Interview with Dr. Andrew D. (Andy) Katayama: Research, Teaching, and Serving

Interviewed by Ms. Darolyn A. Flaggs,
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Andrew D. (Andy) Katayama is a professor of Behavioral Sciences at the United States Air Force Academy in Colorado Springs. He teaches classes in Learning, Cognitive Psychology, Educational Psychology, Research Methods, and Statistics. Dr. Katayama also teaches the Introduction to Behavioral Science course in the Academy Scholars Program. Andy has taught at the Air Force Academy since 2002. Prior to the Academy, he taught at West Virginia University and Southern Illinois University in Edwardsville. Andy lives in Colorado Springs with his wife Kelly and three teenage children, Katelyn, Addie, and Kobe. I had the opportunity to interview Dr. Katayama and chat about the field of self-regulated learning, professional development, and our AERA SIG Studying and Self-Regulated Learning (SSRL).

Flaggs: *You have been involved in the SSRL SIG for many years, and served as the Senior Chair in the early 2000s. Reflecting over this time, what are some significant moments you have experienced while serving as an officer and as an active member throughout the years?*
Katayama: Yes, I served as the SSRL SIG Co-Chair back in 2001-2002 while I was at West Virginia University. I remember my predecessor was Dr. Linda Bol who showed me the ropes and helped usher me into the program duties and in turn I hope I was able to help mentor Anastasia Kitsantas in the same way. Though it seems like it has been a long time ago (17 years), I can still remember the challenging task of soliciting the help of dozens of volunteers to serve as proposal reviewers for the SIG. I recall Linda passing along a list of reviewers from the previous years to me and using that as a starting point to make contact and solicit their assistance to review proposals and provide names of colleagues who might be interested in serving as a reviewer.

With the help of Dr. Patricia Haught (West Virginia University) and others, we were able to add to the list of colleagues who we thought would be interested in reviewing proposals. As a result, I recall that we ended up with a very healthy pool of reviewers. While I cannot recall the exact percentage or number of confirmed reviewers, I do know that it was higher than we expected. Our original thought was to have each reviewer review and rate 4 to 5 proposals each. With the number of affirmed reviewers, we were able to reduce the number of proposals to 2 or3. That was a true testament by in large to the willingness to serve from the SSRL body of members (past, current, and even future). I also recall organizing a SSRL symposium with Dr. Jill Salisbury-Glennon (Auburn University) for the conference in Seattle that included a panel discussion with Dr. Barry J. Zimmerman (CUNY), Dr. Sherrie Nist (University of Georgia), and Phillip Winne (Simon-Frasier). I vividly remember that the session was a very well attended (standing room only) and received a lot of positive feedback after the session.

Flaggs: *The theme for the 2018 AERA Annual Meeting is "The Dreams, Possibilities, and Necessity of Public Education." As a valuable scholar in the field, what areas related to SRL do you believe are critical for our field to address in future research?*
Katayama: I do feel that there are some areas in the field that will continue to make great strides regarding SRL. One of the areas is the relationship that personal motivation plays in SRL. Another area that is a little closer to my past research is the role of technology in education. I think it would be interesting to examine what learning strategies are employed with on-line

learning platforms that college students commonly use today. Back when I was doing research in this area, I was interested in note-taking strategies first with paper and pencil, then with on-line note taking frameworks. The technology today is far more advanced than when I was in graduate school so I often wonder how learning may have been different for me back in 1990's if I had access to the current technology. For instance, would I be more or less self-regulated in my learning? Are my kids more or less self-regulated in their learning than I was because of all the technology they are exposed to today? This usually makes for good dinner conversation at our dinner table.

Flaggs: *What research studies are you presently involved in related to studying and self-regulated learning?*
Katayama: My research foci over the past several years has varied somewhat in the areas of learning strategies, technology and special education, and of course SRL. Some selected publications and related works include:

