SPECIAL INTEREST GROUP

Studying and
Self-Regulated Learning

AERA
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Highlighting Outstanding Research and Scholarship Taking Place Within Our SIG Community

Metacognition and Self-Regulation in the "Post-Truth" Era:
Message From The Junior SIG Chair
Dr. Taylor W. Acee, *Texas State University*

Welcome to the fall 2018 edition of the Studying and Self-Regulated Learning SIG newsletter. I am happy to report that our SIG is active and growing. To date, we have 213 members. Our SIG members are actively conducting and disseminating research and research-based practices on SSRL topics across diverse disciplines and educational and cultural contexts. Our new website (www.ssrlsig.org), monthly SSRL SIG Times Magazine, and semester SSRL SIG newsletters highlight some of the excellent work of our members, including our graduate students and junior and senior scholars.

Dr. Taylor W. Acee

Over the past five years, our SIG has made great progress in implementing new initiatives and recognitions such as the Outstanding Poster Award, Barry J. Zimmerman Award for Outstanding Contributions, and the Graduate Student Mentoring Program. I would like to thank our past and current officers and contributors for their service, commitment, and hard work. Our program chairs, Pamela Murphy and Stephen Aguilar, have helped to recruit excellent reviewers and have begun putting together the program for our next annual meeting in Toronto, Canada. This is a massive undertaking and we send a big thanks to our program chairs and volunteer reviewers.

Our secretary and newsletter chairs, Evely Boruchovitch and Abraham Flanigan, have helped solicit and organize individuals to contribute to our newsletters. As with our past newsletters, the fall edition is rich with details about our members, SIG news, and discussions about the cutting-edge research we are conducting that cannot be found in any other outlet. We greatly appreciate Evely, Abraham, Keith Allen (our Newsletter Copy Editor), and the many graduate students and junior and senior scholars who have contributed pieces to our newsletters.

Our treasurers, Linda Sturges and Divya Varier, have done an excellent job recruiting new members, keeping accurate records of our finances, and helping to keep our SIG financially solvent. We thank both of them for their service.

Our graduate student members are not only the future of our SIG; they are an invaluable force of energy that fuels our current SIG activities. Just look through our website, the Times Magazine, and our newsletters. Our graduate students are producing and organizing much of this content. We thank our graduate students and the Graduate Student Committee for their active engagement. We would also like to recognize the chairs of our three awards committees, Matt Bernacki, Roger Azevedo, and Linda Bol, SSRL SIG Historians, Darolyn Flaggs and Kyle Du, Social Media Coordinator and Webmaster, Charles Raffaele, Newsletter Editor-in-Chief, Héfer Bembenutty, Newsletter Copy Editor, Keith Allen, and Graduate Student Mentoring Program Chair, Timothy J. Cleary.

Metacognition and Self-Regulation in the "Post-Truth" Era:
Message From The Junior SIG Chair
Dr. Taylor W. Acee, *Texas State University*
(Continued from p. 1)

I would like to give special recognition to Héfer Bembenutty. Héfer has been and continues to be a stalwart leader and supporter of our SIG. He has tirelessly worked to implement SIG initiatives and recruit, organize, and mentor our SIG officers and contributors. On behalf of our entire SIG, thank you for your many years of service!

We have an outstanding group of officers, contributors, and SIG members, and we could not be more thankful for your engagement and support!

Final Comment

As an undergraduate research assistant studying meta-awareness under the guidance of Dr. Jonathan Schooler at the University of Pittsburgh and later as a graduate student studying metacognitive aspects of learning under the supervision Dr. Claire Ellen Weinstein at the University of Texas, I had often wondered why thinking about one's own thinking deserved its own term—metacognition.

Why should my thoughts about a person passing by fall into a different category of cognition from my thoughts about my own thoughts passing by? Sidestepping a neurological discussion or philosophical debate, for me, part of the answer is because thinking about one's own thinking is fundamental to improving oneself. As thinking about how a car works can help one make it run better, thinking about how oneself works can help one function more optimally. As Barbara McCombs (2017) has explained in her "Historical Review of Learning Strategies Research: A Tribute to Claire Ellen Weinstein and Early Researchers of this Topic", metacognition has been and continues to be a unifying theme within research on strategic and self-regulated learning. This is in part because monitoring, evaluating, and regulating one's own thoughts, feelings, and behaviors is essential to learning and achievement. This idea can be extended to the larger groups and communities to which we belong.

Every individual within a larger system plays a role in how that system functions—each member has eyes to monitor and voices to regulate the system. Such co-regulation may be particularly important in a "Post-Truth" Era, this year's conference theme. In this vein, I call on the members of our SIG to help co-monitor and co-regulate our communities by calling out falsehoods, deceptions, and logical fallacies in thinking in a respectful and autonomy-supportive fashion. As academics, we are in a unique position to be voices of reason in our communities. High emotion and tribalism can cloud judgment in all of us. Finding ways to inject reason into hot situations can be challenging and will likely require patience, persistence, empathy, and self-compassion.

Sincerely,
Taylor

Reference

McCombs, B. L. (2017). Historical Review of Learning Strategies Research: Strategies for the Whole Learner—A Tribute to Claire Ellen Weinstein and Early Researchers of This Topic. *Frontiers in Education, 2*(6), p. 1-21. doi: https://doi.org/10.3389/feduc.2017.00006

Message From The Editors

Dr. Evely Boruchovitch, *University of Campinas &*
Dr. Abraham E. Flanigan, *Ohio University*

Hello, everybody! Thank you for reading through the Fall 2018 edition of the Studying and Self-Regulated Learning SIG Newsletter. We hope that you are all having a productive and satisfying semester so far!

We are confident that you will enjoy the contributions to the newsletter! Our SIG's Junior Chair, Dr. Taylor Acee, welcomed you to our newsletter and shared his thoughts on how we can all productively and respectfully contribute to discourse during this "Post-Truth" Era. We thank you, Taylor, for your wise and timely insights!

Membership in our SIG spreads across borders. Within the pages of this newsletter are interviews with three highly productive and accomplished scholars. First, Dr. Evely Boruchovitch interviewed Dr. Maria Aparecida Mezzalira Gomes and Dr. Jose Aloyseo Bzuneck, two of our esteemed Brazilian colleagues. Second, Dr. Darolyn Flaggs interviewed Dr. Daniel Moos—a former Chair of our SIG and a current Professor of Education at Gustavus Adolphus College. These three scholars reflect on their research trajectories and accomplishments and elaborate on how their research on self-regulated learning has made an impact on pre-service teachers and their local schools. These interviews provide a wonderful glimpse into the lives of three of our decorated colleagues!

You will also have the opportunity to read about the research pursuits of the scholars who won research awards at AERA 2018. Naomi Malone and her colleagues—winners of the SIG's *Outstanding Poster Award*—shares their research on metacognitive monitoring. *Graduate Student Research Award* winnners, Aloysius Anyichie, Deana Ford, Dr. MeganClaire Cogliano, Trisha Douin, and John Eric M. Lingat tell us about their award-winning research and future research plans. It is always wonderful to hear about the exciting and ground-breaking research taking place within our community of scholars!

