

SPECIAL INTEREST GROUP

Studying and
Self-Regulated Learning



Celebration of The Success of Graduate Students in Our Mentoring Program

The Mozart Effect in the New Era of Self-regulated Learning Science: Message from the SIG Senior Chair Dr. Héfer Bembenutty, *Queens College*

The integrity of a discipline depends on the soundness of its theoretical frameworks and the robustness of the research upon which it is founded. The construct of self-regulation of learning has been growing exponentially in practically all disciplines ranging from sport, medicine, music, nursing, chemistry, engineering, computer science, and psychology (Schunk & Greene, 2018). Like other disciplines (Lilienfeld, Lynn, Ruscio, & Beyerstein, 2010), self-regulation of learning is not exempt from construct contaminations, misconceptions, and myths. As guardians of the veracity of our discipline, our AERA SIG SSRL needs to be heedful that the Mozart effect does not damage the yeast that helps grow our field. Like yeast, myths are of various sizes and reproduced by mitosis with single-celled or dimorphic growths.

The growing of our discipline is reflected in the words and experiences expressed by our SIG's graduate students who participated in our SIG Graduate Students Mentoring Program during the AERA meeting in New York City this past April. This growing phenomenon is also highlighted in the three remarkable book reviews this newsletter contains. Nevertheless, we need to be mindful of the harmful consequences if the Mozart effect can have in our discipline.

The *Mozart effect* refers to a belief that listening to Mozart music could make an individual smarter, improve spatial-temporal reasoning, and cure health conditions (Rauscher et al., 1993). In Education, the assumption was that if we provide children with Mozart Music, they would increase their skills. This idea has been highly popularized with very limited research support. Two meta-analyses (Chabris, 1999; Pietschnig, Voracek, & Formann, 2010) have challenged those claims by reporting that there is little or no change in cognitive enhancement, IQ or in reasoning ability, and alluded to publication bias of results supporting the Mozart effect.

As guardians of the integrity of our discipline, we are called to be attentive to popularized constructs in academia. We need to question research findings especially when they are not clearly sustained with solid theory and research methods. On a consistent point, Lilienfeld, Lynn, Ruscio, and Beyerstein (2010) observed, "much of what we believe to be true about psychology isn't...misinformation about psychology is at least as widespread as accurate information." A potential example is *grit*, which refers to perseverance and passion for long-term goals. Grit highlights the importance of perseverance, passion, resilience, and conscientiousness. Still, it is possible to question whether that construct is an old gift disguised in new packaging, as our field already has a multitude of theory and research on similar constructs such as self-regulation of learning, delay of gratification, metacognition, motivation, volition, and motivational regulation. Grit research has been questioned by those indicating that it lacks theoretical or empirical support (Brown, 2016; Tyumeneva, Kardanova, & Kuzmina, 2017). Angela Duckworth, the lead scientist who develop the construct of grit has expressed that grit should not be used by school districts and that it is not suitable for between-school accountability judgments and urged caution for its usage among policymakers and practitioners (Duckworth & Yeager, 2015).



Dr. Héfer Bembenutty, Ms. Miriam Vélez, and
Nyack College's students

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Another construct questioned for lacking theoretical and empirical support is *learning styles*, which are individuals' preference to learn in a particular way or with particular techniques (e.g., visual or spatial, aural or auditory-musical, verbal or linguistic, physical or kinesthetic, logical). Rogowsky, Calhoun, and Tallal (2015) examined the effect of learning style preference among college students. They failed to find a statistically significant relationship between learning style and preference and learning aptitude, and instructional method. Khazan's (2018) recently article titled *The Myth of 'Learning Styles'* pointing out that a popular theory that some people learn better visually or aurally keeps getting debunked (Eric Anderman 2016; see <https://www.youtube.com/watch?v=qRA5OWx-qnE>).

The message here is that we should scrutinize research findings. Our field should not reach conclusions just with one study, but instead through an in-depth analysis of what the weight of the evidence suggests across many studies and across time. Our field should not get swept up in the buzz of the day. We need to be careful and adopt a deliberate perspective on determining what works in education while embracing the inherent uncertainty in all of the work we do as educational researchers. We should even question the very foundations upon which we stand. To illustrate, after conducting reviews looking for evidence for multiple intelligences theory, the Mozart effect theory, and emotional intelligence theory, Waterhouse (2006) concluded that in spite of the popularity of these theories in education, they lack adequate empirical support and should not be the basis for educational practice. She posited that teaching these theories harms educators, students, and the field of education.

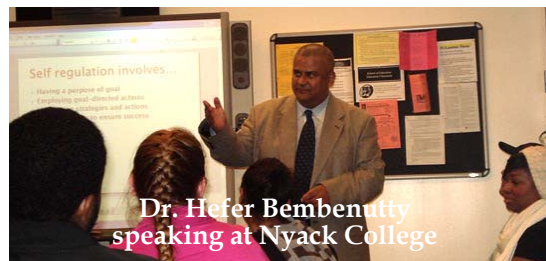
Dinsmore, Alexander, and Loughlin (2008) examined the theoretical and empirical boundaries between metacognition, self-regulation, and self-regulated learning. They found nesting of the constructs in definition and keyword explication, but also differences in the way they are measured.

The goal for researchers, educators, practitioners, and policymakers interested in safeguarding the integrity of our discipline is to prevent the Mozart effect from happening in our discipline. To understand our role in avoiding the Mozart effect, we could consider four basic assumptions delineated by Paul Pintrich (1995) when the new era of self-regulated learning science was still in its humble origins. First, he invited us to understand that *students can learn to be self-regulated*. Students can learn, be motivated, and develop self-regulation through life experiences regardless of age, gender, and ethnic background. Our task is to convey to learners the impression and expectation that they can be active agents in control of their learning and development. Research needs to be focused on finding solid ways in which self-regulation takes place in our schools and other learning environments and bring those findings to the attention to educators, learners, and policymakers.

Second, Pintrich observed that *self-regulated learning is controllable*. Students are in control of their goals, tasks, and outcomes. As self-regulated learners, students are not at the mercy of traits. They can control their motivation and engagement in administering self-consequences (Wolters, 1998). In the case of homework, students could maintain their own weekly planner or homework logs. They could use teacher-made forms or design their self-monitoring forms to track their goals and reflect on their outcomes (Bembenutty, 2010; Bembenutty & Hayes, 2018). Educators could help students by providing self-regulatory tools they can use.

Third, *self-regulated learning is appropriate to the college context*. Self-regulation is appropriate for all learners. In college, students have more opportunity to control their class schedule, the classes they take, select classes with preferred professors, decide when to go to the library, and select study partners than elementary, middle or high school students. This autonomy carries more responsibility and necessitates the ability to delay gratification over attractive alternatives, such as fraternity and sorority social events when a homework needs to be done or going to a party only after the assignments are completed (Bembenutty, 2010). A way to foster self-regulation while avoiding the Mozart effect is to promote effective ways for students to seek help and to control their social relations and physical environments. The research focused on effective self-regulation at the K-12 and college levels could prevent misinformation and myths from infiltrating the discipline of self-regulation.

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The Mozart Effect... Continued from previous page

Fourth, Pintrich also advanced the notion that *self-regulated learning is teachable*. If students can learn, then teachers can teach self-regulation to them. It is important to observe that for a teacher to effectively teach self-regulation, teachers need to learn how to learn and need to be self-regulated themselves (Dembo, 2001). A serious challenge in our classrooms is that some teachers have been provided with highly appealing ways to motivate their students. For instance, teachers who believe in learning styles or who apply incorrectly the principle of multiple intelligences or self-esteem in the classroom would find it difficult to implement self-regulation since it requires goal setting, selection of strategies, self-monitoring, and self-reflection. If students are perceived as visual learners, the focus of instruction would be on that nature rather than adapting instruction in which students could learn in multiple ways, in particular by learning in diverse ways. If the Mozart effect has inflicted its wounds in a classroom with the focus on *self-esteem teaching approach*, self-regulated learning would not be teachable and controllable in the classroom. On the contrary, teachers who have adopted a *self-efficacy teaching approach* and a *self-regulated teaching approach* would focus on developing the students' skills, enhancing their motivation by focusing on increasing intrinsic motivation, mastery goal orientation, and task value rather than just "feeling good."

As sentinels of genuine and authentic research on self-regulation, our goal is twofold. First, we need to produce research findings that are validated and consistent across replications that provide practical benefits to teachers, learners, and policymakers. Second, we need to guard that the Mozart effect will not damage the mitosis process by which our yeast—that with so much effort and dedication giant researchers and educators have been growing—could continue fermenting all academic spheres. Our research on self-regulation needs to provide awareness of how teachers can motivate students, how educators can serve as active agents of academic transformation, and that students could be self-regulated in a pluralistic society. With those goals, we could prevent the negative effect of misconceptions associated with motivation, teaching, learning, development, and self-regulation. We are called to identify the Mozart effect in its multiple guises.

Special thanks go to Pamela Murphy, Abraham Flanigan, Evely Boruchitvich, Divya Varier, and Taylor Acee for their comments on an early version of this message. References are available upon request.



