

AERA SIG SSRL Times Magazine

A Monthly Magazine

Volume 1, Issue 5

August 2018

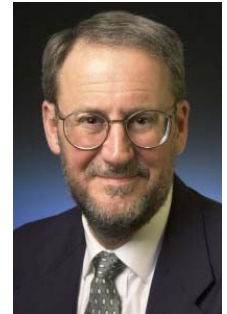
Dr. Héfer Bembenutty,
Editor-in-Chief
SIG SSRL
Times Magazine



Address questions or comments to Dr. Héfer Bembenutty (bembenuttyseys@yahoo.com) and to Dr. Taylor W. Acee (aceet@txstate.edu)

Special Points of Interest

Pillars of Self-Regulated Learning Series
Dr. Dale H. Schunk, UNC at Greensboro



Academic Delay of Gratification and Self-Regulation in an Era of Teacher Accountability
Dr. Héfer Bembenutty, Queens College, CUNY



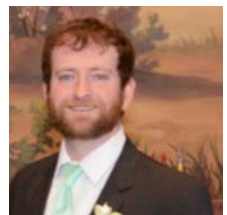
Research Team Spotlight Series
The MERG in the Rossier School of Education
at the University of Southern California
Directed by Dr. Erika A. Patall



Prominent Middle Career Scholars Series
Dr. Bridget V. Dever
Lehigh University



SIG SSRL Executive Officer Spotlight
Dr. Abraham Flanigan
Ohio University



Nominations Are Open for SIG Officers Election

Deadline: September 15, 2018

Our SIG needs you! Our SIG elects four new junior officers each year:

1. The junior SIG chair, who collaborates with the senior SIG chair on the general administration of the SIG;
2. The junior SIG Program Chair, who works with the senior SIG Program Chair to organize the review of proposals and the creation of the SIG program for the annual meeting of the AERA;
3. The junior SIG secretary/newsletter editor, who collaborates with the senior SIG secretary/newsletter editor on the creation of newsletters, and on writing up the minutes from our business meeting; and
4. The junior SIG treasurer/membership, who collaborates with the senior SIG treasurer/membership and who requests funds from AERA and reports on the SIG's membership and financial status during our business meeting at the annual meeting.

Each term of office is two years: the first year as junior and the second year as senior. In our experience, each office involves a manageable amount of work while at the same time providing enriching professional experiences such as networking with colleagues in our field. **We hope you will consider volunteering or, with their permission, nominating colleagues, by emailing Dr. Héfer Bembenutty (bembenuttyseys@yahoo.com) or Dr. Taylor Acee (aceet@txstate.edu) by September 15, 2018.**

MEMBER-GET-A-MEMBER CAMPAIGN

The AERA challenges you, our members, to encourage your colleagues, students, and others interested in education research to join AERA for 2018. Each current 2018 member who sponsors a new member between now and August 15th will receive a \$10 discount on their 2019 membership dues for each new sponsored member. If you sponsor at least one member, you will be entered into a prize drawing for a registration fee waiver for the 2019 AERA Annual Meeting in Toronto.

There is no cost to you in sponsoring a member. The new sponsored member will become a 2018 AERA member and pay the following discounted dues' rates by August 15th at 12 midnight Eastern Time.

Type of Membership	Discounted New Member Dues	Regular Dues
Regular and Affiliate	\$90	\$180
International Affiliate	\$70	\$140
Graduate Student and Student Affiliate*	\$28	\$55

*Graduate Student and Student Affiliate Membership are open to students who are not employed full time.

The offer of \$10 off of your 2019 membership dues for each new sponsored member is limited to sponsors who are 2018 members (there is no cash payment only application to 2019 membership). This offer of discounted dues is offered to only 2018 new members who have not been AERA members in the past. The prize winner for the Annual Meeting Registration Fee Waiver will be notified by September 7th.