- An article with one of my colleagues at the Air Force Academy, Dr. Michelle Butler and two of our former cadets, Katie Dials and Casey Schindling titled "Assessing Resilience in Students Who Are Deaf or Blind: Supplementing Standardized Achievement Testing". This was published in *The Journal of Educational Research* (2016).
- In 2014, "Debunking the myths commonly believed to affect test performance among college students" was published in *The Learning Assistance Review Journal*. Co-authored with Dr. Gayle Yamazaki and others at the United States Air Force Academy.
- In 2011, I co-authored an article titled "Using team efficacy surveys to help promote self-and-team-efficacy among college athletes" in *The Sports Journal* with a colleague of mine, Lt Col Helen Meisenhelder and two of our independent research cadets, Nate DeRohan and Christopher Nagy.
- An article coming out of my research sabbatical titled "Using the PointScribe Writing Program to Help Develop and Promote Handwriting among Learning Disabled Children" was published in *The Journal of Research in Education* in 2010 co-authored with Major Duncan Stewart, and Cadet Lindsay Yip.
- Along with two of my colleagues at the United States Air Force Academy, Dr. Steve Samuels and Capt Rob Pryor, we published "Regulating learning with student-constructed study guides in *The Learning Assistance Review Journal* in 2006.
- In 2005, I co-authored an article in *The Teaching of Psychology* titled "Promoting knowledge transfer in on-line notetaking" with one of my former colleagues at West Virginia University, R. Neal Shambaugh and one of our Doctoral students, Tasneem Edmonds (Marshall University).
- "The Interplay between Homework, Self-Regulated Learning, and Parental Involvement in Math and Science Achievement" is another manuscript in-progress with my friend and colleague Dr. Sam Heastie.

Flaggs: *As clearly noted above, I would confidently argue that you are a respected scholar and role model in the field. Who would you consider to have had a noteworthy impact on your ongoing research and successful career?*
Katayama: The main person that has impacted my research and career is Dr. Dan Robinson, currently at the University of Texas – Arlington. Dan was not only my dissertation chair but also my teaching and research mentor. Outside of academia, were teammates on an intramural

softball team comprised primarily of Ed Psych faculty, staff, and graduate students. Today, I still consider Dan as a role-model in the field as well as a friend and a colleague.

Flaggs: *What are some innovative SRL teaching strategies can be utilized in the classroom?*
Katayama: I like to use customized quizzing and note-taking tools. I currently use McGraw-Hill Connect with the classes I teach at the Academy and encourage my students to take advantage of all the learning resources with their book subscription. Specifically, I really like the Smartbook functions of adaptive learning, which includes embedded quizzing at the end of each major section within the text that allows students to progress at their own rate according to their mastery of learning. The immediate feedback that students receive allows them to regulate their progress of mastery in a way that is easy to follow and progressive in nature to each student's level of learning. I like that this program also allows each student to take individualized notes within each chapter to serve as reminders, provide personalized examples, and draw links to additional resources that help connect each student to resources that they can refer to later.

In addition to the Smartbook features of adaptive learning, I also encourage my students to utilize the flash-card activities, which are an easy and fun way to learn new terms, concepts, scientists, and other basic declarative knowledge based facts. Even though Smartbook has a highlighting feature available for students, I have found that this is not a particularly innovative strategy for learning as I have found that the majority of students highlight either everything or just the information that they already know or are familiar with. I discourage them from using this function unless they can use some discipline and only highlight information that they do not understand or information that they know they will have to come back to for further elaboration. I do emphasize to my students that the note-taking functions within the e-book is more of an active process than the highlighting function.

Flaggs: *Lastly, what advice or insights can you share with up-and-coming scholars in the field of studying and self-regulation? In addition, how can graduate students best get involved in the SIG and at AERA in New York this coming year?*
Katayama: Reflecting on my experiences with the SSRL SIG as well as other SIGs affiliated with AERA, I would say just getting involved and meeting folks from other institutions is a great first-step in networking with people in your field. For graduate students, I would encourage them to volunteer to be a reviewer or submit a paper or a poster to the SIG. Outside of the SIG, graduate students can volunteer to take part in graduate student forums, panels or committees. For instance, they can get involved by serving on a graduate student committee with Division C: Learning and Instruction who typically hosts a graduate student seminar during AERA and supports a graduate student research award. All of these are great ways to meet other graduate students and faculty from other institutions as well as gain hands on experience with some of the programs and processes surrounding educational research. Lastly, I would encourage graduate students to ask the faculty members at their institutions about what professional organizations they belong to and if there are any opportunities that they can get involved in them. It has been my observation as faculty member and experience (years ago as a graduate student) that most organizations are very welcoming to having graduate students actively involved with their group. The doors are open. All you have to do is knock!

Ms. Darolyn Flaggs is a Ph.D. student in the Developmental Education Program at Texas State University with a specialization in Developmental Mathematics. She received her B.S. in

Mathematics at Texas Southern University and her M.Ed. in Mathematics Education at Texas State University. Her research interests include studying historically underrepresented student populations within the mathematics setting and exploring variables affecting student's persistence to degree completion. Ms. Flaggs has taught undergraduate mathematics courses, been involved in the revision of the developmental mathematics scope and sequence, and lesson plans at Texas State University. She is currently working under the research mentorship of Dr. Taylor Acee in the Department of Curriculum and Instruction.