Dr. Barry J. Zimmerman with some of his students

Message From The Editors

**Dr. Evelyn Boruchovitch, University of Campinas, Brazil &
Dr. Abraham Flanigan, University of Nebraska**

Greetings! We hope that all of you had a productive and fulfilling 2017-2018 academic year! The summertime is the perfect time to reflect on the previous year and chart your path forward, whether you are a faculty member, a school teacher or graduate student. In keeping with this spirit of reflection, we chose to focus the summer newsletter primarily on reflective essays written by seven of our SSRL SIG's incredible graduate students about their experiences participating in the Graduate Student Mentoring Program at this year's AERA Meeting in New York City. Graduate students Aloy Anyichie, Deana Ford, Rebekah Freed, Dalila Dragnić-Cindrić, Wanda Brooks, Charles Raffaele, and Anna Brady provide us with a glimpse into their experiences learning from their mentors during the conference. Timothy Cleary, the mentoring program's coordinator, also shares his insights about the program and highlights the wonderful opportunities the program provides for graduate students and faculty mentors alike.

In addition to learning about this year's mentoring program, you'll also be treated to book reviews of three timely additions to the self-regulated learning literature. For instance, Marie White (Nyack College) provides a detailed review of Timothy Cleary's (2018) *The Self-Regulated Learning Guide: Teaching Students to Think in the Language of Strategies*. Bradley Bergey (Queens College, CUNY) hits the many highlights of the second edition of the *Handbook of Self-Regulated Learning and Performance* edited by Dale Schunk and Jeffery Greene. Héfer Bembenutty (Queens College, CUNY) reviews *Differentiated Instruction Made Practical: Engaging the Extremes through Classroom Routines* written by Rhonda Bondie and Akane Zusho.

Our SIG is also very proud to announce the new wonderful group of SIG members who graduated with their doctorate degrees this spring. You will find their names and information about their doctoral research in this newsletter. We are very happy to see how their work has contributed to advancements in self-regulated learning research, theory, and practice. Congratulations to all of the graduates!

Included in the newsletter are also calls for nominations for several awards. Linda Bol calls for nominations to the Barry J. Zimmerman Award for Outstanding Contributions to SRL. Mathew Bernacki informs about the Outstanding Poster Award and Roger Azevedo calls for nominations for the Graduate Student Research Award.

We offer special thanks to Dr. Pamela F. Murphy and Dr. Divya Barrier for their commendable editorial work. We value their dedication to our SIG!

We hope that you find the graduate students' reflections, book reviews, and information about our SIG held within the pages of our summer newsletter to be illuminating and enjoyable to read!



Dr. Evelyn Boruchovitch



Dr. Abraham Flanigan

Call for Nominations for the Barry J. Zimmerman Award for Outstanding Contributions



Purpose and Description

This annual award is being established to honor mid-career and senior scholars who have made significant contributions to the fields of studying and self-regulated learning research. The focus of the award is to recognize a researcher who has developed a programmatic area of research that has made a strong theoretical, empirical, and applied impact on the field. Barry J. Zimmerman is among the most prolific and important figures in the fields of studying and self-regulated learning and is an AERA fellow. He is also one of the founders of the Studying and Self-Regulated Learning SIG.

Eligibility and Nomination Process

This award is open to any researcher who has actively conducted research in studying and self-regulated learning for a sustained period (i.e., at least seven years) and has produced a strong record of scholarly achievement. Membership in AERA and the SSRL SIG are not criteria for this award, but we do anticipate that many of the nominations will come from the SIG and across AERA.

To nominate someone please provide the contact information for yourself and the nominee. The chair will contact and inform nominees about their nomination for the award and request confirmation of their acceptance of the nomination. If they accept the nomination, their names will be included in the pool of applicants to be reviewed by the committee.

After confirming his or her acceptance of the nomination, he or she will submit (a) full academic CV, (b) electronic copies of up to three peer-reviewed articles that the nominee perceives as most representative of his or her larger research program and scholarly contribution, and (c) a personal statement (no more than 500 words) detailing the key themes of his or her research agenda and overall impact on the field.

The nominator will also be asked to provide a letter of support (no more than 1,000 words) detailing the primary contributions and scholarly impact of the nominee on the field of self-regulated learning.

All nomination materials, including the nomination letter, the CV, the journal articles and the personal statement, are submitted electronically to Linda Bol (lbol@odu.edu) by November 15th.



Dr. Linda Bol

Recognition

The winner of the Barry J. Zimmerman Award for Outstanding Contributions will be informed via email by March. The winner will be officially recognized at the SSRL SIG business meeting at AERA.

Committee:

Linda Bol, Chair, Phil Winne, Jeff Greene, & Karen Harris



Dr. Barry J. Zimmerman

Submit Your Research Proposals to the SIG SSRL

Submit your research proposals for an SSRL SIG award! Please consider submitting your research to the AERA Studying and Self-Regulated Learning SIG. Deadline July 23, 2018 (<http://www.aera.net/>).

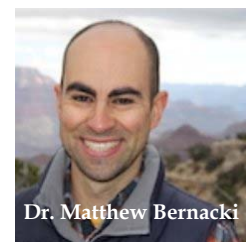
SIG Submissions: We have a number of outlets for research (symposia, paper sessions, poster sessions, and round tables), and we invite research addressing areas broadly related to studying and self-regulated learning (e.g., cognitive, metacognitive, motivational, affective, and behavioral factors related to learning and achievement across the lifespan).

Graduate Student Research Award: Each year, the SSRL SIG could present up to five awards to graduate students who are first authors of papers accepted for presentation at the annual meeting of AERA. The awardees are included in the regular program and honored at the SIG business meeting. Papers that are not selected for a Graduate Student Research Award are still considered for general sessions sponsored by the SIG. Graduate students are encouraged to self-nominate themselves for these awards by submitting their proposals to the SSRL SIG using the AERA Online Proposal Submission System at <http://www.aera.net/> and also sending them via email to the Graduate Student Research Award Committee Chair by the submission deadline of July 24, 2017: Roger Azevedo at roger.azevedo@ucf.edu. Emails need to include the graduate student's full name and the submission as an attachment.



Dr. Roger Azevedo

Outstanding Poster Award: Each year, the SSRL SIG presents an award for the most outstanding poster presented at the poster session sponsored by the SIG. The recipient of the award will receive a plaque from AERA in recognition of the outstanding poster and will be honored at the SSRL SIG business meeting. The winning poster will also receive special designation at the poster session. Those submitting proposals to the SSRL SIG are encouraged to select poster as one of the preferred presentation formats for their work. Proposals should be sent to the SSRL SIG using the AERA Online Proposal Submission System at <http://www.aera.net/>. All proposals that are selected for the poster session will be considered for this award. The Chair of this committee is Matt Bernacki: bernack@unc.edu.



Dr. Matthew Bernacki

Participate in Our Facebook Group & Visit Our Website!

Participate in Our Facebook Group! Join our Studying & Self-Regulated Learning SIG Facebook group! This group is meant for SIG members to share their work, pose questions, post announcements, and celebrate successes. Through sharing, we get to know each other and can form a strong network of researchers studying the many dimensions of self-regulated learning. To make our group a success, we need your help posting content. The more we hear from members, the more interesting and interactive this group will be. Examples of posts you can make are: questions and polls, announcements, photos/video, links to your publications, and links to other articles you find interesting. If you have any questions regarding this group, please message our group administrator, Charles Raffaele (craffaele@gradcenter.cuny.edu). We are looking forward to reading what you have to share!

Join us on Facebook: <https://www.facebook.com/groups/AERASSRL/>

VISIT OUR WEBSITE: <https://ssrlsig.org/>

An Interview with Dr. Sherri Lyn Horner: A Pillar on Self-Regulation

Interviewed by Dr. Darolyn Flaggs

Dr. Sherri L. Horner is a former chair of our SIG SSRL (2008-2009). Dr. Horner is an associate professor of educational psychology at Bowling Green State University, Ohio. Her research interests include emergent literacy, the development of self-regulation, especially related to literacy, and in-service and pre-service teachers' knowledge and beliefs about teaching-related topics.



Dr. Sherri L. Horner

You graciously served as chair and co-chair for the Studying and Self-Regulated Learning SIG during 2007 – 2009. Who and what impetus inspired you to accept this momentous role?

My major influences related to self-regulated learning and the SSRL SIG were my advisor, Barry Zimmerman, and Linda Bol, my colleague and friend. Both were instrumental in the early days of the SIG and I became involved because of them.

Around the same time you served as chair, you co-authored an article entitled “Helping Beginning and Struggling Readers and Writers Develop Self-Regulated Strategies: A Reading Recovery Example.” In the article, you offered advice to teachers and other literacy specialists on guiding novice readers through Zimmerman and Schunk’s four developmental levels of self-regulation. In your extensive experience, what are effective tips and/or techniques that foster self-regulated learning in the classroom?

I am interested in the early development of self-regulated learning (e.g., during preschool through grade 2), so it is different to research than dealing with teenagers and adults. Right now, I am using Zimmerman and Schunk’s (2001) dimensions of choice framework and how these dimensions can be used by early childhood teachers to reflect on their own teaching practices. I frame it in terms of different types of regulation. Self-regulation is the goal, so we look at how teachers and parents can help young children develop this regulation. I use Bronson (2000) and Bodrova and Leong’s (2005) ideas of external (i.e., someone else does everything for you), co- (i.e., someone else guides you to learn to regulate), and shared (i.e., you and someone else help each other regulate) regulation within early childhood settings. Therefore, teachers can look at the various dimensions of choice (i.e., when, where, with whom, why, what, and how) and what type of regulation is best in any particular situation. There are times (i.e., standardized testing, fire drills) where external regulation might be necessary. However, for most activities in an early childhood classroom, a blend of self-, co- and shared-regulation is best.