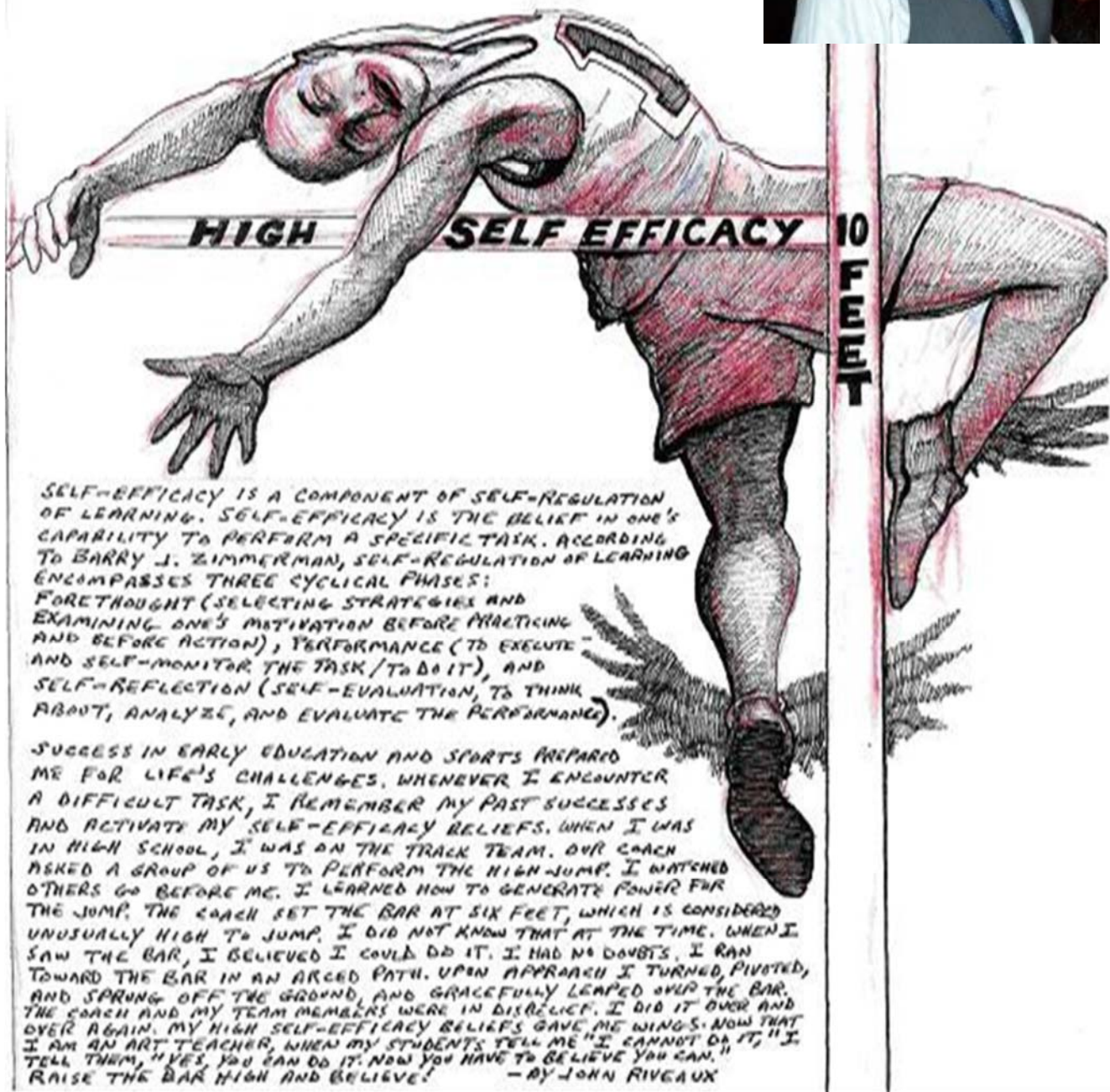
If you have any questions, please contact members@aera.net or call (202) 238-3200.

Self-efficacy: I Believe that I CAN DO IT!

Mr. John Riveaux,
New York City Department of Education



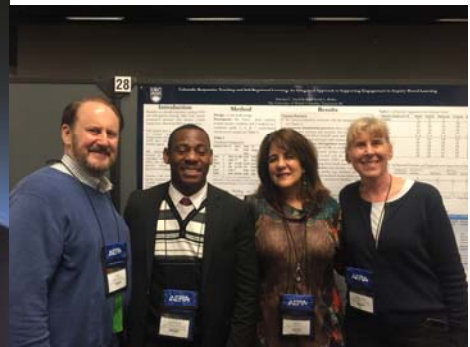
Mr. John Riveaux



Pillars of Self-Regulated Learning Series

Dr. Dale H. Schunk

University of North Carolina at Greensboro



Dr. Dale H. Schunk is an educational psychologist, former Dean and current professor in the School of Education at the University of North Carolina at Greensboro. He has researched the effects of social and instructional variables on cognition, learning, self-regulation and motivation. Schunk has served on the editorial boards of journals such as *Journal of Educational Psychology*, *Contemporary Educational Psychology* and *Educational Psychology Review*, and has authored many journal articles and book chapters on educational psychology. In addition to other books, he is author of the widely used textbook, *Learning Theories: An Educational Perspective*, and coauthor of *Motivation in Education: Theory, Research, and Applications*.

Schunk received the Albert J. Harris Research Award from the International Reading Association, an Early Contributions Award from Division 15 (Educational Psychology) of the American Psychological Association, and the Fulbright Distinguished American Scholar Award. He served over 7 years as a department chair at Purdue University. Before moving to University of North Carolina at Greensboro, Schunk taught educational psychology at the University of Houston and at University of North Carolina at Chapel Hill. He received his undergraduate education at the University of Illinois, and he earned an M.Ed. degree from Boston University and a Ph.D. from the Stanford Graduate School of Education.

"Self-efficacy is a key process in all aspects of self-regulation before, during, and after task engagement. Following Bandura's conceptualization of reciprocal interactions, self-efficacy influences self-regulatory processes but also is influenced by them. Self-efficacy is a dynamic variable that is continually changing as students engage in learning."

Continued on next page

Pillars of Self-Regulated Learning Series

Dr. Dale H. Schunk

Continued from previous page



Dr. Dale H. Schunk has been an essential and convincing leader in making self-efficacy a critical motivational factor in education. His vision has been fundamental in the sense that today in every educational psychology textbook self-efficacy is discussed in relation to teaching, learning, instruction, and curriculum. His contribution, initiated in his publication, *Cultivating Competence, Self-efficacy, and Intrinsic Interest through Proximal Self-motivation* (with Albert Bandura), is among the greatest advances in education during the twentieth century. And it continues affecting education of students with special needs, teacher's self-efficacy, classroom management, culture, language, and assessment. His contribution to self-efficacy was enhanced when he linked it with his research on self-regulated learning. His research revealed that self-efficacy is a necessary component of self-regulation.

Continued on next page

Pillars of Self-Regulated Learning Series

Dr. Dale H. Schunk

Continued from previous page



How did your home socialization affect the direction of your professional work? How was your childhood and adolescence?