In addition to learning about ongoing research in our SIG, you will also be treated to Dr. Karen Harris' in-depth review of Dr. Maria K. DiBenedetto's new edited book: *Connecting Self-Regulated Learning and Performance with Instruction across High School Content Areas*. Dr. Harris provides a thoughtful and exciting summary of Dr. DiBenedetto's work. Dr. Harris' review will certainly inspire anybody who does not already own a copy to go pick one up!

Our newsletter also contains information to help our SIG members boost their professional development and reputation. Dr. Linda Bol has placed a call for nominations for the **Barry J. Zimmerman Award,** Dr. Timothy Cleary calls for applicants to participate in the **SSRL SIG Mentoring Program** at AERA 2019, and Charles Raffaele provides helpful directions for navigating our SIG's website. Finally, the co-chairs of the **Graduate Student Committee**, Laith Jumah and Aloysius Anyichie, call on all graduate students to get involved in their new initiatives!

Finally, our special thanks goes to Dr. Héfer Bembenutty, our current SIG Chair who contributed greatly towards making this newsletter so interesting. We also would like to thank him for his commitment, effort, and dedication to our SIG.

We hope reading the newsletter is informative and enjoyable!

Best Regards,
Evely & Abe

Dr. Evely Boruchovitch

Dr. Abraham E. Flanigan

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

2019 Annual Meeting Theme

Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence

Toronto, Canada • Friday, April 5 - Tuesday, April 9

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.
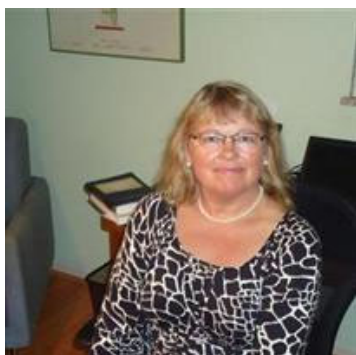
Recognition

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. Linda Bol

Dr. Barry J. Zimmerman

Affordances and Content Available on the SIG SSRL Website: A Imploration of You To Browse the Website's Many Features
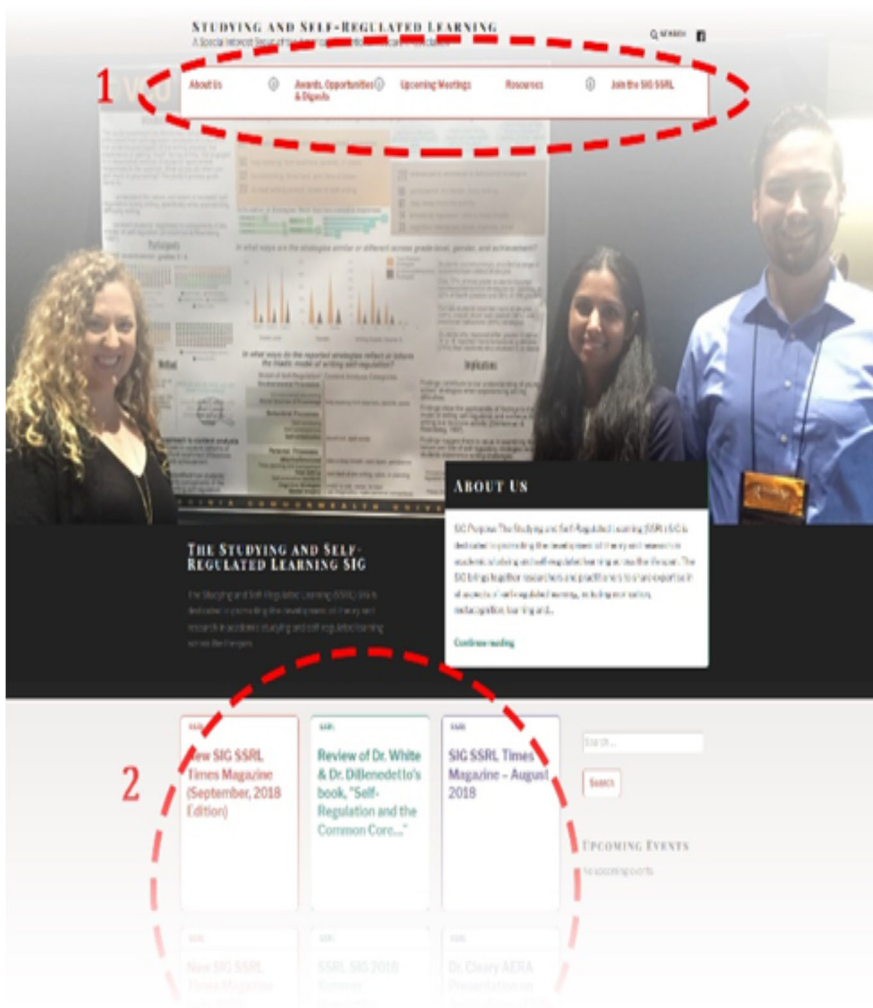
Mr. Charles Raffaele, *The Graduate Center, CUNY*

I don't know if you've visited our SSRL SIG's current website (www.ssrlsig.org), but if you haven't, I would like to encourage you to do so and to tell you some particular reasons why the website might be helpful to you. First, before suggesting ways to potentially use the website, I will describe to you the layout and organization of it.

1. There is the top bar with content organized into 5 different categories, some of which display additional sub-pages if you hover your mouse over them. The content here ranges from information about the SIG itself (under *About Us*), to ongoing announcements and a backlog of released newsletters and SSRL Times Magazine's (under *Awards, Opportunities & Digests*), to information about future annual AERA conferences and pictures from past ones (under *Upcoming Meetings*), to various resources relevant to the SRL graduate student, researcher or practitioner (under *Resources*), to finally a link for those interested to *Join the SIG SSRL*.

2. In addition, there is (below the large middle area with one of a few randomly cycling pictures of our SIG's members hard at work and clearly enjoying it) a list of recent blog posts on the site, starting with the most recent. These are generally redundant with the posts on the Facebook group, however, so if you follow the posts there you will not be missing the content here either.

If you are a newcomer to the SIG, a section like *About Us* might hold particular appeal. On the other hand, if you have been heavily involved in the SIG for a long time, the *Resources* section is likely to be a place to go back to time and time again. Some sections that are largely the same for long periods of time may hold new appeal once they are updated (e.g. the *Who We Are* page when new officers are elected, the *Awards & Opportunities* or *Upcoming Meetings* pages for a new year's information, or the *Upcoming Meetings* page also for when new photos from a recently passed conference are disseminated).

Affordances and Content Available on the SSRL Website as of October, 2018: A Imploration of You to Browse the Website's Many Features

Mr. Charles Raffaele, *The Graduate Center, CUNY*
(Continued from p. 5)

As this is a newsletter sent out to those who are already involved with the SIG and continually engrossed in SRL-related work, I believe the continuing value of the Resources section would be helpful to further highlight here (see right). These resources can be useful as hubs to assign your undergraduate or graduate students learning about SRL to pick papers from to read or watch videos from (all three *Pillars* pages, the *Resources for Graduate Students* page, or the *Publications & Media* page), for your own consultation with when taking the field you are already an expert in and developing your competence further (all three *Pillars* pages, or the *Publications & Media* page), or for teachers to utilize in promoting their own classrooms' self-regulation in learning about any school subject (the *Pillars: Inventions and Teaching* page, or the *SRL Resources for Teachers* page). The page cataloging the SIG's interviews to-date of expert faculty and SSRL figures, accessible through *About Us - Who We Are - Interviews*, can be of use for some of these purposes as well.