The AERA annual conference this year was in New York City. This year’s theme was “The Dreams, Possibilities, and Necessity of Public Education.” What did you enjoy the most from the sessions sponsored by the SSRL-SIG?

I always enjoy the poster presentations. I like to be able to talk to researchers on the one-to-one level that happens during a poster session but not in a symposium or paper presentation. I am especially intrigued by the “Parents, teachers, culture, and self-regulation” one because all of these elements are so key in the early development of self-regulation. The business meeting is typically fun to go to since you meet lots of interesting people and see colleagues and friends who you might only be able to see at AERA.

Upon request, references are available from Dr. Horner (shorner@bgsu.edu).

Dr. Darolyn Flaggs obtained her Ph.D. in Developmental Education at Texas State University with a specialization in Developmental Mathematics. Her dissertation advisor was Dr. Taylor W. Acee. 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. Dr. Flaggs has taught undergraduate mathematics courses, and is a historian in the AERA Studying and Self-Regulated Learning Special Interest Group.



Dr. Darolyn Flaggs

Congratulations to AERA SIG SSRL New Doctors

Dr. Darolyn Flaggs

Title of the Dissertation: *Campus Racial Climate Matters, Sense of Belonging Matters More: Modeling Pathways to Persistence for Students in Developmental Mathematics*; Texas State University, San Marcos; Advisor: Dr. Taylor W. Acee; New Job: Assistant Professor of First-Year and Transition Studies at Kennesaw State University

Abstract:

The purpose of the doctoral research was to expand theoretical models concerning college student retention and emphasize factors that may be particularly important for underrepresented minorities enrolled in developmental mathematics. The study explored campus racial climate (CRC), sense of belonging (SB), and resilience as predictors of students' academic achievement and persistence intentions. Using survey data from 207 students, mean comparisons showed African American students perceived the CRC as significantly more negative than students from other race/ethnicities. Path analyses suggested that SB was a significant mediator of the relationships between CRC and each outcome variable. Further, a significant interaction effect (i.e., SB x AA) was found suggesting that SB played a stronger role in influencing the persistence intentions of African American students, particularly those with low SB.



Dr. Darolyn Flaggs



Dr. Zahia Marzouk

Dr. Zahia Marzouk

Title of the Dissertation: *Text Marking: A Metacognitive Perspective*; Simon Fraser University; Advisor: Dr. Phil Winne; New Job: Postdoc, Simon Fraser University, EdPsych Lab.

Abstract:

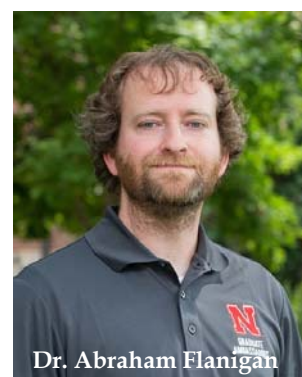
The purpose of the doctoral research was to investigate the role of standards for metacognitively monitoring learners' interaction with text when reading and marking. The experimental design allows comparisons of performance and marking activity among groups given or not given specific criteria of content to study and mark. Learners used nStudy to mark text. nStudy is an online learning tool that allows learners to mark text and logs detailed traces of marking, and provides a description of what and how much learners marked. A major finding was that if learners are given specific criteria to focus their learning, they do not need to physically mark text to process specified content.

Dr. Abraham Flanigan

Title of the Dissertation: *How Instructional Design, Academic Motivation, and Self-Regulated Learning Tendencies Contribute to Cyber-Slacking*; University of Nebraska-Lincoln; Advisor: Dr. Kenneth A. Kiewra; New Job: Postdoctoral Research Associate in the Scripps College of Communication Studies at Ohio University.

Abstract:

The purpose of the doctoral research was to examine how person-centered factors predicted off-task use of mobile technology during class. Findings indicated that students who are actively motivated and self-regulated tend to cyber-slack less than their less motivated or self-regulated peers.



Dr. Abraham Flanigan

Dr. Sean Adcroft



Dr. Sean Adcroft

Title of the Dissertation: *Developing Self-Regulated Learning with Time Management and Mindfulness Practice*; Fordham University; Advisor: Akane Zusho; Job: Writing Curriculum on Study Skills and Mindfulness & Director of Instructional Technology.

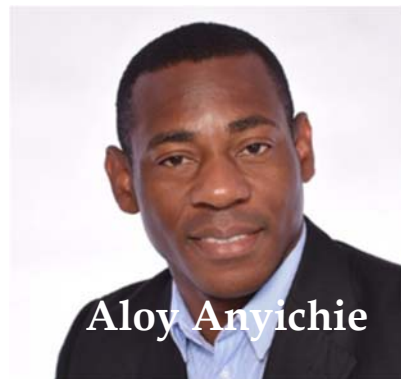
Abstract:

The purpose of the doctoral research was to help students harness their attention in the face of distraction using Zimmerman's model of self-regulated-learning (SRL), mindfulness practice, and the Pomodoro Technique for time management. It was hypothesized that the SRL intervention would increase students reported SRL skills; while those in the mindfulness class would report decreased stress and improved sustained attention. Believing that stress can have a moderating effect on SRL, it was believed that students in the SRL and mindfulness class would experience both benefits.

We Are Happy To Introduce Our New Graduate Student Committee Co-Chairs

Aloysius Anyichie, The University of British Columbia, Vancouver
Laith Jum'ah, Florida State University, Tallahassee, Florida

Aloy Anyichie is a Ph.D. candidate in Human Development, Learning and Culture, at the department of Educational Counselling Psychology and Special Education, University of British Columbia, Vancouver Canada. His research interest focuses on examining the intersection of culture, engagement, motivation and self-regulation of learning (SRL). Specifically, he is interested in understanding how teachers support engagement, motivation and SRL for culturally diverse students. Building on "A Culturally Responsive Self-regulated Learning Framework" (Anyichie & Butler, 2017), he co-designs classroom practices with teachers to create supportive environments for culturally diverse learners; and, examine how the interaction between the students and the context shape their learning processes (e.g., engagement, motivation and self-regulation of learning).



Laith Jum'ah is a second-year doctoral student in Educational Psychology/Learning and Cognition Program at Florida State University, Tallahassee, Florida. His research focuses on self-regulated learning and its interaction with epistemic beliefs and emotions. Specifically, he studies how self-regulated learning, students' knowledge, beliefs, and emotions affect their ability to learn. Also, he is interested in investigating the relationship between epistemic beliefs and emotions in one hand and cognition processes and conceptual change in the other. He is also interested in examining the interaction between the domain-specific and domain-general epistemic cognition, and how this interaction influences students' thinking. Currently, he is working on a project with the science and engineering's students to investigate some of these issues.

Message From the New Graduate Student Committee Co-chairs

We are happy to be honoured with this task of serving our SIG's graduate study body. In this academic year 2018/2019:

- ◆ We are continuing with the interview series initiated by our predecessors.
- ◆ We have initiated some new projects spotlights of graduate students' work
- ◆ We will showcase research Labs of SRL established scholars in our SIG.
- ◆ We will also be recruiting new students to participate in the committee.

Feel free to e-mail us if you are interested in participating in any of these projects (e.g., conducting interviews with SRL researchers, sharing your research to be featured in the newsletter, website and Facebook). We thank those of you who are already actively participating in our committee and request that you invite other interested graduate students in your universities to become members of our SIG. Any suggestions about how we can best serve you will be very much appreciated. As we look forward to 2019 AERA conference in Toronto, Canada, we encourage you to submit your proposals before the deadline of July 23, 2018. Thanks and enjoy your summer!

Dr. Abraham Flanigan is the mentor of the Graduate Student Committee

Graduate Student Mentoring Program: Professional Opportunities for Graduate Students

Dr. Timothy J. Cleary

Rutgers, The State University of New Jersey

At the 2018 AERA Annual Meeting in NYC this past April, the SSRL SIG sponsored its 5th annual Graduate Student Mentoring Program (GSMP). The mission of the GSMP is threefold: (a) To support the development of a vibrant and supportive community of SRL scholars; (b) To provide graduate students with opportunities to receive mentoring and advice from established scholars in the field; and (c) To provide professional networking opportunities for graduate students within the SSRL SIG community. With the support of the GSMP committee (Drs. Roger Azevedo, Anastasia Kitsantas, and Amy Dent), the 2018 meeting was our most successful program to date.

For many of the participants in the GSMP, the highlight was their individual meetings with their assigned mentor. Faculty mentors included both emerging scholars in the field of SRL as well as our most senior and accomplished ones. Mentees had the opportunity to converse and interact with the mentor prior to and during the conference. It is during these meetings when mentees are provided with the opportunity to delve deeply into specific issues in SRL research and to receive guidance and feedback about their programs of research and/or dissertation activities. Mentees are also able to ask questions about ways to strengthen their CV, how to develop a coherent program of research, and/or the key ideas to think about when applying for academic positions.

Consider the following reactions of mentees to this individualized mentoring experience:

"I think the one-to-one mentoring was most helpful. It was most relevant to my interests and was so exciting and interesting to hear an experienced academic's journey with the same kinds of challenges I'm working with now."

"I loved the opportunity it created to network with other graduate students and scholars in our SIG. It was a great experience sharing ideas around my research and paper publication with my mentor."

It is never too early to think about the 2019 GSMP and how you might benefit from the experience. Below, I provide answers to a few of the most common questions asked by prospective mentees in previous years.

Who is eligible to apply for GSMP?

All graduate students who are members of both AERA and the SSRL SIG are encouraged to apply for this mentoring program. The GSMP committee welcomes applications from all SSRL SIG graduate students, regardless of whether you are junior (1st or 2nd year) or more senior (3rd year and beyond), and whether you have started your dissertation.