My parents placed tremendous value on education. My father was the first member of his family to earn a college degree. My mother did not attend college because of personal circumstances, although she always wished she had gone to college. It was assumed that I would attend college. My parents stressed learning and doing well in school. From them, I received my earliest attributional feed-back: work hard! They also helped to build my self-efficacy through encouragement. From them, I learned how important education was and how enjoyable learning could be. At the same time, they did not map out a career trajectory for me. Although both had business backgrounds, they did not pressure me to pursue a business major. When I selected psychology as my undergraduate major, they both were happy and eager to learn more about my studies.

Continued on next page

Pillars of Self-Regulated Learning Series

Dr. Dale H. Schunk

Continued from previous page



Continued on next page

Pillars of Self-Regulated Learning Series

Dr. Dale H. Schunk

Continued from previous page

Forming a dynamic duo with Barry J. Zimmerman and working with other colleagues, Schunk has been a leading force in self-regulation. While Schunk has conducted groundbreaking research related to self-efficacy and self-regulation, the discipline of education has benefited from his research distinguishing between coping modeling and mastery modeling as two approaches to teach. While the coping model initiates instruction by committing intentional errors but then gradually demonstrates competence, the mastery model shows competence from the beginning of the instruction. Schunk's research has demonstrated that coping models are more effective than mastery models for some learners. He has also conducted research revealing that modeling and attributions have effects on children's achievement... He also found that perceived efficacy was an accurate predictor of arithmetic performance across levels of task difficulty and modes of treatment and that the treatment combining modeling with effort attribution produced the highest congruence between efficacy judgment and performance.

What are the sources and effects of self-efficacy? What is the role of modeling in self-efficacy? Bandura noted four sources of self-efficacy information: actual performances, vicarious experiences, forms of social persuasion, and physiological indexes. How students interpret their actual performances should provide the most reliable information because these interpretations are tangible indicators of one's capabilities. Performances interpreted as successful should raise self-efficacy whereas failures should lower it, although an occasional difficulty experienced by a student after many successes is unlikely to have much impact on the student's self-efficacy.

Learners acquire much information about their capabilities through knowledge of how others perform. Models such as teachers and successful peers convey vicarious self-efficacy information. Similarity to others is a cue for gauging one's self-efficacy. Students who observe similar peers succeed are apt to feel more efficacious and motivated to attempt the task because they are likely to believe that if their peers can succeed they can as well. However, a vicarious increase in self-efficacy can be negated by subsequent performance failure. If those students who observed similar peers succeed try the task themselves but perform poorly, their self-efficacy may decline. Because students often seek models with qualities they admire and with capabilities to which they aspire, models can help instill beliefs that will influence one's life.

Individuals also receive self-efficacy information from social persuasions (e.g., "I'm sure you can do this."), but persuasions should be based on reality if they are to be effective. Empty praise will not have much effect on one's self-efficacy and, like vicarious information; subsequent performance outcomes will support or refute the persuasive information. Telling learners that they can do well will not lead to high self-efficacy if they subsequently encounter difficulties.

Learners also acquire self-efficacy information from physiological and emotional states such as anxiety and stress. A strong emotional reaction to a task may signal that one is competent or not. When students experience negative thoughts before attempting a task (e.g., thinking they will fail as they begin an exam), these affective reactions can signal that they lack competence and bring about added stress that will guarantee the outcome they fear.

Sources of self-efficacy information do not operate automatically but rather must be cognitively integrated, weighed, and appraised. Often, the sources conflict. For example, students may observe peers succeed and be told by the teacher that they can succeed, but then experience difficulty themselves. Researchers are addressing how students integrate self-efficacy information from different sources.

How would you like the field of educational psychology to remember you? What do you consider your legacy to be?

As for my legacy, I take satisfaction in knowing that my doctoral dissertation was the first application of self-efficacy to an educational context that involved student learning. All of the early work in self-efficacy was conducted in clinical settings where people already knew how to perform the skills... I also take satisfaction in knowing that I have contributed to the conceptual understanding of the developmental processes of self-regulation and the role that observation, emulation, and self-control contribute to the acquisition of self-regulation. I also hope to be remembered as someone who conducted research with clear implications for how to improve teaching and learning.

Excerpts from an interview: Bembenuddy, H. (2015). An interview with Dale H. Schunk: The scholar who first applied self-efficacy to education while blending it with self-regulation. Contemporary Pioneers in Teaching and Learning (pp. 19-31). Information Age Publishing: Charlotte, NC.

Academic Delay of Gratification and Self-Regulation in an Era of Teacher Accountability

Dr. Héfer Bembenuitty

Queens College of The City University of New York

Teachers and students need to sustain a high level of motivation, engage in self-regulation, and reflect on outcomes in order to assimilate new policies on teacher evaluation, performance, and accountability, the standardization of curriculum, and an emphasis on testing and assessment, including Common Core State Standards, the Interstate Teacher Assessment and Support Consortium (InTASC), Danielson Standards, Council for the Accreditation of Educator Preparation (CAEP), and the Teacher Performance Assessment (edTPA).

Current and future teachers are called to demonstrate that they are proficient in both subject content knowledge and pedagogical skills when planning and delivering instruction and assessing learning. Teachers are responsible to engage learners in the learning process and to promote and celebrate equity, diversity, and inclusion while instructing and assessing student learning. Further, teachers need to provide evidence of their impact on student learning and academic growth. In other words, current teachers along with those in teacher preparation program are expected to be self-regulated and to instill in their students the ability to self-regulate their learning process.