As such, it can be clear that, even if you have spent some time on the website or are already an established researcher in SRL, or a teacher interested in SRL for practical rather than research purposes, poring further into the website of the SIG SSRL (www.ssrlsig.org) can be a valuable activity for you. The website was intentionally designed to be attractive and professional-looking and have basic information about the SIG, but it is also more than that; it is a bastion of SRL knowledge, made for, by, and hewn from the people who bring self-regulation to life in learning.
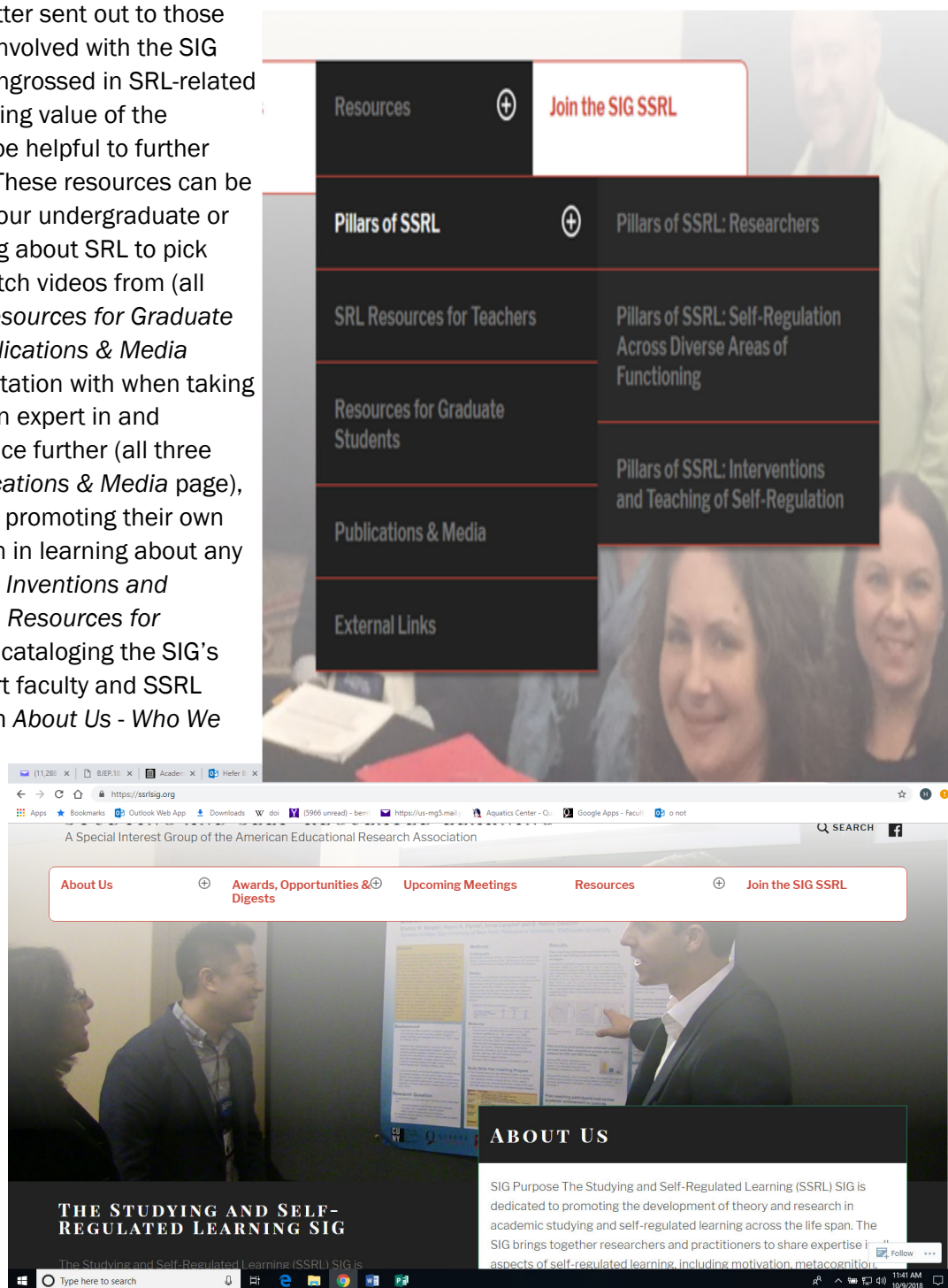
SSRL SIG Graduate Student Mentoring Program
Dr. Timothy J. Cleary
Rutgers, The State University of New Jersey

We are planning for our sixth annual Graduate Student Mentoring Program (GSMP) for the Studying and Self-Regulated Learning Special Interest Group of AERA. As part of this initiative, graduate students will have opportunities to receive mentoring from distinguished SRL scholars who share similar research interests. The program will be held concurrently with the 2019 Annual Meeting of AREA in Toronto.

What are the primary objectives of the GSMP?

- To support the development of a vibrant and supportive community of SRL scholars
- To provide graduate students with opportunities to receive mentoring and advice from established scholars in the field
- To provide professional networking opportunities for graduate students within the SSRL SIG community

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 if have an emerging or established program of research. We accept applications from all students, even if you participated in other AREA mentoring programs in the past or as part of the 2019 conference (e.g., Division C, Motivation SIG). Although the review committee would like to accept all applications, space is limited. Selection of graduate students will be based on a review of required materials (CV, research statement). Preference will be given to students who have yet to participate in the GSMP, but all students (regardless of their previous participation) are encouraged to apply.

We will be sending a formal Call for Applications to the SSRL listserv in November of 2018 to convey additional information about the nature of the mentoring program, application materials, and specific deadlines. I am happy to correspond or speak with any graduate student who has an interest in the program, or faculty members and scholars who may wish to serve as an SRL mentor as part of this initiative.

Best wishes,

Timothy J. Cleary
SSRL SIG Graduate Student Mentoring Program (GSMP), Chair
timothy.cleary@gsapp.rutgers.edu

Dr. Timothy J. Cleary

Participate in Our Facebook Group & Visit Our Website!

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 greater 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/

Effects of Metacognitive Monitoring during Problem Solving on Academic Achievement
Dr. Naomi Malone, Dr. Haiyan Bai, & Dr. Atsusi Hirumi
University of Central Florida

My colleagues and I were honored to receive the Outstanding Poster Award for the SSRL SIG during AERA 2018. It was a thrill to meet the researchers I had previously only known through their journal articles. We received the award for our presentation titled, "Effects of Metacognitive Monitoring during Problem Solving on Academic Achievement."