What is required for my application?

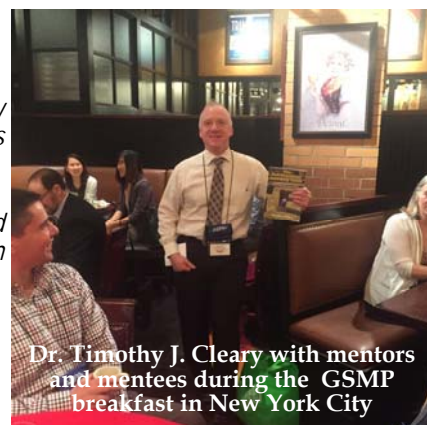
Applications typically include the following information: 1) A two-page (double-spaced) narrative statement describing your primary area(s) of research interest, emerging program of research, and emerging identity as a scholar; 2) A CV that includes your name, address, institution, telephone, e-mail, educational background, awards, professional publications and presentations, teaching experience, and service activities; 3) Optional for more advanced doctoral students (those who are currently in their 3rd year or beyond): a brief statement indicating your willingness to serve as peer mentor to a junior doctoral student.

When are applications due?

Application materials are typically due in early February. Be on the lookout for a Call for GSMP Participants in December or early January.

What opportunities and experiences will I receive as part of the GSMP?

Applicants will have, at minimum, the opportunity to: Have direct correspondence with their assigned faculty mentor before the annual meeting; have at least 1 individual meeting with your faculty mentor on at least one occasion during the Annual Meeting; attend the GSMP-sponsored lunch/dinner during the Annual Meeting with the full cohort of participants; attend the SSRL SIG dinner during the Annual Meeting with their mentors; participate in a peer mentoring component (**dependent on availability of peer mentors); and volunteer to participate in a post-mentoring video interview that will appear on our SIG website and Facebook page.



Dr. Timothy J. Cleary with mentors and mentees during the GSMP breakfast in New York City

**My 2018 Mentorship Experience:
I Feel Inspired To Continue Pursuing My Research Interests**
Ms. Anna Brady
The Ohio State University

My name is Anna Brady and I am a fourth-year doctoral student in Educational Psychology at The Ohio State University (OSU). I participated in the Studying and Self-Regulated Learning (SSRL) Mentorship program this past April and had the opportunity to meet with Dr. Allyson Hadwin. Dr. Hadwin is an Associate Professor in the Department of Educational Psychology and Leadership Studies at University of Victoria.

Both of my research interests are grounded in the theory of self-regulated learning. First, I am interested in students' accuracy when planning for potential obstacles they might face when completing academic tasks. Second, I am interested developing an expertise in the development and implementation of effective self-regulated learning interventions. My research has centered on undergraduate students enrolled in a learning-to-learn course at OSU. Both of these research goals are highly related to the work that Dr. Hadwin conducts at University of Victoria. Dr. Hadwin's research focuses on self-regulated learning and collaborative learning, with an emphasis on the importance of application of both theories. She is particularly interested in the way students navigate challenges or obstacles.

Meeting with Dr. Hadwin provided me with a chance to discuss research that is closely related to my interests. Dr. Hadwin teaches a learning to learn course at University of Victoria, which is similar to the course offered at OSU through the Dennis Learning Center. It was really interesting to learn about the similarities and differences between the courses – ranging from topics covered to format to specific assignments that students complete. Oftentimes, when you read articles or webpages that describe a particular self-regulated learning intervention, it's challenging to get a full understanding. However, meeting with Dr. Hadwin provided that understanding. Ultimately, meeting with Dr. Hadwin was really encouraging. Leaving our one-on-one meeting, I felt inspired to continue to pursue my research interests. I appreciated the strong connection between the focus of her research and the practical applications.

In addition to meeting with Dr. Hadwin, I presented a paper titled *Evaluating the Impact of Self-Regulated Learning Programming for Students on Academic Probation* in a symposium focused on self-regulated learning interventions. This session, which was offered by the SSRL SIG, focused on considering the range of self-regulated learning interventions across institutions. I really enjoyed learning about interventions taking place at multiple higher education institutions. I think that this session highlighted the ultimate goal of our work as researchers: to build interventions rooted in theory that encourage students' academic success. Overall, I am really grateful to have had the opportunity to participate in the SSRL SIG mentoring program. Our SIG offers great opportunities to build professional relationships with distinguished scholars in the field of Educational Psychology. I'm looking forward to participating in SSRL SIG events in Toronto!



Ms. Anna Brady



Ms. Anna Brady &
Dr. Allyson Hadwin

My 2018 Mentorship Experience: A New Understanding of Self-Regulated Learning

Ms. Dalila Dragnić-Cindrić

University of North Carolina at Chapel Hill

My name is Dalila Dragnić-Cindrić. I am a third-year doctoral student in the Learning Sciences and Psychological Studies program at the University of North Carolina at Chapel Hill where I work with Dr. Jeff Greene. I came into my program from a career in the high tech industry, focused on collaborative learning in science, technology, engineering and mathematics (STEM) education. However, over the first two years of my studies, as I have gained an understanding of the importance of self- and socially-regulated learning for the outcomes of collaborative engagements, my research interest has shifted to the regulative processes that take place in collaborative STEM groups, and that serve to enable successful and equitable collaboration. My mentor in the Graduate Student Mentoring Program (GSMP) of the Studying and Self-Regulated Learning Special Interest Group (SSRL SIG) was Dr. John Nietfeld, a professor in the Teacher Education and Learning Sciences Department at North Carolina State University.

As John and I both live in Raleigh, we met before the American Educational Research Association (AERA) Annual Meeting in New York. Through our conversations, John has offered invaluable advice about advancing through the graduate school milestones, addressing the challenges

and staying the course. At the AERA Annual Meeting, I was pleasantly surprised by the openness of the SSRL SIG community, its international character, as well as the acceptance, understanding, and support extended to the new scholars. This spirit was evident not only in the GSMP but also through all of the SSRL SIG sessions at the AERA. Such an environment is very important for those of us who are newcomers to the field because it indicates that there is a safe space in which we can begin to bond with this learning and research community, as we advance our knowledge and research agendas.

There are two experiences from New York, which I found particularly valuable for my future development as an academic, that highlighted the importance of self-regulation in scholarly endeavors. During our GSMP brunch, we heard from several journal editors about common issues with the manuscripts and how to avoid them by identifying and analyzing a target journal's requirements and expectations before even starting the manuscript. Some of the prominent scholars shared specifics of how they evaluate and revise their own writing (e.g., by asking "does this paragraph need to be there?") as well as how they address reviewers' feedback (e.g., moving down the list of revisions one by one and making necessary changes).

Poster sessions were a great place to meet and talk to the SSRL researchers about the challenges of research work and best practices. I met Dr. Tova Michalski and learned about her research on high school teachers' assessments of students' self-regulated learning (SRL). Our conversation about her work and the existing models of

teachers' pedagogical content knowledge helped me evaluate my research with pre-service elementary science teachers and identify possible changes that might be needed in the existing course design to foster a focus on students' online SRL processes. I also met several graduate students and post-doctoral scholars from different countries and established connections that I hope to maintain in the future.

As a result of the GSMP experience, I am more mindful as I set my goals and plan for the next academic year. In particular, I am paying attention to the early planning of my work on manuscripts and monitoring of its progress. While academic careers come with some inherent challenges, I draw a special motivation from the fact that I can count on my mentor and many others in the SSRL learning community when I need additional guidance and advice.



Ms. Dalila Dragnić-Cindrić



Ms. Dalila Dragnić-Cindrić in New York City during the AERA Conference

My 2018 Mentorship Experience: An International Space for Professional Development

Aloysius C. Anyichie

The University of British Columbia, Vancouver

My name is Aloysius Anyichie. I am currently a PhD candidate in the department of Educational and Counselling Psychology, and Special Education (specialization: Human Development, Learning, and Culture), at the University of British Columbia, Vancouver, Canada.

I found this year's AERA conference in New York to be very unique in many ways. Specifically, it created multiple opportunities for my professional development as an international researcher and scholar. For instance, I was able to share my research that focuses on examining the intersection of culture and learning processes, such as engagement, motivation and self-regulated learning. In my research, I pay keen attention to how teachers support the learning processes of students from diverse cultural backgrounds. For my dissertation, I developed "A Culturally Responsive Self-Regulated Learning Framework" (Anyichie & Butler, 2017). Building on this framework that integrates culturally responsive teaching and SRL-promoting practices, I have co-designed classroom practices with teachers to create supportive environments for *all* learners in a multicultural classroom. Moreover, I have examined how the interaction between the students and the context shape their engagement, motivation, and SRL. In addition to sharing my research at this conference, I was excited to learn about the amazing work of other researchers. I learned a lot about engagement and motivation, through different sessions, special events, and AERA programs.

One of the programs that informed my enjoyable experience was the SSRL SIG Graduate Student Mentoring Program (GSMP). This program is designed to support graduate students' professional development through group and individual mentoring activities. During the mentors/mentees group breakfast, I was able to network with other mentees and mentors and enriched myself through the discussion concerning ideas about publishing (e.g., choice of journals based on targeted audience, quality versus quantity in publications). My experience was enriched by the one-on-one meeting with my mentor, Professor Julie Turner from the University of Notre Dame. In addition to a couple of online pre-conference interactions, and attending a session together, my lunch with Dr. Turner created a wonderful space for a deeper sharing of ideas about my research and future goals. Dr. Turner provided expert feedback on my conference paper, and offered wonderful advice on publishing and how I might develop into an accomplished researcher. Our conversations added a new dimension to my emerging research agenda. Many thanks to Dr. Turner for sharing your wealth of research and teaching experiences with me!