An essential element of self-regulation and accountability is teachers' ability to help their students to delay gratification in this era of high technological attractions, cyber-slacking during instruction, competing social alternatives, and multiple demands for immediate gratification. Fortunately, over the last few decades, researchers and educators have increasingly recognized the importance of academic delay of gratification as an essential component of teaching, learning, and achievement. Academic delay of gratification is associated with students' motivational beliefs and use of self-regulated learning strategies.

Academic delay of gratification is defined as students' postponement of immediately available opportunities to satisfy impulses in favor of pursuing important academic rewards or goals that are temporally remote but ostensibly more valuable (Bembenuitty & Karabenick, 1998, 2004, 2013). In countries such as United States, Belgium, South Korea, The Philippines, China, Republic of South Africa, Turkey, Japan, Iran, and The Netherlands, there is a growing interest in reforming the ways in which elementary and secondary school children and college students are educated; and it has been found that instilling in learners the willingness to delay gratification for the sake of actively pursuing short- and long-term academic goals is associated with academic performance and achievement. In this essay, the case is made for integrating academic delay of gratification and self-regulation as catalytic forces when preparing teachers for the challenges encountered as part of the new era of teacher accountability. In addition, homework is presented as a framework illustrating the educational component of these dynamic forces.

Academic delay of gratification has emerged in response to the need for students to be self-regulated learners, who set goals, select strategies, assess their level of interest and self-efficacy for tasks on hand, monitor academic progress, seek help from appropriate sources, and engage in self-evaluation and self-satisfaction of academic outcomes. The work on academic delay of gratification began when Bembenuitty and Karabenick applied Mischel's (1996) work on children's ability to delay of gratification in the now famous marshmallow test to adult learners in non-experimental settings. The applications to learning environments have attracted attention supported by data-driven rigorous research (Bembenuitty & Karabenick, 1998, 2004, 2013; Kim, Chung, Lee, & Kwon, 2001; King & Due, 2011; Zhang, Karabenick, Maruno, & Lauermann, 2011).



“TEACHERS ARE EXPECTED TO BE SELF-REGULATED AND TO INSTILL IN THEIR STUDENTS THE INTENTION TO SELF-REGULATE THEIR LEARNING PROCESS.”

Academic Delay of Gratification and Self-regulation...

Continued from previous page

Zhang, Karabenick, Maruno, and Lauermann (2011) assessed Chinese elementary schools children's willingness to delay gratification by using a scale developed by Bembenutty and Karabenick (1998) and the time they devoted to non-school study and playtime during an extended interval prior to taking a high-stake final exam. The researchers found that children who evidenced a higher willingness to delay gratification were more likely to spend time studying and less time playing several weeks prior to the exam in contrast to those children with lower willingness to delay gratification. Interestingly, this research also found that the associations between delay of gratification and academic motivation and use of learning strategies among those children were consistent with those associations found among college students in the same assessments. These findings support the importance of academic delay of gratification across different cultures and learners at different developmental levels.

King and Due (2011) examined the willingness to delay gratification among Chinese university students from Mainland China. Students completed the delay of gratification scale developed by Bembenutty and Karabenick (1998) translated to Chinese and found that academic delay of gratification correlated with educational outcomes and invariance of the instrument across males and females.

Kim, Chung, Lee, and Kwon (2001) examined the use of learning strategies among Korean middle school students classified as having either a high or a low level of motivation, based on levels of academic volitional strategy and academic delay of gratification. The researchers found that the students with high level of academic volitional strategy and academic delay of gratification used more learning strategies than did students with low level of academic volitional strategy and academic delay of gratification, regardless of the level of motivation.

This evidence indicates that self-regulated learners can sustain motivation, monitor academic progress and reflect upon the effectiveness of academic outcomes. In order to be academically successful, learners need to engage in self-regulation of learning. In the learning process, homework is one of the clear tasks in which learners could exercise deferring of gratification. In order to successfully complete homework assignments, both teachers and learners have important roles.

Derived from Zimmerman's Learning Academic Model of Self-regulated Training (Zimmerman, Bonner, & Kovach, 1996), Table 1 displays instances in which a student and a teacher can form a team to secure a successful homework completion. For instance, teachers can provide guidelines and feedback, facilitate task monitoring, provide frequent assessments, and suggest new strategies to students. Students can evaluate their competencies and skills to complete homework, they can monitor how close and how well they complete homework, and they can set goals and choose learning strategies.

In short, with new policies on both preservice and in-service teacher evaluations, performance, and accountability and the standardization of curriculum and new emphasis on testing and assessment, both teachers and students need to sustain a high level of motivation and proactively engage in self-regulation. Teachers are expected to be self-regulated and to instill in their students the ability to self-regulate their learning process. Academic delay of gratification is an essential element of self-regulation that teachers can instill in their students in this era of multiple demands for immediate gratification. As illustrated through Zimmerman's Learning Academic Model of Self-regulated Training, homework could serve as an example of ways in which teachers and students can team to enhance teaching and learning.

Continued on next page

Academic Delay of Gratification and Self-Regulation...