Dr. Naomi Malone

Research Overview: The aim of the study was to study the effects of different levels of support for self-monitoring (SM) learning during a complex problem-solving activity. The main research question that guided the study was: *"Do levels of self-monitoring support during ill-structured problem-solving have differential effects on students' academic achievement after controlling for individual differences of prior knowledge and self-efficacy beliefs? If yes, what are they? "*

Research Design and Methods: The study used a pre-post-test control group experimental design. There were three instruction conditions: no SM support (control), minimal SM support (tutorial providing reflection questions), and maximum SM support (both tutorial and required prompts). Participants were students given the chance to earn extra credit points and randomly assigned to the three groups. From the original 134 students 23 participants did not complete all of the required elements and were eliminated, leaving a total of 101 students.

Findings and Implications: Data were analyzed with SPSS using statistical test of analysis of covariance (ANCOVA) to test the differences between more than two groups and controlling for covariates. Assumptions were met and results indicated a significant difference on achievement across experimental and control groups controlling for pretest and self-efficacy beliefs ($p = 0.30$). Post-hoc analysis with a Bonferroni adjustment showed statistically higher test scores in the minimum support group than in the maximum support group. There were no other significant effects between groups although the minimum support group also received higher scores than the control group. This study contributes further evidence of the benefits of self-monitoring support for academic achievement in online higher education learning environments and leaves room for continued research about the differential effects of levels of self-monitoring support (Bannert & Reimann, 2012; Rodicio et al., 2013).

Future Directions: Naomi Malone will be working with Dr. Atsusi Hirumi and Dr.Haiyan Bae to publish her literature review and dissertation study in appropriate journals. In addition, she is co-writing a chapter about self-regulated learning in the context of lifelong learning for a book commissioned by Advanced Distributed Learning (ADL).

Selected References:

Bannert, M., & Reimann, P. (2012). Supporting self-regulated hypermedia learning through prompts. *Instructional Science, 40*(1), 193-211.

Ge, X., & Land, S. M. (2004). A conceptual framework for scaffolding iii-structured problem-solving processes using question prompts and peer interactions. *Educational Technology Research and Development*, *52*(2), 5-22. doi:10.1007/BF02504836

Rodicio, H. G., Sánchez, E., & Acuña, S. R. (2013). Support for self-regulation in learning complex topics from multimedia explanations: do learners need extensive or minimal support? *Instructional Science, 41*(3), 539-553.

Enhancing Culturally Diverse Learners' Engagement by Integrating Culturally Responsive Teaching and Self-Regulated Learning Practices
Aloysius Anyichie & Dr. Deborah L. Butler
University of British Columbia, Vancouver

My name is Aloysius Anyichie, and I am a PhD Candidate in the department of Educational and Counseling Psychology, and Special Education at the University of British Columbia, Vancouver. My esteemed mentor is Dr. Deborah Butler and she is my coauthor in my awarded paper, "Culturally Responsive Teaching and Self-Regulated Learning: An Integrated Approach to Support Engagement in Inquiry-based Learning." I'm completing my program in Human Development, Learning and Culture. My research focuses on the intersection of culture, engagement, motivation, self-regulated learning (SRL) and achievement in the classroom context. I'm interested in how students' cultural backgrounds interact with classroom contexts (e.g., instructional practices, teacher and peers) in shaping their learning processes including engagement, motivation and regulation of learning.

Aloysius Anyichie

Research Overview:
In my PhD study, I examined how elementary classroom teachers could create learning environments to support all students' learning processes in multicultural classroom contexts. Specifically, I investigated how integrated culturally responsive pedagogical practices (CRPPs) and SRL-promoting practices (SRLPPs) were designed and implemented. My study asked questions about: (1) how teachers integrated CRPPs and SRLPPs in order to create a supportive learning environment for culturally diverse learners; (2) teachers' perceptions of benefits and challenges of those CRPPs and SRLPPs in addressing students' needs; and (3) how those practices may have been associated with student engagement in the classroom context.

Research Design and Methods:
I applied situated and sociocultural perspectives to learning as sensitizing lenses to my research. To ground my study, I collaborated with elementary classroom teachers in designing classroom practices (e.g., inquiry-based projects) based on a CR-SRL framework (see Anyichie & Butler, 2017 for details). This framework has three interdependent dimensions: (1) *Classroom foundational practices* describe all the things teachers set in place in preparation for effective teaching and learning in their classrooms (e.g., creating a safe and caring environment); (2) *CR-SRL pedagogical practices* include the integration of CRPPs and SRLPPs in tandem (e.g., offering students opportunities to connect classroom assignments, such as an inquiry project to their cultural background or lived experiences); and (3) *Dynamic supportive practices* refer to all the support available for students as their learning unfolds (e.g., formative feedback). I employed a multiple, parallel case study design that integrated mixed-methods of data collection. More precisely, I generated data through video-taped observations, records of classroom practices, an experience sampling method, students' work samples, a student survey, and teacher and student interviews.

Findings and Implications:
Results from cross-case analyses indicated that: (1) teachers enacted practices in the three main categories of the CR-SRL framework while designing a supportive classroom context for all learners; (2) teachers perceived both benefits (e.g., for getting to know their diverse learners and creating inclusive classroom environment) and challenges (e.g., in designing complex tasks) associated with enacting new practices; and (3) student engagement and motivation could be linked to teacher practices. In addition, there were dynamic, complex learner-context interactions; students' engagement, motivation, and SRL were situated in sociocultural contexts, and varied across contexts (e.g., classrooms, teacher practices, and days). One of the major implications of this study is that the CR-SRL framework provided a successful guide for teachers' development of situated practices that enhanced culturally diverse learners' engagement.

Future Directions:
My future research will examine how student characteristics (e.g., social and cultural backgrounds, prior domain knowledge, and achievement levels), in relation to classroom practices, might shape their learning processes, such as engagement, motivation and regulation of learning.

The Effects of Self-Regulation Strategies on Middle School Students' Calibration Accuracy and Achievement

Ms. Deana J. Ford & Dr. Linda Bol
Old Dominion University

My name is Deana J. Ford and I am a doctoral student in Curriculum and Instruction, with an emphasis on teaching and learning, at Old Dominion University. My esteemed mentor is Dr. Linda Bol and she is my coauthor. I was awarded The Graduate Student Research Award at AERA 2018 for my research project titled *The Effects of Self-Regulation Strategies on Middle School Students' Calibration Accuracy and Achievement*.

Research Overview: The study investigated the impact of self-regulation strategies on metacognitive judgments (calibration) and mathematics achievement of typical and advanced achieving 7th grade mathematics students.

Research Design and Methods: A total of 84 seventh-grade mathematics students participated in the study. Four classes of students were randomly assigned to the intervention or comparison groups. The intervention included strategies such as four square graphic organizers and educational games that promote vocabulary and mathematics learning. The comparison groups received traditional instruction. The study was conducted for seven weeks.

Findings and Implications: The results revealed that participants in the intervention group were more accurate in their calibrations than participants in the comparison group, more specifically for postdiction accuracy. The results also revealed that advanced achieving students were more accurately calibrated. These findings extend school-based practices and other research that indicate self-regulation strategies are teachable. Therefore, teacher training should raise awareness to the importance of self-regulated learning and metacognition, so they may be integrated consciously and effectively into the classroom.