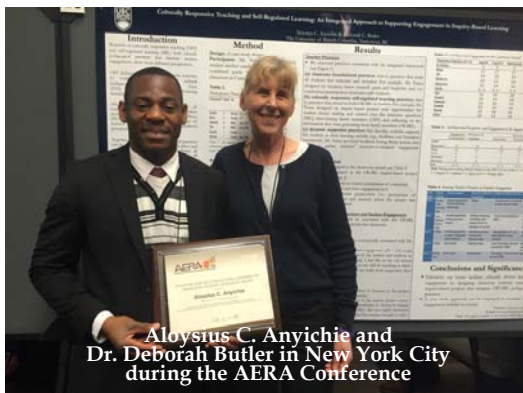
The climax of my experiences was the SSRL Business Meeting where I was honored to receive the 2018 Graduate Student Research Award in recognition of my co-authored conference paper *Culturally Responsive Teaching and Self-Regulated Learning: An Integrated Approach to Supporting Students' Engagement in an Inquiry-Based Learning*. This award complements my intrinsic motivation in developing my research identity as an emerging

scholar with an emphasis on the impact of cultural backgrounds on learning processes. I am amazed by how my research was welcomed and cherished by many great scholars who provided wonderful insights and encouragement.

Overall, I had a phenomenal experience at this year's AERA. Different sessions and programs (e.g., SSRL GSMP) provided opportunities for me to share my research and network with colleagues and future collaborators. As I complete my Ph.D. program, I realize that these experiences have greatly assisted me in developing myself as an emerging international researcher and scholar in the areas of culture, self-regulated learning, engagement, and motivation.



Aloysius C. Anyichie



Aloysius C. Anyichie and Dr. Deborah Butler in New York City during the AERA Conference

My 2018 Mentorship Experience: I Am Welcomed into the Self-Regulation Community

Ms. Deana J. Ford Old Dominion University

My name is Deana Ford and I am currently finishing up my Ph.D. in Curriculum and Instruction-Teaching and Learning at Old Dominion University. One of my favorite experiences as a student was attending this year's American Education Research Association (AERA) conference in New York. While there, I met many people with similar interests, presented my research to my colleagues, and participated in the Studying and Self-Regulated Learning Mentorship Program.

I found the mentorship program to be highly beneficial in many ways. I had the honor to be mentored by Dr. Jeffrey Greene, an Associate Professor in the Learning Science and Psychological Studies Program at The University of North Carolina at Chapel Hill. Our interactions were invaluable from

two aspects: as a student and as a future mentor. First, he emphasized the importance of scholarship and focused research. Second, his confidence, poise, and humor, gave me ideas on how I would present myself to future mentees.

During my mentoring experience with Dr. Greene, I discussed my primary research interests, including self-regulation and calibration accuracy among STEM studies. He provided some very sound advice to me on what to expect from a career in academia, such as the value of meaningful connections, much of which is not publicized in any way throughout the higher education journey. I found Dr. Greene to be

personable, funny, and a very busy man; he took the time to provide insights and share some "juggling" strategies with me. He also led me to think about what I would have said if I were in his shoes... what my most important lessons were while I was earning my degree, and what I would have done differently if I could do it all over again.

In addition to my mentoring experience with Dr. Greene, the AERA conference provided me opportunities to meet leading scholars that I often referenced in my research. I was particularly excited to meet Dr. Timothy Cleary, Dr. Dale Schunk, and Dr.



Ms. Deana Ford showing Dr. Timothy J. Cleary's new book she received during the Graduate Student Mentoring Program

Héfer Bembennuty; pairing their names with their faces was a real treat.

The AERA experience was incredible. I have found that throughout my coursework, I follow routines and deadlines, never taking enough time to pause and reflect about what is best for my long-term research and career goals. The practical advice I received during my mentoring experience at the AERA conference helped me to do just that. I expanded my knowledge, clarified my career goals, and clearly identified a course of action for pursuing a career in academia. There were many other benefits as well; I was privileged to make several new friends throughout the conference, and I truly felt that I was formally welcomed into the self-regulation community.

The mentoring experience was personally invaluable, and I sincerely thank the Studying and Self-Regulated Learning SIG and Dr. Jeffery Greene for providing me with this wonderful opportunity. I find myself already looking forward to next year with great anticipation!



Ms. Deana Ford receiving from Dr. Roger Azevedo the Graduate Student Research Award in New York City during the AERA Conference

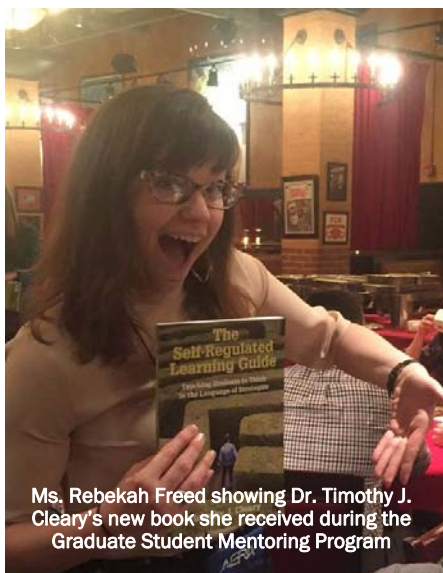
My 2018 Mentorship Experience: I Am Empowered To Do Work in SRL

Ms. Rebekah Freed

University of North Carolina at Chapel Hill

Hi there, SSRL SIG! My name is Rebekah Freed. I am a doctoral student at University of North Carolina, Chapel Hill, in the Learning Sciences and Psychological Studies (LSPS) program. My research interests include the role of motivation and volition in Self-Regulated Learning. My advisor for the 2018 AERA conference was Dr. Dale Schunk of University of North Carolina, Greensboro. He is a professor in the School of Education in the Teacher Education and Higher Education Department.

True to my social cognitive learning theory roots, I learn a great deal from people around me. When I applied for graduate school to get my long-awaited PhD, I did not know what to expect, and I did not know who to turn to for mentorship. When I was accepted to University of North Carolina to study self-regulated learning, I was eager to make connections with other graduate students in my program, to learn what I needed to know to help me succeed in my program.



Ms. Rebekah Freed showing Dr. Timothy J. Cleary's new book she received during the Graduate Student Mentoring Program

I met one friend who showed me the ropes, and really supported my transition. She gave me the advice that she had received: to choose a constellation of mentors. This means that even though we have advisers who are fundamental to what we do in our programs, it is also valuable to have other mentors around you for support in various ways. When I got this advice, I knew that I had to apply to participate in the SSRL SIG mentorship program. I thought it would be a great way to add to my constellation of mentors.

This year, I applied to participate in the mentoring program, and I got accepted. When I was paired with Dr. Dale Schunk, I felt incredibly fortunate. First, I was ecstatic, but then I felt self-conscious about sharing a draft of what I was working on with him. In the draft, I was exploring how students might self-regulate their funds of knowledge to reach their learning goals. I thought my research paper was interesting, but what would he think?

In the end, I am so glad that I bit the bullet and sent him the draft I was working on. I received both detailed feedback and general encouragement from Dr. Schunk during our Saturday brunch meeting. He gave me tips on how I could write in order to better get my points across. Though at first, I only expected to get feedback on my draft I had



Ms. Rebekah Freed having a moment with Dr. Dale H. Schunk during the Graduate Student Mentoring Program Lunch in New York City

sent, I soon realized that Dr. Schunk's role was to support graduate students holistically. He treated me as a professional and soon-to-be SRL researcher. He told me that my thoughts on the topic made sense, and he encouraged me to pursue my interests further.

We go into graduate school with such high goals. When we start, we get to know the familiar feeling of imposter syndrome, not feeling like we are good enough. Sometimes, all you need is to know that someone out there you respect believes that you can do it. Dr. Schunk's feedback helped me with my writing and thinking about my work, but it also gave me the feedback that I could do it. With the mentorship of Dr. Dale Schunk and the guidance from my advisor Dr. Jeff Greene, I know that I will be able to succeed in graduate school and do good work in the field of SRL. This experience helped me learn how to become a mentor to other graduate students in the future. Thank you, Dr. Schunk, for all of your time and encouragement!

My 2018 Mentorship Experience: My Dissertation Plans Have Taken a New and Exciting Twist

Ms. Wanda Brooks
Old Dominion University

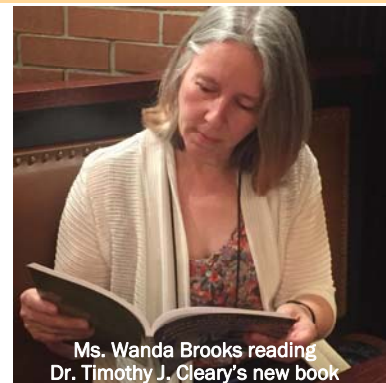
Hello, my name is Wanda Brooks. I am currently in my third year of the Educational Psychology and Program Evaluation Ph.D. program at Old Dominion University in Norfolk, Virginia. Dr. Stuart Karabenick was my mentor in the Studying and Self-Regulated Learning SIG's mentoring program at AERA. He is a research professor in the Combined Program in Education and Psychology at the University of Michigan in Ann Arbor, Michigan. I was very fortunate to be paired with Dr. Karabenick, as I have a high level of respect for his work. My research interests align with his work in self-regulated learning, motivation, and help-seeking behaviors. In particular, I explore how SRL strategies can benefit and motivate those who struggle asking for help.