Continued from previous page

Self-regulated Levels	Teachers' Tasks to Enhance Acquisition of Self-regulatory Skills	Students' Tasks To Acquire Self-Regulatory Skills
Self-evaluation and monitoring	<ul style="list-style-type: none"> • Provide guidelines and feedback • Facilitate task monitoring • Provide frequent assessments 	<ul style="list-style-type: none"> • Evaluate competencies • Monitor completion of task • Evaluate tasks and goals
Goal setting and strategic planning	<ul style="list-style-type: none"> • Teach the process of self-evaluation • Assist in identifying goals • Model the use of learning strategies 	<ul style="list-style-type: none"> • Evaluate tasks • Set goals • Choose learning strategies
Strategy-implementation monitoring	<ul style="list-style-type: none"> • Provide self-monitoring tools • Provide homework logs • Assess academic progress 	<ul style="list-style-type: none"> • Monitor the use of strategies • Select appropriate strategies • Implement assigned tasks
Strategic-outcome monitoring	<ul style="list-style-type: none"> • Provide feedback about outcomes • Suggest new strategies • Assist identifying new goals 	<ul style="list-style-type: none"> • Engage in self-assessment • Assess outcomes • Identify new strategies

References

- Bembenutty, H. (2017, June). Promoting global citizenship education in the era of self-regulated learning science. AERA SIG SSRL Newsletter, pp. 1–3. Retrieved from <https://ssrlsig.org/awards-announcements/newsletters/>
- Bembenutty, H. (2018, March). Frankenstein effects: A reflection for the new era of self-regulated learning science. AERA SIG SSRL Newsletter, pp. 1–3. Retrieved from <https://ssrlsig.org/awards-announcements/newsletters/>
- Bembenutty, H., & Karabenick, S. A. (1998). Academic delay of gratification. *Learning and Individual Differences*, 10, 329-346.
- Bembenutty, H., & Karabenick, S. A. (2004). Inherent association between academic delay of gratification, future time perspective, and self-regulated learning. *Educational Psychology Review*, 16(1), 35-57.
- Bembenutty, H., & Karabenick, S. A. (2013). Self-Regulation, Culture, and Academic Delay of Gratification. *Journal of Cognitive Education and Psychology* 12(3), 323-337.
- Kim, B. S., Chung, W. H., Lee, K. J., & Kwon, Y. J. (2001, April). *Self-regulated strategies in science learning: The role of prefrontal lobe function*. Paper presented at the annual meeting of the American Educational Research Association. Seattle, WA.
- King, R. B., & Du, H. (2011). All good things come to those who wait: Validating the Chinese version of the Academic Delay of Gratification Scale (ADOGS). *The International Journal of Educational and Psychological Assessment*, 7 (1), 64-80.
- Mischel, W. (1996). From good intentions to willpower. In P. M. Gollwitzer & J. A. Bargh (Eds.), *The psychology of action: Linking cognitions and motivation to behavior* (pp. 197-218). New York, NY: Guilford.
- Zhang, L., Karabenick, S. A., Maruno, S., & Lauermann, F. (2011). Academic delay of gratification and children's study time allocation as a function of proximity to consequential academic goals. *Learning and Instruction*, 21(1), 77-94.
- Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington, DC: American Psychological Association.

Adapted from an essay written in 2011.

Research Team Spotlight Series
The Motivation and Education Research Group at
University of Southern California in the Rossier School of Education

Directed by Dr. Erika A. Patall

Website: <https://motivationlab.wordpress.com/>



Dr. Erika A. Patall

Dr. Patall is an Associate Professor in the Rossier School of Education at the University of Southern California.

Dr. Patall is an active member of our SSRL SIG, a former Secretary of the SSRL SIG (2013-2014), and the current Chair of the Motivation in Education SIG.

The Motivation and Education Research Group (MERG) is a research team in the Rossier School of Education at the University of Southern California (USC). Supervised by Professor Erika A. Patall, the MERG consists of both graduate students and undergraduate students who conduct primary research studies and syntheses of research on issues of motivation, primarily in educational settings.

Topics studied in MERG generally pertain to the environmental and interpersonal precursors to motivation and the relations between motivation and achievement outcomes across the lifespan. Research conducted by MERG members also pertains to the effectiveness of education-related strategies and interventions for motivation and achievement outcomes.

Research:

Under the supervision of Professor Erika A. Patall, members of the Motivation and Education Research Group conduct research studies that

examine human motivation through a variety of theoretical approaches and applied methods. The following section highlights a few of the current projects.

Research Syntheses:

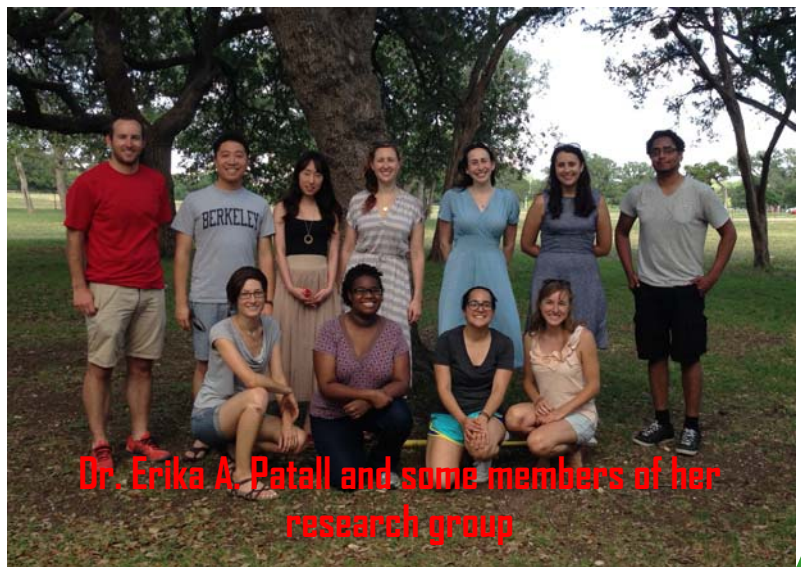
- Classroom structure and education outcomes
- Autonomy support and control in the classroom
- Parental control and child outcomes
- Origins of goals and students' motivation and performance
- Teacher emotion and student outcomes
- Black students' motivation and academic outcomes
- Self-regulation training programs in college