Ms. Deana J. Ford

Future Directions: This research project provided Deana a foundation for her dissertation project entitled *The Effects of Metacognitive Training on Algebra Students' Calibration Accuracy, Achievement, and Mathematical Literacy*.
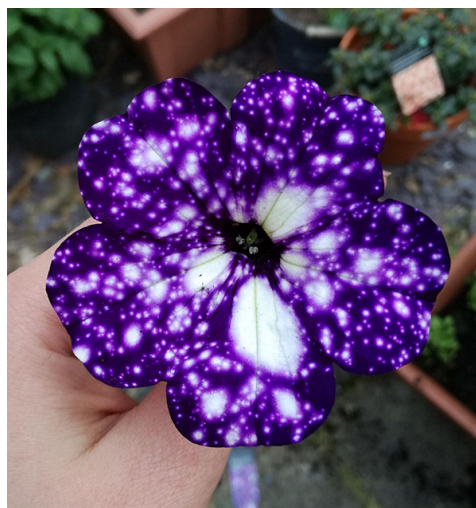
The Effects of a Retrieval Practice Intervention on Undergraduates' Monitoring and Control Using Performance Feedback
Dr. MeganClaire Cogliano, *Nevada State College* & Dr. Matthew L. Bernacki, *University of North Carolina, Chapel Hill*

Research Overview: With my esteemed mentor and coauthor, Dr. Matthew L. Bernacki, in this study I examined whether training influences students' abilities to accurately discriminate between information that is well-learned versus information that is yet-to-be-learned from practice-test performance in a college classroom context. Research questions were: (1) Which aspects of retrieval practice training predict exam performance?; (2) Do students who are trained to monitor feedback from practice-tests increase their accuracy in monitoring learning, in comparison to the control group?; (3) Do students who are trained about the benefits of practice-testing and monitoring feedback make better study decisions (control), in comparison to the control group?; (4) Are the effects of metacognitive training mediated by metacognitive monitoring and study decisions (control) on final exam performance? We expected that practice-test feedback would enhance exam performance because feedback after a practice-test increases learning because it provides students with the correct answer and an opportunity to correct their previous errors (Butler, Karpicke, & Roediger, 2007; Butler & Roediger, 2008; Metcalfe & Kornell, 2007). However, the degree to which feedback increases learning may be dependent upon the students' ability to monitor their own learning. In addition, students who are less self-regulated are less likely to use feedback to increase future learning or learning strategies (Hattie & Timperley, 2007). Therefore, we expect that if students are unable to accurately monitor feedback from a practice-test (i.e., calibrate their performance) then their future study sessions will be ineffective, leading to lower exam performance. In addition, we expected that the effects of the strategy training will be mediated by metacognitive monitoring accuracy and practice-test use.
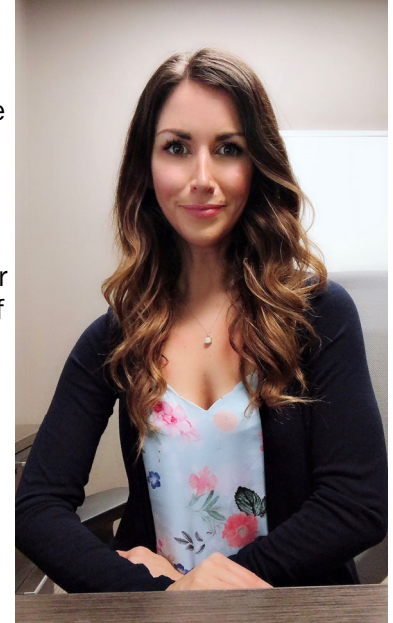
Dr. MeganClaire Cogliano

Research Design and Methods: Across a 15-week semester, students completed weekly multiple-choice practice-tests and feedback assignments. The feedback assignments asked students to discriminate between topics they do (i.e., well-learned) or do not understand (i.e., yet-to-be-learned) from each chapter. Monitoring accuracy scores were calculated by whether or not students were able to identify topics that were well-learned and those that were yet-to-be-learned based on their practice-test performance feedback. The students in the treatment condition were trained about the benefits of retrieval practice and how to use retrieval practice (i.e., repeated practice with spacing). Training of these skills were grouped into a metacognitive monitoring scale. In addition, students were trained on how to monitor performance and evaluate feedback from practice-tests. Training of these skills were grouped into a metacognitive control scale. The students in the control condition completed additional selected readings and assignments related to the course material.

Findings and Implications: Results from structural equation modeling showed that training about metacognitive knowledge and metacognitive regulation of retrieval practice increased final examination performance. We also found that monitoring accuracy of performance from feedback for both well-learned and yet-to-be-learned topics were more beneficial for non-quizzed items on the examination. Last, the effects of training on final exam performance of non-quizzed items was mediated by the monitoring accuracy of both well-known and yet-to-be-learned topics. The present results suggest that students' abilities to monitor feedback from practice-tests accurately is critical for strategy selection for yet-to-be-learned topics. In addition, our findings suggest that monitoring feedback accurately from practice-test feedback is important and can be improved with training.

Future Directions: Focus on training both monitoring feedback and how to monitor whether the study strategies students are using prior to practice-testing are effective.

Patterns in Metacognitive Awareness:
An Investigation of Undergraduate Biology Students
Ms. Trisha A. Douin, Mr. John Eric M. Lingat, Ms. Cara Worick, & Dr. Ellen Usher
University of Kentucky

Research Overview: The purpose of this study was to investigate the metacognitive awareness of undergraduate biology students (N = 428) at a southeastern U.S. university. Metacognitive judgments were assessed in two ways: by comparing students' estimated and actual performance (calibration) on four exams and by students' self-reported metacognitive self-regulation. Latent class growth analysis revealed distinct trajectories in students' calibration. Calibration was unrelated to self-reported metacognition, but positively related to course grades.

Ms. Trisha A. Douin

Research Design and Methods: Participants were 428 undergraduate students enrolled in introductory biology. Calibration was measured as the discrepancy between students' estimated and actual grades on four exams. The Metacognitive Self-Regulation subscale of the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & McKeachie, 1991) was used to assess self-reported metacognitive self-regulation (α = .77). Instructors provided students' final course grades. Repeated measures analysis of variance was used to examine whether students' mean calibration levels changed significantly over time (Boekaerts & Rozendaal, 2010). Latent class growth analysis was used to examine patterns between estimated and actual grade (raw discrepancy) across the semester (Jensen & Moore, 2008). Zero-order correlations were calculated between miscalibration, metacognitive self-regulation, and course grades.

Mr. John Eric M. Lingat

Findings and Implications: Students' calibration generally improved across the semester. However, three distinct calibration patterns emerged: overestimators who improved (early miscalibration that was later regulated), consistent overestimators who did not improve (persistent miscalibration), and consistent calibrators whose estimates were not highly discrepant (relatively good calibration). The association between miscalibration (i.e., the absolute value difference between students' expected exam scores from their corresponding actual exam score) and metacognitive self-regulation was not statistically significant, $r(185)$ = .038, p = .612. Mean miscalibration scores were significantly related to final grades, $r(185)$ = -.720, $p < .01$, but metacognitive self-regulation scores were not, $r(422)$ = -.008, p = .891. Findings support the idea that calibration is essential to metacognitive awareness and academic success (Bembenutty, 2009; Bol, Hacker, Walck, & Nunnery, 2012). Students who were better calibrated performed significantly better in the course overall. This approach to examining metacognitive awareness may offer an improvement over other self-report measures of metacognition. Our findings suggest that instructors should regularly evaluate students' metacognitive judgments throughout the semester and provide support to those who demonstrate persistent miscalibration. Activities designed to improve students' metacognitive judgments early in the course may help set students on a better learning trajectory.