This is my second year of membership in the SSRL SIG, however, it is the first year attending any of the events. This year, I made an attempt to attend more of the SSRL-related presentations, as well as the business meeting. I

looked forward to meeting with Dr. Karabenick a great deal, as we couldn't connect for a really good talk until Sunday evening. I learned so much from talking to him! I was excited to learn that his current interests aligned with my own research for my dissertation. I came away with renewed enthusiasm, and some very good directions to move into as I pursue my topic. This included analyses methods, as well as ideas for pilot studies to focus and prepare myself for the final dissertation project.

The mentor-mentee brunch was very fun and informative. I had the opportunity to talk one-on-one with Dr. Timothy Cleary about my work here at Old Dominion. He was very engaging and friendly. He gave everyone a copy of his new book! I also talked with Dr. Allyson Hadwin about her work on co-regulation, which is one of my interests.

The discussion topic at the brunch was about writing for publication, the peer review process, and managing the doctoral training. There were several editors on the panel, and they discussed at length what we could do to ensure we were submitting to the proper journals. Checking each journal to see what kinds of research they are interested in publishing and looking to see which and what type of journals are being cited within the paper are two methods of choosing journals. The editors on the panel said that once we've done the homework

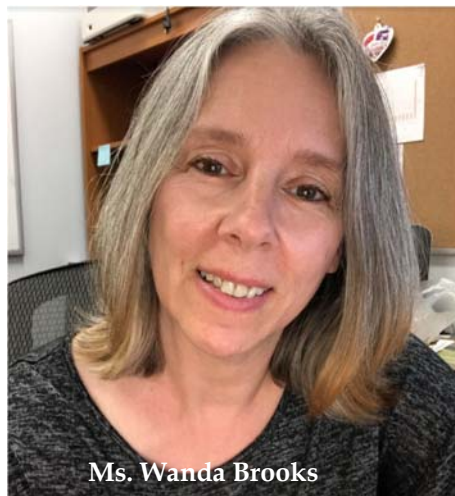


Ms. Wanda Brooks reading Dr. Timothy J. Cleary's new book

of finding a journal that is a good fit, it should be fine with most editors to send a quick email before sending to see if the type of paper you're submitting is a fit for what their journal is currently looking for. A lot of time can be wasted submitting to a journal that is planning a special issue or is going to reject based on reviewer disagreement, after a revise and resubmit.

I had the occasion to share a meal with Dr. Dale Schunk, Dr. Linda Bol, and Dr. Maria DiBenedetto, as well as some other graduate students while in New York. This informal setting was great for asking questions, and getting to know them more personally. I find this type of experience rare and invaluable, and am thankful for the opportunity.

In conclusion, I want to thank the SSRL SIG leadership for implementing this program. I really enjoyed being a part of the group in this small way. I look forward to taking part in other activities in the years to come. I know that my dissertation concept, as yet to be started, has taken on a whole new twist and I am excited to get started on it.



Ms. Wanda Brooks

My 2018 Mentorship Experience: A Powerful Learning Experience

Mr. Charles Raffaele

The City University of New York, Graduate School

Prior to the AERA Meeting this year, I had been interested in the intersection of technology and self-regulated learning (SRL) for some time and had engaged in research in that domain. However, I had never had a one-on-one interactive experience with a figure as prominent in that area as my mentor in the Graduate Student Mentoring Program (GSMP), Dr. Roger Azevedo. Dr. Azevedo has worked in the area of technological facilitation of learners' SRL for many years. A few of his major research areas have been the use of hypermedia (i.e., media that can be accessed non-linearly via links, as in a typical website), intelligent tutoring systems (e.g., MetaTutor), and development of and studies utilizing the game-based learning environment Crystal Island.

Needless to say, I was fairly nervous going in to corresponding with, and meeting, Dr. Azevedo; I was worried that I might say the wrong thing or make some other gaffe. However, his easy-mannered approach and dedication to seeing his students succeed helped me make the most of the experience and pull through. We talked about our current and upcoming research, how technology can be applied to enhance or facilitate students' SRL, and the progression through graduate school and entering the job market afterwards. I asked him how it is possible to run larger labs with the same efficiency and level of communication of smaller labs, and he told me of hierarchically-based organizational



Mr. Charles Raffaele with
Dr. Taylor W. Acee



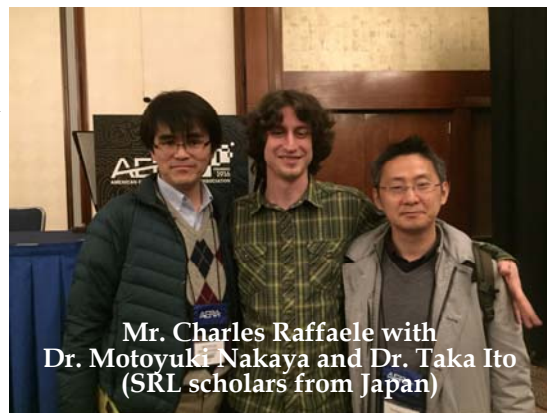
Mr. Charles Raffaele

structures that can make them work splendidly.

As our conversation progressed, it came to various other topics as well. One was how each Ph.D. in academia has his or her own path through research and teaching. Another was on relations between the work of the various major researchers in our shared field. Yet another regarded what opportunities for future work may exist within our lines of research. In all of these topics, I was largely useful merely as an interlocutor, continuously incumbent on Dr. Azevedo's expertise and accumulated insight. And yet his attention was solely on delivering me a powerful and focused learning experience from which I would develop professionally. I did indeed develop professionally, reflecting both on concrete knowledge I picked up and new hopes and dreams of what I could do and work on at the intersection of technology and SRL in the future.

In conclusion, I would like to thank Dr. Azevedo graciously for the gift of his time, energy and intellect he gave me while mentoring me through the GSMP. It is not an

experience I will forget, but rather, a part of the foundation I will build the rest of my own career on, like that of the trunk of a tree.



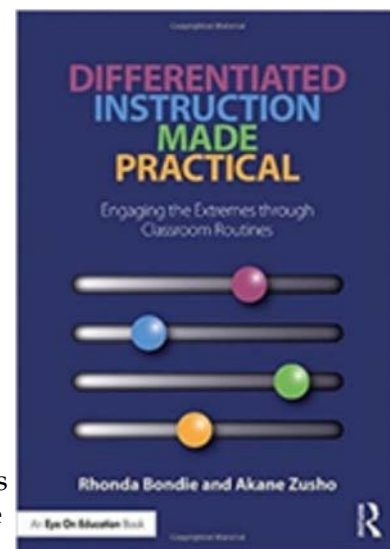
Mr. Charles Raffaele with
Dr. Motoyuki Nakaya and Dr. Taka Ito
(SRL scholars from Japan)

Differentiated Instruction Made Practical: Celebration of Equity, Diversity, Inclusion, and Self-Regulated Learning

Book Reviewed by Dr. Héfer Bembenutty, Queens College, CUNY

Differentiated Instruction Made Practical: Engaging the Extremes through Classroom Routines by Rhonda Bondie & Akane Zusho. Routledge, 2018, 173 pp. ISBN- 13: 978-0815370819. \$34.95.

In their book, *Differentiated Instruction Made Practical: Engaging the Extremes through Classroom Routines*, Rhonda Bondie and Akane Zusho define differentiated instruction as “the outcome of a continuous decision-making process where teachers look and listen to academic diversity that will either strengthen or impede effective and efficient learning.” This fundamental statement reflects their book’s thesis, along with the postulate that “teachers adjust instruction to increase Clarity, Access, Rigor, and Relevance (CARR) for all students within a learning community.” As depicted in the book, All Learners Learning Every Day (ALL-ED) involves three types of differentiated instruction. First, in the Adjustable Common Instruction type, all students learn with the same objectives, resources, and assessments. Second, in the Specific Resources type, while objectives and assessments are the same, the resources are different. Learning takes places in some groups or individually, and independence and confidence are fostered. Third, in the Individualized Assignment type, each individual student has different objectives, resources, and assessments with minimal planning time by using previous materials and routines. The authors provide detailed guidance that teachers could use to provide differentiated instruction.



Bondie and Zusho offer a remarkable description of the four-step ALL-ED Framework, which encompasses the three types of differentiated instruction. In Step One, the authors identify the Objectives, Starting position, Criteria, Action patterns, and Reflections (OSCAR), which help in determining the necessary adjustment to instruction. In Step Two, teachers learn to look and listen to students. In Step Three, teachers check whether students need Clarity, Access, Rigor or Relevance (CARR), which help teachers to adjust structure and tasks. In Step Four, teachers adjust structures, help, and options (SHOp) to be sure students are mastering tasks. Bondie and Zusho observe that their routines involve planning, teaching, and adjusting, which are exposed in each chapter.

As indicated in Before You Start-How to Get the Most out of Reading This Book, each chapter is divided into five sections. In Section One, *Overview*, the objectives, criteria, and starting position are discussed. Section Two, *From the Classroom*, provides realistic stories applicable to ALL-ED. Section Three, *Rooted in Research*, explains how to understand and apply ALL-ED. Section Four, *Try Classroom Routines*, provides ways to implement ALL-ED. Finally, Section Five, *Chapter Reflection*, summarizes the chapter and invites recording of learning in a Learning Journal.