- The relationship between underachievement and motivation, self-concept, and self-regulation

Primary Studies:

- * Agentic engagement and student success
- * Autonomy support interventions
- * Psychological need support, choice and cheating
- * Individuality and choosing
- * Daily autonomy supportive practices in the high school classroom
- * Psychological need support and health behaviors
- * College students' goal characteristics and their daily effort

Continued on next page



Dr. Erika A. Patall and some members of her research group

Research Team Spotlight Series: Dr. Erika A. Patall
The Motivation and Education Research Group
 Continued from previous page



Professional Experience:

- 2017- present: Associate Professor, University of Southern California, Rossier School of Education
- 2016: Associate Professor, The University of Texas at Austin, Department of Educational Psychology
- 2010-2016: Assistant Professor, The University of Texas at Austin, Department of Educational Psychology

Honors and Awards:

- ◆ 2018, American Psychological Association Division 15 (Educational Psychology) the Richard E. Snow Award for Early Contributions
- ◆ 2015, American Educational Research Association Division C (Learning and Instruction) Outstanding Early Career Scholar Award
- ◆ 2010, Emerging Scholar Award (Early Career Category), American Educational Research Association, Out-of-School Time Special Interest Group
- ◆ 2007, American Educational Research Association Review of Research Award

Dr. Erika A. Patall is an Associate Professor in the Rossier School of Education at the University of Southern California. Her areas of expertise include the nature and determinants of motivation, education practices that support motivation and achievement, and research synthesis methods.

Dr. Patall has published numerous articles in journals such as *Psychological Bulletin*, *Journal of Educational Psychology*, *Review of Educational Research*, *Contemporary Educational Psychology*, *Psychological Methods*, and *Educational Psychology Review*, among others.

She has been awarded grants from the Spencer Foundation, the William T. Grant Foundation, Institute of Education Sciences (IES), and others. Dr. Patall currently serves on the editorial boards for *Journal of Educational Psychology*, *Psychological Bulletin*, *Educational Psychologist*, and *Educational Psychology Review*.

Dr. Patall has previously held appointments at The University of Texas at Austin, where she served as faculty from 2010 to 2016. She received her Bachelors in Psychology at McGill University in 2003 and her Ph.D. in Social Psychology from Duke University in 2009.

Research Interests:

Dr. Patall is interested in the interface between social psychological theory and education. Most broadly, Dr. Patall studies the determinants and development of motivation and the relationship between motivation and academic achievement. She has most frequently focused on how the provision of choice and other supports for autonomy may impact motivation and support various achievement related outcomes.

She is also interested in how school time and the activities of children outside of school influence their academic achievement, including activities such as parent involvement in schoolwork.

Finally, Dr. Patall is interested in the development and use of research synthesis methods in social science research.

Recent MERG Publications:

- Patall, E. A., Hooper, S. Y., Vasquez, A. C., Pituch, K. A., & Steingut, R. R. (2018). Science class is too hard: Perceived difficulty, disengagement, and the role of teacher autonomy support from a daily diary perspective. *Learning and Instruction*, 58, 220-231.
- Patall, E. A., Steingut, R. R., Freeman, J. L., Pituch, K. A. & Vasquez, A. C. (in press). *Gender Disparities in Students' Motivational Experiences in High School Science Classrooms*. *Science Education*.
- Patall, E. A. (in press). The complex role of choice in human motivation and functioning. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation*, 2nd Edition. New York, NY: Oxford University Press.
- Patall, E. A. & Hooper, S. Y. (in press). The promise and peril of choosing for motivation and learning. In K. A. Renninger, A. & S. Hidi (Eds.), *Cambridge Handbook of Motivation and Learning*. UK: Cambridge University Press.
- Patall, E. A., Steingut, R. R., Vasquez, A. C., Trimble, S. R., Pituch, K. A. & Freeman, J. L. (2018). Daily autonomy supporting or thwarting and students' motivation, engagement, and disaffection in the high school science classroom. *Journal of Educational Psychology*, 110(2), 269-288.
- Seo, E., Patall, E. A., Henderson, M., & Steingut, R. R. (2018). The effects of goal origin and implementation intentions on goal commitment and performance. *Journal of Experimental Education*, 86(3), 386-401.



Dr. Erika A. Patall

Prominent Middle Career Scholar Series

Dr. Bridget V. Dever

Lehigh University

Website: <https://ed.lehigh.edu/faculty/directory/bdever>

Dr. Bridget V. Dever

Dr. Dever is an active member of our SSRL SIG. She received her Ph.D. from the University of Michigan (Combined Program in Education and Psychology) working with Dr. Stuart A. Karabenick.

“Academic self-efficacy and gender were both significant predictors of risk for internalizing problems, whereas only academic self-efficacy predicted risk for externalizing (hyperactivity/distractibility) problems. Gender did not predict externalizing difficulties, nor did gender serve as a moderator in any analysis. Implications include focusing on academic self-efficacy in the development of strategies for prevention and intervention of internalizing and externalizing problems.”

(Rocchino, Dever, Telesford, & Fletcher, 2017).