Ms. Cara E. Worick

Future directions: Examining the relationship between students' chosen study habits and calibration may reveal better ways to improve metacognitive awareness. Investigating whether and how often students study and when prior to the exam may also be related to how aware they are of their knowledge. Students' self-efficacy for self-regulation has been shown to predict how well students manage their academic work and perform academically, but few researchers have examined its relationship to students' ability to judge how well they will perform. This might provide a promising avenue for future work.

Dr. Ellen L. Usher

An Interview with Dr. Maria Aparecida Mezzalira Gomes: Self-Regulation and Literacy
Interviewed by Dr. Evely Boruchovitch, *University of Campinas*

Maria Aparecida Mezzalira Gomes has master's and Ph.D. degrees from State University of Campinas (Unicamp), São Paulo, Brazil. She teaches Educational Psychology in Teacher Education Programs in private universities. Her research interests are related to self-regulation and reading processes.

Boruchovitch: *Could you tell us about your background and your educational experiences?*

Gomes: After graduating with an undergraduate degree in education, I completed graduate-level work in educational orientation and Psychopedagogy. Then, I worked as a teacher in elementary, secondary and high school, and in higher education, in both private and public schools in São Paulo State. I also worked in administrative and supervision positions at schools. My work was heavily concentrated in teacher training and education. I coordinated several projects targeted at improving students´ reading abilities, as well as projects aimed at creating school libraries.

Boruchovitch: *You started off your research by being interested in researching literacy then later on shifted to SRL related research. Can you tell us about this shift: why and how it happened?*

Gomes: I researched literacy in the city of Jundiaí, State of São Paulo, confronting the official orientation by the State Department of

Dr. Maria Aparecida Mezzalira Gomes

Education with teachers' effective literacy practices at schools. I enrolled in a master's program at UNICAMP in 2000 under Professor Evely Boruchovitch's competent supervision through which I learned about SRL. We had extremely inspiring and stimulating classes. At that time, I designed a reading intervention project based on the SRL perspective. My master's thesis aimed at showing the relationship between reading comprehension and performance in a game involving metacognitive questions concerning study and reading habits. In my doctoral training, I designed an intervention based on cognitive, metacognitive, and motivational strategies to foster self-regulated reading comprehension. Results showed that participants in the experimental group significantly improved their reading comprehension and metacognition from the pre-test to the post-test.

Boruchovitch: *Could you tell us about the major topics you are currently researching about self-regulation? Could you share some of the findings?*

Gomes: We developed and studied the validity of two reading motivation scales based on Deci and Ryan's (1985) self-determination theory. The first scale was for students in grades 3-9 of Brazilian Elementary School. The second scale was for students in grades 1-3 of Brazilian High School. These scales showed good psychometric properties. Results also evinced that students who were more autonomous in reading motivation were the ones who performed better in subjects like Portuguese Language.

Boruchovitch: *How would these findings inform theory? What are some practical implications of your research that could influence teachers and teacher education?*

Gomes: These findings show that cognition, metacognition, and motivation must be considered as relevant factors for learning. Self-regulated teachers can contribute effectively to students' self-regulation. Self-regulated teachers can help their students learn if, while teaching the content, they adopt motivational strategies that stimulate students' cognitive and metacognitive development and make a commitment to help students take ownership over their own learning processes.

An Interview with Dr. Maria Aparecida Mezzalira Gomes: Self-Regulation and Literacy
Interviewed by Dr. Evely Boruchovitch, *University of Campinas*

Boruchovitch: *How would you describe influence of SRL in Brazil's education system? Could you share your experience of being an invited speaker at the First Conference on SRL in Brazil, in July, 2016?*

Gomes: Several Brazilian researchers are awakening to the enormous contribution that SRL can have on the quality of training that we provide to teacher education students during their undergraduate years. There has been a growing focus on helping these students develop their self-regulation abilities and to promote positive affect among the students. For instance, I cannot express with words my experience of being an invited speaker at the First Conference on SRL in Brazil, in July 2016. It was very stimulating to see the interest of participants coming from different states and cities of the country. I believe that the number of participants will increase in the next event.

Boruchovitch: *Which advice would you give to graduate students who intend to conduct SRL research?*

Gomes: While choosing either the topic or the method, it is important to understand the literature that exists on this topic and the theory that will guide your investigation. It is also important to understand the current demands of the education system, which is often in need of new practices. And, if possible, it would be interesting to connect your current research objectives with your previous area(s) of work or with an area in which you are likely to work in the future.

Dr. Gomes' Select Publications

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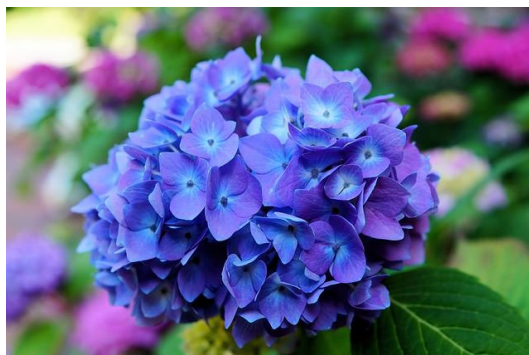
An Interview with Dr. Jose Aloyseo Bzuneck: Self-Regulation and Motivation

Interviewed by Dr. Evely Boruchovitch, *University of Campinas*

Dr. Jose Aloyseo Bzuneck got his master's and Ph.D. degrees at University of Sao Paulo, São Paulo, Brasil. He is a Senior Professor in the Teacher Education Program at the School of Education of the State University of Londrina (UEL), Londrina, Brazil. His research focuses on motivation to learn and self-regulation.

Dr. Jose Aloyseo Bzuneck

Boruchovitch: *Could you briefly tell us about your background and your educational experiences? You started off your research by being interested in researching moral development then later on shifted to SRL related research. Can you tell us about this shift, why and how it happened?*

Aloyseo: When I joined the Graduate Program in Psychology, cognitivism was a prominent theoretical framework in the field of educational research. My early research on the moral development of teenagers was grounded in the cognitive approach and Kohlberg's theory. During my doctoral training and early years as a faculty member, my interest was grounded in the cognitive approach and focused on teachers and students' motivation. Since the late 1980s, this has been the focus of my investigations. At the same time, I have followed Bandura's research about modeling and self-efficacy and used that information in the undergraduate courses I teach. In the 1990s, I conducted pioneering research in Brazil about teachers' self-efficacy. Besides Bandura's publications, I have also been influenced by the work of Paul Pintrich and Barry Zimmerman, whose research awoke my interests in the interface between cognitive and motivational regulatory aspects in learning processes. It was the work of these pioneering researchers that helped guide the shift in my research towards SRL-related processes. I am particularly grateful to Frank Pajares, with whom I had a close professional relationship. Pajares invited me to write a chapter in a book he edited. Evely Boruchovitch and I wrote together a chapter about Brazilian adolescence.