The book has nine chapters that follow the ALL-Ed Framework. With regard to the theoretical framework of the book, research on motivation and cognition are the foundation of their ALL-ED. With regard to motivation, their model focuses on autonomy, belonging, competence, and meaningfulness. With regard to cognition, it focuses on working memory, elaboration, retrieval, metacognition, and self-regulated learning. Students’ major outcomes are understanding, academic risk-taking, effort, persistence, and achievement. In Chapter 1, Bondie and Zusho present Top Ten Facts about Motivation. One of those facts is that motivation is changeable. Chapter 1 also includes the Top Ten Considerations about Cognition, which includes, “ALL-ED classroom routines are central to fostering durable learning.” In Chapter 3, readers find Top Ten Facts about Self-Regulated Learning, including, “The ALL-ED routines and OSCAR are central to fostering self-regulated learning.”

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Differentiated Instruction Made Practical...Book Review

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D*ifferentiated Instruction Made Practical* is a powerful book in which Bondie and Zusho present readers with realistic stories and classroom maneuvers to help all learners reach the point of developing confidence and self-regulation. The authors write with crystal clarity and remarkable conviction that differentiated instruction is possible by modifying objectives, resources, and assessments. Bondie and Zusho do not trumpet with histrionic claims that they have discovered the solution to all classroom challenges. Conversely, they demonstrate that motivation, cognition, and self-regulation should maintain a symbiotic relationship if differentiated instruction is to matter in our classrooms.

As a reader of the book, I acknowledge that initially I was skeptical of the objectives of the book given my professional aversion to differentiated instruction. Often, I encounter teachers who expressed to me that the ways in which they promote differentiated instruction in their classes are by translating English words to Spanish words, by providing pictures, diagrams or cartoons depicting important concepts to students who they claim are visual learners or by giving homework passes or extra credit for homework completion. In response, I found myself suggesting that they should avoid using the stereotypical concept of differentiated instruction. Instead, I have advised them to follow Geneva Gay's (1994) perspective that multicultural education as a process involves "the policies, programs, and practices employed in schools to *celebrate* cultural diversity. It builds on the assumption that teaching and learning are invariably cultural processes." I have invited teachers to disregard simplistic expressions, such as the salad bowl, melting pot, tolerance, respect, acceptance, assimilation, and accommodation. I have invited them to create a positive and caring classroom environment in which everyone is important and valued, and where equity, diversity, and inclusion are the daily bread and everyone is celebrated.

Differentiated Instruction Made Practical is a kind of book from which readers, I expect, as it happened to me, will squirm out of encountered knowledge, practical classroom applications, hope, and enjoyment. Bondie and Zusho have a vision of classrooms in which all learners are cared for by caring teachers who celebrate diversity, equity, and inclusion in every lesson. This book calls for a total classroom transformation of structures, routines, plans, and objectives through a celebration of who each learner is. This book also invites teachers to empower themselves with motivation, cognition, and self-regulatory knowledge and skills. The book envisions that teachers learn how to learn in order to help their students to learn.

Bondie and Zusho have a particular vision of what teaching and learning are. Their vision does not correspond to conventional, traditional or stereotypical views of differentiated instruction. *Differentiated Instruction Made Practical* is a must-read book for teacher educators, school teachers, and aspiring teachers. Methods courses in colleges of education should adopt this brave book, and if they do, we will see new classroom outcomes in which teachers' attrition would be significantly reduced, schools' zero tolerance would not be necessary, and learning would be an enjoyable part in our classrooms. Effective differentiated instruction is possible when a celebration of equity, diversity, and inclusion is the *sine qua non* disposition in all classrooms that, when embraced alongside self-regulated learning, will help students of all ages to succeed.

Excerpt from the book:

"We define differentiated instruction as the outcome of a continuous decision-making process where teachers look and listen for academic diversity that will either strengthen or impede effective and efficient learning. The teachers adjust instruction to increase Clarity, Access, Rigor, and Relevance (CARR) for all students within a learning community."

Self-Regulated Learning Guide: Insights, Strategies, and Applications

Book Reviewed by Dr. Marie C. White, Nyack College

The Self-Regulated Learning Guide: Teaching Students to Think in the Language of Strategies by Timothy J. Cleary. Routledge, 2018, 168 pp. ISBN-13: 978-1138910553. \$34.95.

Timothy J. Cleary's *The Self-Regulated Learning Guide: Teaching Students to Think in the Language of Strategies* makes a significant contribution to a growing need for practical applications with theoretical foundations in this area of research. The author shares the excitement that accompanies his self-regulated learning (SRL) research, which is readily conveyed through each chapter as he provides both expertise and application in a very personal way. Although Cleary states his intentional audience for the book to be teachers, there is much to be gained by anyone who is looking for ways to infuse research-based learning into daily learning experiences.

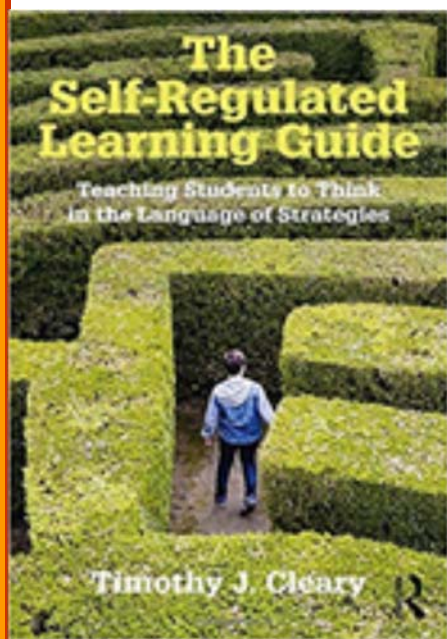
Cleary conveys his respect for the teaching profession and the knowledge he has gained from his interactions with those who are daily confronted with challenges from changing policies that often impede their desire to teach. In addressing the concern that this work is another "how to" book, the author separates SRL instruction from the fads and hot topics that teachers are often bombarded with and provides hands-on knowledge of a set of skills that collectively embody the term self-regulated learning. Through the book, he remains focused on his goals to "flesh out" the meaning of SRL and offers tips and recommendations that can actually be applied if one has the motivation to consistently and directly infuse SRL ideas and principles into classroom lessons and activities.

The book is divided into three sections representing the phases of SRL embedded in the conceptual foundation of Barry J. Zimmerman's 2000 version of the cyclical process of SRL with the critical component of the feedback loop. Consistent with White and DiBenedetto's (2018) integrated model of self-regulated learning, the three sequential and related phases of the Zimmerman model, forethought, performance control, and self-reflection are unpacked in chapters 2-7 with an emphasis on how teachers can apply these SRL principles in the classroom. Each chapter follows the same formatting and invites the readers to be participants, not viewers. The snapshots and quotes provide the readers with a goal-directed overview of the chapters. Reader reflections and Reflect and Connect exercises prompt the readers to think about the information provided in the chapters and interact with the text. Tales of the students and tales of the teachers bring to the reader hypothetical cases that readily reflect the author's intent to personalize and describe the challenges facing all participants as they begin the SRL journey. In addition, *Conversations between Teachers* and those who might share in

the journey give the reader multiple perspectives of the thought processes that accompany attempts to infuse SRL ideas into the classroom. Featured figures and tables add visual to the well-thought out descriptions of SRL principles, processes, and characteristics that clarify and summarize what is presented in the text.

Section I, *Preparing for Your SRL Journey* emphasizes the first phase of SRL and provides the readers with the conceptual foundation of SRL. Within the chapter, the reader will find an emphasis placed on the concept of the cyclical feedback loop, a critical component of SRL often missed by those who support SRL in the classroom context. Cleary is mindful regarding the time constraints that make it challenging for teachers to provide feedback that is utilized by students and leads to successful learning outcomes. Still, later on in the book, he provides the teacher with vignettes that describe positive and negative feedback and how to best construct the type of feedback that students can apply to improve learning and performance.

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Self-Regulated Learning Guide...Book Review

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Section II, *Digging a Little Bit Deeper* focuses on the second phase of SRL and addresses how specific skills can be taught such as goal setting and task analysis. Here, the author clearly describes the content of feedback that encourages students to respond to changes in the way they approach a specific task they might have completed successfully. Teachers can either facilitate or undermine student motivation to self-regulate depending on the language used to provide feedback.

Section III, *Bringing It All Together* moves the reader beyond the strong introduction to SRL principles and methods to infuse these techniques of the first two sections and provides actual real-time setting applications of the process. The integrative SRL approach is applied to test preparation and test review activities, classroom-based assignments, projects, and daily classroom learning experiences. Cleary creatively describes the experiences of a 9th-grade teacher by providing the readers with a dialogue between the teacher and a student teacher. The conversations are rich with dialogue describing the SRL process as applied in real-time settings, and model how to work with those who might not have a strong grasp of integrating SRL techniques into lesson planning.

What makes the book user-friendly is the conversational tone of the author. Cleary personalizes his approach to sharing his excitement about SRL and strategically aligns personal experiences, experiences with teachers, and well-constructed vignettes in each chapter to support the SRL strategy being described. He describes the process of developing a solid understanding of SRL principles and the various methods for applying and extending these principles into classroom contexts as a journey. Long-term practice and refinement of the skills described in the book are required in order for teachers to become SRL experts. The author provides encouraging words for remaining in the process, re-reading and asking others for help if needed, and taking the time to become proficient SRL educators.