Dr. Bridget V. Dever is currently an Associate Professor of School Psychology at Lehigh University. Dr. Dever received her Ph.D. from the University of Michigan (Combined Program in Education and Psychology) in 2009 working with Dr. Stuart A. Karabenick. Prior to her current position at Lehigh, Dr. Dever completed an Institute of Education Sciences post-doctoral fellowship with the Georgia Measurement and Assessment Training Program at Georgia State University. During her postdoctoral fellowship, she also served as the project coordinator of a multi-year, multi-site universal screening program, focused on screening students from K-12 for behavioral and emotional risk factors. Currently, Dr. Dever is the lead investigator on a project linking student motivation to behavioral and emotional outcomes in grades 6-12. Dr. Dever also serves as the Associate Editor for the *Journal of Psychoeducational Assessment*, as a statistical and methodological advisor for the *Journal of School Psychology*, and as a statistical consultant for the *Journal of Positive Behavior Interventions*.

Research Interests:

Dr. Dever's research focuses on the identification of risk and the contextual and individual-level variables that support educational resilience. More specifically, her research interests include universal screening for behavioral and emotional risk, achievement motivation among at-risk students, and issues related to measurement and assessment in education and psychology. She is responsible for teaching graduate-level research methods and statistics courses within the College of Education at Lehigh University, including Hierarchical Linear Modeling, Univariate Statistics, Psychometrics, and Educational Research. In addition, she has developed a doctoral seminar addressing issues related to student motivation and self-regulation from the perspective of School Psychology, which will be offered for the first time in 2019.

Recent Refereed Journal Articles

- Dever, B. V., Dowdy, E., & DiStefano, C. (In Press). Examining the stability, accuracy, and predictive validity of behavioral-emotional screening scores across time to inform repeated screening procedures. *School Psychology Review*.
- Hochbein, C., Dever, B. V., White, G., Mayger, L., & Gallagher, E. (In Press). Methodological challenges in the study of school leader time use: A pilot study. *Educational Management Administration & Leadership*.
- Quirk, M., Dowdy, E., Dever, B. V., Carnazzo, K., & Bolton, C. (In Press). Universal school readiness screening at kindergarten entry. *Journal of Psychoeducational Assessment*.
- Dever, B. V., Gallagher, E., Hochbein, C.D., Loukas, A., & Dai, C. (2017). Examining subtypes of behavioral/emotional risk using cluster analysis. *Journal of Psychoeducational Assessment*, 35, 628-632.
- Rocchino, G.H., Dever, B. V., Telesford, A., & Fletcher, K. (2017). Internalizing and externalizing in adolescence: The roles of self-efficacy and gender. *Psychology in the Schools*, 54, 905-917.
- Mayger, L.K., Hochbein, C.D., & Dever, B. V. (2017). Childhood social capital and postsecondary degree completion. *Social Science Research*, 68, 74-87.
- Dever, B. V. (2016). Motivation as predictor of behavioral and emotional risk: Using the expectancy-value framework to inform prevention. *School Psychology Review*, 45, 417-433.
- Dowdy, E., Harrell-Williams, L.M., Dever, B. V., Furlong, M.J., Moore, S., Raines, T.C., & Kamphaus, R.W. (2016). Predictive validity of a student self-report screener of behavioral and emotional risk in an urban high school. *School Psychology Review*, 45, 458-476.
- Dever, B. V., Raines, T.C., Dowdy, E., & Hostutler, C.A. (2016). Disproportionality in special education: The promise of a universal screening approach to referral. *Journal of Negro Education*, 85, 59-71.
- Dever, B. V., Raines, T.C., & Dowdy, E. (2016). Factor structure and differential item functioning of the BASC-2 BESS Spanish language parent form. *School Psychology Quarterly*, 31, 213-225.

Continued on next page

Prominent Middle Career Scholars Series

Dr. Bridget V. Dever

Continued from previous page

Education

- Ph.D. University of Michigan, Ann Arbor Combined Program in Education and Psychology (CPEP), August 2009
 M.A. Marywood University, Child Clinical/School Psychology, May 2004
 B.A. University of Notre Dame, Psychology, May 2002 Education, Schooling, & Society Minor

Academic Positions

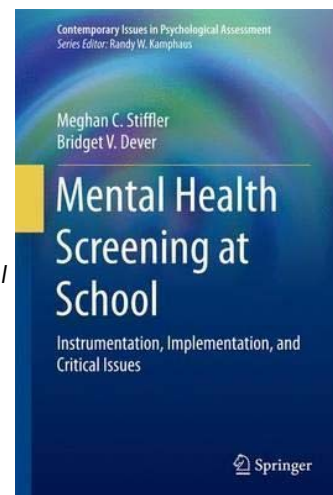
- 2017- Associate Professor of School Psychology (Methodology focus) Department of Education & Human Services, Lehigh University, Bethlehem, PA
 2013-2017 Assistant Professor of School Psychology (Methodology focus) Department of Education & Human Services, Lehigh University, Bethlehem, PA
 2011-2013 Assistant Professor of Research, Measurement, and Statistics Department of Educational Policy Studies, Georgia State University, Atlanta, GA Affiliated Faculty, Department of Educational Psychology and Special Education
 2009-2011 Institute of Education Sciences (IES) Post-Doctoral Research Fellow College of Education, Georgia State University, Atlanta, GA

