames teaching as iterative design rather than one-time delivery (Bryk et al., 2015).

6. Methods for Studying Pedagogy: Research Designs and Evidence Standards

6.1 Core research questions in pedagogy

Pedagogical research commonly addresses:

- Effectiveness: Does an approach improve learning outcomes? (Shadish et al., 2002)
- Mechanisms: Why and how does it work (or fail)? (Design-Based Research Collective, 2003)

- Implementation: What supports or constrains fidelity and adaptation? (Bryk et al., 2015)
- Equity: Who benefits, who is marginalized, and under what conditions? (Gay, 2000; Paris, 2012)

6.2 Experimental and quasi-experimental designs

Randomized controlled trials (RCTs) support causal inference when random assignment is feasible, though implementation variability and ethical constraints can complicate interpretation in schools (Shadish et al., 2002). Quasi-experimental designs (e.g., matching, regression discontinuity, interrupted time series) strengthen causal claims when randomization is impractical, but require careful attention to assumptions and threats to validity (Shadish et al., 2002).

6.3 Mixed-methods approaches

Because pedagogy is enacted in complex social settings, quantitative outcome evidence is often complemented by qualitative evidence (observations, interviews, artifacts) to explain processes and conditions (Design-Based Research Collective, 2003; Shadish et al., 2002).

6.4 Design-based research and improvement science

Design-based research treats pedagogical innovation as iterative design in authentic contexts, aiming to produce usable design principles and theory (Design-Based Research Collective, 2003). Improvement science similarly emphasizes disciplined inquiry cycles, measurement for learning, and networked improvement communities (Bryk et al., 2015).

6.5 Practitioner inquiry and action research

Practitioner inquiry investigates teaching through cycles of planning, action, observation, and reflection, often prioritizing local validity and professional learning. Its rigor depends on transparent evidence, documentation, and ethical safeguards (Bryk et al., 2015).

6.6 Evidence sources

Common data streams include learning outcomes, performance tasks and rubrics (Biggs, 1996), classroom discourse and participation patterns (Lave & Wenger, 1991), student work artifacts and revisions (Black & Wiliam, 1998), and motivational/self-regulation measures (Deci & Ryan, 2000; Zimmerman, 2002).

6.7 Validity, ethics, and equity

Rigorous pedagogical research attends to construct validity and threats to inference (Shadish et al., 2002), documents enactment and context (Design-Based Research Collective, 2003), and evaluates consequential and equity impacts, particularly how curriculum and interactional patterns value or silence learners (Gay, 2000; Paris, 2012).

7. Discussion: Beyond Method Wars

Debates that pit direct instruction against inquiry often collapse important distinctions: novice vs. expert learners, foundational vs. transfer goals, and guided vs. unguided learning. Cognitive accounts caution that minimal guidance can overload novices (Kirschner et al., 2006; Sweller, 1988), while other accounts argue that structured inquiry and authentic problems can support deeper understanding and disciplinary practice when properly scaffolded (Dewey, 1938; Hmelo-Silver, 2004; Mayer, 2004). A more productive stance is conditional: which methods, for whom, for what aims, under what supports, and with what evidence? (Shadish et al., 2002).

A principled pedagogy recognizes that:

- Foundational knowledge and fluent skills enable higher-order performance (Sweller, 1988).
- Inquiry and projects can deepen understanding and motivation when adequately guided (Hmelo-Silver, 2004; Mayer, 2004).
- Formative assessment is not an add-on; it is the steering mechanism of instruction (Black & Wiliam, 1998).

● Equity is a core criterion for judging pedagogical quality (Gay, 2000; Paris, 2012).

8. Implications for Practice and Policy

For teachers and instructional leaders

● Plan with alignment and cognitive demand in mind (Biggs, 1996; Sweller, 1988).

● Build routines for formative assessment and revision (Black & Wiliam, 1998; Hattie & Timperley, 2007).

● Treat method selection as a design decision: articulate why a method fits the goal and learners (Wiggins & McTighe, 2005).

● Monitor equity of participation and outcomes as part of everyday instruction (Gay, 2000; Ladson-Billings, 1995).

For teacher education

● Teach novices to enact a small set of high-leverage practices well (modeling, questioning, feedback, discussion facilitation) before expanding method repertoires (Bandura, 1977; Hattie & Timperley, 2007; Johnson & Johnson, 2009).

● Emphasize pedagogical reasoning: selecting methods based on evidence and context (Shulman, 1986).

For researchers and policymakers

● Avoid one-size-fits-all mandates; invest in implementation support and continuous improvement (Bryk et al., 2015).

● Require evidence that includes mechanisms and equity impacts, not only average effects (Design-Based Research Collective, 2003; Paris, 2012).

9. Conclusion

Pedagogy is the coherent, value-laden theory and practice of teaching; methods are its concrete enactments. Effective instruction is best understood as principled adaptation: aligning goals, methods, and assessment (Biggs, 1996); managing cognitive demand (Sweller, 1988); supporting motivation and belonging (Deci & Ryan, 2000); and designing for learner variability and cultural legitimacy (Gay, 2000; Rose & Meyer, 2002). Studying pedagogy requires methods that respect classroom complexity while maintaining rigor, often through mixed-methods, design-based, and improvement-oriented approaches (Bryk et al., 2015; Design-Based Research Collective, 2003; Shadish et al., 2002). The future of pedagogy lies less in identifying a single best method and more in strengthening educators' capacity to make transparent, evidence-informed choices and to improve those choices through iterative evaluation.

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