Through self-regulated learning processes, Cleary teaches students to think in the language of strategies. As a teacher, educator, and fellow researcher, I am encouraged by the new wave of publishing that takes scholarly research and translates it into user-friendly language. The author's commitment to engage the readers as full participants in the SRL journey is evident in the multiple markers posted throughout each chapter to communicate with the educators the core principles of SRL. In addition, the conversational tone does not diminish the impression that one is becoming well versed in the theory of SRL with professional applications and classroom practices.

Without question, I would recommend this book to the intentional audience and beyond. For those of us who are challenged to find books that are both affordable and well integrated with theory, research, and applications, Cleary has provided us with a masterpiece. The considerable attention given to providing the reader with direct insights and strategies can be applied to helping students of all ages to succeed. Drawing from his experiences as a researcher and educator only adds to the authenticity and value of this excellent addition to SRL literature.

Excerpt from the book:

"On several occasions, teachers have asked me, 'What exactly is SRL?' or 'What types of things would I see a self-regulated learner (SRLer) do?' SRL is a concept that, while complex and nuanced, is also fairly simple and intuitive to understand. At a theoretical or conceptual level, SRLers are those who exhibit behaviors or patterns of thinking characterized by adaptive *motivation* (students' willingness or desire to engage in learning and to display effort and (persistence), high quality *strategic action* (students' purposeful, intentional use of tactics and procedures to learn), and strong *metacognitive knowledge and skills* (students' self-awareness and knowledge of learning activities along with their attempts to plan, monitor, and evaluate; Butler, Schnellert, & Perry, 2017; Cleary, 2015."

Handbook of Self-Regulated Learning and Performance

Book Reviewed by Dr. Bradley W. Bergey, Queens College, CUNY

Handbook of Self-Regulated Learning and Performance (2nd. ed.) by Dale H. Schunk & Jeffrey A. Greene. Routledge, 2018, 514 pp. ISBN-13: 978-1138903197. \$119.95.

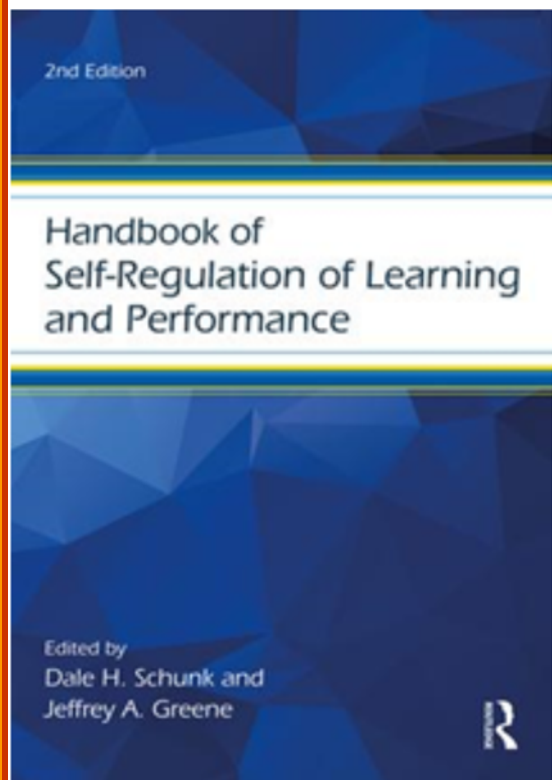
Updating a *Handbook* is a herculean task. Thanks to the substantial contributions of stellar scholars, the recently published second edition of the *Handbook of Self-Regulated Learning and Performance* is an altogether impressive product. Long-standing self-regulated learning pillars Dale H. Schunk and Jeffrey A. Greene applied their expertise to edit the volume and readers will immediately recognize the chapter authors as leading researchers in their fields. The *Handbook* is an outstanding resource for researchers and educators and stands as a testament to the vitality, growth, and health of the SRL field.

Given the complexity of self-regulated learning (SRL) and the four decades of research that have examined it, the intellectual ground that the *Handbook* traverses is impressive. SRL is a multidimensional process that encompasses the interaction and temporal unfolding of motivation, cognition, metacognition, behavior, emotion, and social processes. Add to this complexity, multiple theoretical frameworks, an evolving toolbox of methodological and analytic approaches, and interactions with different content areas and individual difference variables, and the terrain becomes breathtakingly expansive.

As I read through the chapters, I found myself admiring and appreciating the concision that expertise affords. Einstein mused that “everything should be made as simple as possible, but not simpler.” The *Handbook* contributors artfully strike this balance in their concise summaries of theoretical and empirical developments of SRL. Each chapter includes a well-written and succinct synthesis of key understandings, theories, concepts, and evidence, which elegantly reveal core trends and debates without becoming mired in or sacrificing too much complexity. On more than one occasion, upon finishing a chapter, I felt grateful for the substantial intellectual gift of a clear explanation. I am confident these synopses will provide helpful starting points to readers who may lack expertise in a given SRL area. In addition, many chapters do the heavy intellectual lifting of clarifying conceptualizations and findings that are understandably challenging given the evolving and overlapping nature of different research programs. For example, Allyson Hadwin and colleagues’ chapter on self-, co- and shared regulation mapped overlapping and sometimes conflicting meanings of terms, and articulated new conceptualizations that may lead to clearer distinctions moving forward.

The *Handbook* provides an illuminating map of where the field has been, where it now, and where it is going. Like a good map, the organizational structure of the *Handbook* facilitates easy navigation through key concepts and subareas in the field. The *Handbook* organizes the 31 chapters into five sections, which address basic theories of SRL, SRL in different learning contexts, technology, methodology and assessment, and individual and group differences. Conveniently, each chapter roughly follows the same organizational structure; theoretical principles are described up front, followed by a review of literature, and ending with directions for future research and implications for practice.

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Beyond expert summaries, the real excitement for me lies in seeing how the field of SRL is changing and where it is heading. In each chapter, authors identify new directions and future areas for developments. In this respect, the *Handbook* provides an invaluable resource for graduate students looking to hone their dissertation topics or researchers seeking to align their next study with the cutting edge of the field. As I read through the future research sections of each chapter, the contours of the SRL field in the coming decade take shape. As Schunk and Greene note in their helpful introductory chapter, the future of SRL research is likely to grow by leveraging real-time assessments through multiple data streams and by paying increasing attention to the role of context and culture.

Throughout the *Handbook*, authors argue that SRL is an essential skill for success in school, full participation in a quickly evolving knowledge economy, and for achieving agency and well-being in all areas of life. The *Handbook* takes a major step towards achieving this goal with its emphasis on educational implications within each chapter. In addition, several chapters take deeper dives into the implications of developing the self-regulatory skills of students. For example, Bracha Karmarski's chapter explores teachers' dual role as facilitators of student SRL development and as SRL learners themselves, and White and DiBenedetto's chapter makes the case for integrating SRL in standards-based education. As a whole, the *Handbook* makes a compelling case that SRL is an essential academic and life skill for learners in the 21st century.

While the *Handbook* is a testament to the exciting growth in SRL research, it also highlights areas still waiting to realize their potential. In the final chapter, McInerney and King observe the scarcity of research that closely examines the role of culture in shaping the meaning and manifestation of SRL processes. The authors lament the slow progress the field has made in this area in the seven years since the first edition. At the end of the chapter, I imagined a third edition of the *Handbook*, in which researchers enthusiastically answered the authors' call for more *emic* cultural studies of SRL and which prompted methodological and theoretical innovations and fostered interdisciplinary work. I look forward to carefully reading that edition, too.

In sum, the *Handbook* is a communal product of the authors and editors' leadership in the SRL field. In it, contributors monitor what is currently known and what is not, evaluate current and potential strategies for developing knowledge, set goals for next steps, and motivate action. The feat is as impressive as it is useful. As such, the *Handbook* will be a critical resource for anyone's professional bookshelf. We should not forget to request that our institution's librarian order a copy as well.

Excerpt from the book:

"Social cognitive researchers explored social and motivational influences on self-regulation. In Bandura's (1986) theory, self-regulation involves three phases: self-observation, self-judgment, and self-reaction. During self-observation learners monitor aspects of their performance; self-judgment involves students comparing their performance against standards; and self-reactions include their feelings of self-efficacy (i.e., perceived capabilities) and affective reactions to their performance (e.g., satisfaction). Social cognitive researchers showed that instructional processes such as modeling conveyed information to learners about their learning progress and raised their self-efficacy and task motivation (Schunk, 2012)."

A New Book on Self-Regulation Dr. Maria K. DiBenedetto (Editor)

Connecting Self-Regulated Learning and Performance with Instruction Across High School Content Areas

Published by Springer 2018

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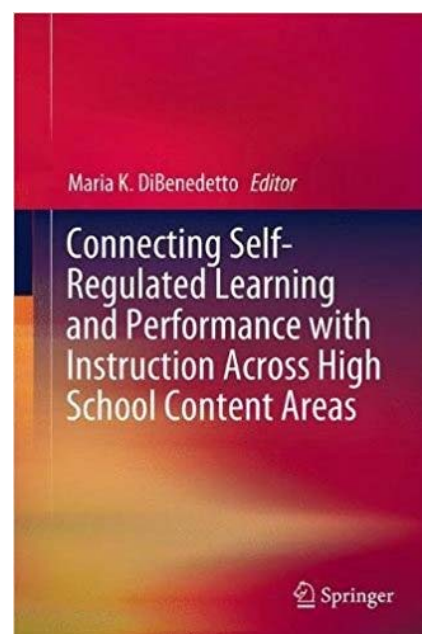
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SSRL SIG Celebration in New York City



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