Honors and Awards

- 2018-2020 Class of 1961 Associate Professorship, Lehigh University
 2016-2018 Frank Hook Assistant Professorship, Lehigh University
 2015 Early Career Scholar, School Psychology Research Collaboration Conference
 2014-2017 President & Provost's Faculty Development Travel Grant, Lehigh University
 2013 Editor's Appreciation Award, Journal of School Psychology
 2010 Excellence in Education Research: Early Career Scholars, AERA

Grants

- 2018-2019 Dever, B.V., & Chuah, M.C. (Principal Investigator/Core Faculty). *Project AIM: Assessing Intrinsic Motivation Using a Mobile Application*. Lehigh University, Faculty Innovation Grant.
 2017 Dever, B.V., & Chuah, M.C. (Principal Investigator/Core Faculty). *Beyond Paper and Pencil: Creating an App to Assess Student Motivation*. Lehigh University, Mountaintop Project Grant *Hierarchical Linear Modeling to Examine Classroom Context Effects Internationally*. Lehigh University, Data X Innovation Grant.
 2016-2017 Dever, B.V., & Wiseman, A. (Co-Investigator/Core Faculty). *Using Hierarchical Linear Modeling to Examine Classroom Context Effects Internationally*. Lehigh University, Data X Innovation Grant.
 2014-2015 Hochbein, C., Dever, B.V., & White, G.P. (Co-Investigator/Core Faculty). *Leading and Learning in a Village: Assessing Leadership Activity and Student Outcomes in Community Schools*. Lehigh University, Faculty Innovation Grant.
 2012-2013 Kamphaus, R.W., & Dever, B.V. (Co-Investigator/Core Faculty). *Georgia Measurement and Assessment Training Program*. U.S. Department of Education, Institute for Educational Sciences Special Education Research/Postdoctoral Training Grant.
 2012-2013 Gowen, S., Fournillier, J., & Dever, B.V. (Co-Investigator). *Evaluation of the Personal Responsibility Education Program (PREP)*. Georgia Department of Human Resources.



SIG SSRL Executive Officer Spotlight

Dr. Abraham Flanigan

Ohio University



Dr. Abraham Flanigan

Dr. Flanigan is an exemplary leader in our SIG. He is our SIG Junior Secretary and the mentor of the Graduate Students Committee. He is a postdoctoral research associate in the Scripps College of Communication at Ohio University.



Dr. Abraham Flanigan is a postdoctoral research associate in the Scripps College of Communication at Ohio University. Dr. Flanigan received his Ph.D. in Psychological Studies in Education from the University of Nebraska—Lincoln in 2018. His research is focused on factors that influence students' self-regulated learning processes and academic motivation. For instance, Dr. Flanigan has examined how college students' motivational and self-regulation of learning tendencies related to their use of digital devices (e.g., mobile phones, laptops) during class for non-class purposes. Going forward, Dr. Flanigan will examine ways to help instructors minimize the influence that digital distraction has on student behavior and learning during class.

Dr. Flanigan has examined how undergraduate computer science students' self-regulated learning experiences during the semester relate to changes in their implicit intelligence beliefs across time. He has presented his research at national and international educational research conferences such as the American Educational Research Association

(AERA), the Scholarly Consortium for Innovative Psychology in Education, ACM International Computing Education Research Conference, and the Mid-Western Educational Research Association.

Research Interests

Factors contributing to academic motivation; self-regulated learning tendencies; digital distraction; implicit intelligence beliefs

Recent Publications

- Flanigan, A. E.** & Kiewra, K. A. (2018). What college instructors can do about student cyber-slacking. *Educational Psychology Review*, 30(2), 585-597. doi: 10.1007/s10648-017-9418-2
- Flanigan, A. E.**, Kiewra, K. A., & Luo, L. (2018). Conversations with four highly productive German educational psychologists: Frank Fischer, Hans Gruber, Heinz Mandl, and Alexander Renkl. *Educational Psychology Review*, 30(1), 303-330.
- Flanigan, A. E.**, Peteranetz, M. S., Shell, D. F., & Soh, L. K. (2017). Implicit intelligence beliefs of computer science students: Exploring change across the semester. *Contemporary Educational Psychology*, 48, 179-196.
- Flanigan, A. E.**, Peteranetz, M. S., Shell, D. F., & Soh, L. K. (2017). Implicit intelligence beliefs of computer science students: Exploring change across the semester. *Contemporary Educational Psychology*, 48, 179-196.
- Flanigan, A. E.** & Babchuk, W. A. (2015). Social media as academic quicksand: A phenomenological study of student experiences in and out of the classroom. *Learning & Individual Differences*, 44, 40-45.

Abstract of a Study (Flanigan et al., 2017)

This study investigated introductory computer science (CS1) students' implicit beliefs of intelligence. We examined how (1) students' implicit beliefs changed over the course of a semester, (2) these changes differed as a function of course enrollment and students' motivated self-regulated engagement profile, and (3) implicit beliefs predicted student learning based on standardized course grades and performance on a computational thinking knowledge test. For all students, there were significant increases in entity beliefs and significant decreases in incremental beliefs across the semester. Significant findings for change across time were driven by changes in specific subpopulations of students. Students endorsed incremental belief more strongly than entity belief at both the beginning and end of the semester. Furthermore, the magnitude of changes differed based on students' motivated self-regulated engagement profiles. Students' achievement outcomes were weakly predicted by their implicit beliefs of intelligence. The relationship between changes in implicit intelligence beliefs and student achievement varied across different CS1 courses. Theoretical implications for implicit intelligence beliefs and recommendations for STEM educators are discussed.

Studying and Self-Regulated Learning Cartoons