Boruchovitch: *Could you tell us about the major self-regulation component you are currently researching? Could you share some of the most exciting findings?*

Aloyseo: I have been investigating the relationship between self-regulated learning strategies and motivational constructs, using achievement goal theory and self-determination theory. The data have shown significant associations between motivational quality and SRL. Students who are focused on mastery goals or autonomous motivation tend to adopt self-regulated strategies. Now, I am using a microanalytic approach to evaluate self-regulated learning, following some trends and recommendations described by Bembenutty (2011).

Boruchovitch: *How would these findings inform theory?*

Aloyseo: Self-regulation of learning and academic motivation should not be considered merely as parallel events. They influence each other. For instance, the use of self-regulation strategies implies a level of academic motivation. Moreover, motivation itself is increased by the performance achieved by successfully implementing self-regulatory processes.

Boruchovitch: *What are some practical implications of your research that could influence teachers and teacher education?*

Aloyseo: The results of my studies with samples of Brazilian university students are aligned with other studies abroad. With respect to studying in general and other self-regulated learning processes, we have identified clusters of students who score lowly on self-regulation and in other related variables. Such students show gaps in certain strategies, especially in time management. Data also reveal that students must receive specific training in self-regulation abilities in order to be successful. This is especially important for those who intend to become future teachers. Accordingly, when they become active professionals, they will be more able to help their students become naturally self-regulated.

An Interview with Dr. Jose Aloyseo Bzuneck: Self-Regulation and Motivation
Interviewed by Dr. Evely Boruchovitch, *University of Campinas*
(Continued from p. 15)

Boruchovitch: *How would you describe influence of SRL in Brazil's education system? Could you share your experience of being an invited speaker at the First Conference on SRL in Brazil, in July, 2016? Could you share your experience of being an invited speaker at the First Conference on SRL in Brazil, in July, 2016?*

Aloyseo: In Brazilian research, we have made progress advancing theory, assessment, instruction, and practical applications on SRL. I believe that it would be important to conduct more research that could identify whether there are programs targeted at fostering the development of SRL in teacher education courses. An evidence of the increased interest on SRL in Brazil was obvious during the First Conference on SRL in Brazil, in July, 2016. During the conference, it was a stimulating experience to present to the Brazilian academic audience theory, research, and practical applications on the topic of self-regulation and motivation. Research on SRL is growing in the Brazilian context.

Boruchovitch: *Which advice would you give to graduate students who intend to conduct research on SRL?*

Aloyseo: My first suggestion would be for students to carry out qualitative studies and to take a microanalytic approach, in which it is possible to measure the extent to which participants adopt self-regulation strategies in specific contexts and tasks. I would also recommend that in quantitative research, self-centered approaches should be employed rather than variable-centered approaches. I believe the former approaches allow us to analyze students' profiles concerning the use of several strategies more precisely. It is a potentially more relevant procedure for diagnosis and can form the basis for decisions about interventions.

Dr. Bzuneck's Select Publications

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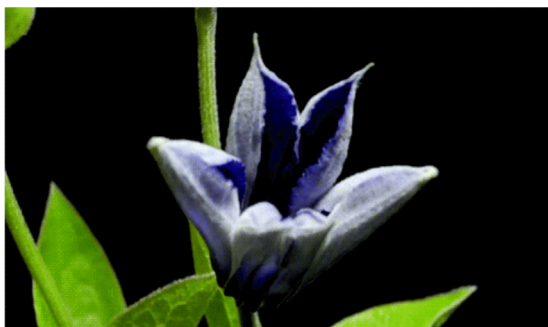
An Interview with Dr. Daniel C. Moos: A Former SSRL SIG Leader Reflects on His Work
Interviewed by Dr. Darolyn A. Flaggs, *Kennesaw State University*

Dr. Daniel C. Moos received his PH.D. degree from the University of Maryland. He is a Professor and Department Chair in Education at Gustavus Adolphus College. Dr. Moos is also a former Chair of the Studying and Self-Regulated Learning SIG.

Dr. Daniel C. Moos

Flaggs: *Since our last interview in 2015, your tenure as senior SIG chair has ended, how have you kept yourself connected with our SIG and our members?*
Moos: The SIG's recent chairs, Drs. White and Bembenutty, facilitated a number of important initiatives over the last several years, many of which have made it easier to stay connected with the SIG and its members. I could not attend AERA last year due to another professional commitment, yet I felt connected and informed about the activities of the SIG. I always look forward to reading the SIG SSRL Times Magazine – it is relevant, interesting, and offers an accessible connection to the work of our amazing colleagues. There are times when I am trying to juggle one too many tasks, so initiatives like the Times Magazine and other communication tools enable me to stay connected to this SIG in a meaningful and manageable way.

Flaggs: *The conceptual framework you developed underlies an experiential and reflective model that leads to a principled approach to teaching. What would you say are some of the most salient components of your model?*
Moos: The Department of Education at Gustavus Adolphus College has as its organizing theme "teaching as principled practice." Grossman (1990) discussed the concept of *teaching as principled practice* in her description of an English methods class instructor: his strategies in the classroom and the philosophy that undergirded his classroom practices. Like the English teacher featured by Grossman, our education programs seek to foster in candidates the ability to explain why they do what they do in the classroom. We would like teachers to exit our programs with an ability to defend their instructional choices on the basis of pedagogical, moral, and ethical grounds, as well as utilize data, theory, and research to support their instructional decisions. Our department uses this conceptual framework to develop programs that facilitate analysis and reflection and a broad knowledge base. We hold that teaching is not simply a technical enterprise, with a discrete set of skills to be acquired, but rather it contains a moral and ethical basis as well.

Flaggs: *Some of your research agenda focuses on the role of self-regulated learning in emerging classroom technology. How do you use SRL and technology when you are training teachers?*
Moos: I regularly teach an educational technology course to pre-service teachers. In my opinion, one challenge of teaching this course to pre-service teachers is the nature of technology. Classroom-based technology evolves quickly. Many of the current classroom-based technologies may very well be outdated or outright replaced by the time pre-service teachers graduate. With that challenge in mind, I consider how to incorporate current classroom-based technologies into the educational technology course with the understanding that these technologies may be outdated when the students graduate and begin their teaching careers. In order to address this challenge, I frame the educational technology course around inherent design features of current technologies (nonlinear access to multiple representations of information), which is likely to guide the design of classroom-based technology for the near future. The SRL framework offers a natural lens to understand how students learn in environments with such design features.

An Interview with Dr. Daniel C. Moos: A Former SSRL SIG Leader Reflects on His Work
Interviewed by Dr. Darolyn A. Flaggs, *Kennesaw State University*

Flaggs: *Another component of your research agenda focuses on the role of self-regulated learning in the development of pre-service teachers. How do you integrate SRL into the development of pre-service teachers?*

Moos: I feel blessed to have worked under the mentorship of Dr. Roger Azevedo and collaborated with Drs. Jeff Greene and Jennifer Cromley during my graduate studies. Through my work in Dr. Azevedo's *Cognition and Technology Lab*, I developed an interest in SRL within the context of emerging classroom-based technology. I continued this line of research when I first arrived at Gustavus, with recent research focusing on SRL in flipped classrooms and social media. While I continue research in this area, my interest is extending to the impact of SRL in the development of pre-service teachers. I can point to several factors that prompted this new area of research for me. I work primarily with pre- and in-service teachers and am drawn to research that provides accessible classroom strategies. Our SIG colleagues (Héfer Bembenutty, Bracha Karmaski, Tova Michalsky, Nancy Perry, and Marie White to name a few) have been very influential in this area as their work offers teachers practical strategies for supporting SRL in the classroom. Additionally, I am now intentionally embedding explicit guidance and scaffolding on SRL instruction for the pre-service teachers in my Developmental and Educational Psychology course. The field has provided robust evidence that explicit strategy instruction (the "what" and the "why') is more effective than implicit strategy instruction (only the "what"). In line with this research and best practice, I am embedding more opportunities for pre-service teachers to engage in self-regulation during my Developmental and Educational Psychology course. After all, teachers are best positioned to support SRL in the classroom if they have the capacity to self-regulate their own learning. As far as research in this area, I am slowly developing an agenda that more fully explores the impact of SRL on pre-service teacher development. We currently have several studies under way that explore the complex relationship between pre-service teachers' prior beliefs and self-regulated learning about relevant and controversial topics (i.e., standardized testing).

Flaggs: *What are you currently working on (i.e. research, new courses, projects)?*

Moos: My career over the last several years has taken a slightly unexpected turn. I served our college in several administrative positions, first as the Assessment Director and currently as Department Chair. Both of these roles have provided a number of professional development opportunities, most notably with accreditation reviews for our college and department. We are currently preparing for our onsite accreditation review and, as Department Chair, I am responsible for facilitating the preparation for this review. Working with representatives from the Professional Educators Licensing Standards Board has been formative and grounding.

Flaggs: *What recommendations do you have to graduate students aspiring to teach future teachers?*

Moos: In my opinion, a fairly unique challenge emerges when working with future teachers. These students have over twelve years of experience related to the profession before they even start a teacher education program! As students, they have amassed an incredibly robust body of experiences related to teaching. On one hand, these experiences offer concrete examples that can bring the abstract theory and research to life. On the other hand, highly individualized prior experiences can lead to misconceptions regarding effective pedagogy and classroom practices. In my experience, these misconceptions can be difficult to change. Most recently, I have relied on the *Conceptual Change Model* as a framework for working with future teachers. This model offers a systematic approach to designing class activities and assignments that offer future teachers the opportunity to carefully analyze and re-conceptualize current beliefs about teaching.

Dr. Darolyn A. Flaggs

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

Book Reviewed by Dr. Karen R. Harris, *Arizona State University*

Connecting Self-Regulated Learning and Performance with Instruction across High School Content Areas by Maria K. DiBenedetto (Ed). Springer, 2018, 471 pp. ISBN- 13: 978-3319909264. $169.99.

Dr. Maria K. DiBenedetto has published a truly unique book: *Connecting Self-Regulated Learning and Performance with Instruction across High School Content Areas*. In all my reading of the applied work in self-regulation, I have never come across a book like it. The central purpose of the book was to bring together high school teachers doing outstanding work in classrooms to integrate development of self-regulated learning (SRL) into their teaching with scholars who could bring one of the several current theoretical frameworks regarding SRL to bear in analyzing the work of these teachers and their students. DiBenedetto provided a well-thought-out structure for each chapter and for the lesson plans shared here, providing a high degree of consistency across the chapters which provides readers with an outstanding schema. Fourteen chapters are co-authored by one or more high school teachers and one or more scholars. Each of these chapters opens with the "teachers' section," which is then followed by the "scholars' section." Each co-authored chapter addresses a core learning area in high schools that is addressed in the Common Core State Standards (CCSS). Sections of the book address: English Language Arts (Reading and Writing); Social Studies (World History, Civics, Economics, and U.S. History); World Language Learning (Spanish); the Arts (Visual Arts and Music); Health and Physical Education (Picturing Health and Learning Strength-Resistance Exercises); Students with Special Educational Needs (ELA – Writing, Social Studies, and Biology); The Flipped Classroom (Use of Social Media and Technology to Teach Social Studies); and Homework and Alternate Learning Centers (ELA - Literacy).

Across these 14 chapters co-authored by teachers and scholars, 29 lesson plans and narratives by the teachers explaining their goals and how the lessons unfold are presented (some chapters include more than one lesson plan). Each lesson plan includes the relevant CCSS addressed, explicit learning objectives, instructional and learning materials needed, an estimate of the time needed for the lesson, and then a description of each targeted activity in the lesson and its purpose. As appropriate, teacher tasks after the lesson are also described. Finally, each lesson plan includes suggested strategies for working with students with exceptionalities and/or students for whom English is a second language. Materials used and/or student work are provided in many of the lessons as well. I found the common lesson plan structure extremely helpful in understanding what was sought in each lesson by the teacher. The teacher narratives and materials shared following the lesson plans are highly engaging and I found myself picturing these lessons in my mind as if I were an observer in these classrooms. DiBenedetto set out to "provide readers with real-life examples of self-regulation in action," a goal that is met with style and impact.

Connecting Self-Regulated Learning and Performance with Instruction across High School Content Areas
Book Reviewed by Dr. Karen R. Harris, *Arizona State University*

The focus of each chapter then turns to the scholars' analysis. In the opening chapter of her book, DiBenedetto does not stop with providing the reader with an overview of the book, including the expectations for teachers' and scholars' sections, the structure of the book, and an introduction to what is addressed in each chapter. In addition to the set-up of the scholars' section of each chapter, she provides a cogent, efficient, and effective discussion of social cognitive theory and related theoretical frameworks that are applied in a case study type approach to the scholars' analysis of each lesson plan and its narrative. Opening with Bandura's triadic model and his conceptualization of self-regulation, she then covers Zimmerman and Schunk's three models of SRL, Pintrich and Zusho's model of SRL, and Winne and Hadwin's model of SRL. I know that I will return to her thoughtful elicitation of the core characteristics and components of each of these models frequently. She provides both the SRL scholar and the reader new to SRL with a remarkable and valuable synthesis of this work. For each chapter, one or more outstanding scholars in SRL, true leaders in this field, walk us through how what these teachers are doing in their classrooms epitomizes aspects of theories of SRL, selected research that supports what these talented teachers are doing, and how these lessons address CCSS and development of self-regulated learners.

In addition, Barry J. Zimmerman provides a thoughtful Foreword for DiBenedetto's distinctive and impressive book, while Albert Bandura's comments in the Closing Commentary reinforce the contribution of this book to the translation and implementation of SRL and helps to set the stage for widespread use of proven programs in our schools.

When I put this book down, knowing I will return to it and share it many times in the years to come, I could not stop thinking about just how far we have come. My first exposure to research on self-regulation was as a masters student in the 1970s, when I discovered the important works on self-regulation being done by behaviorists who saw how affect, behavior, and cognition were all relevant in developing self-control/self-regulation. Kanfer and Karoly (1972), in fact, referred to this growing body of work as "a behavioristic excursion into the lion's den." While today the foundational work of many behavioral researchers in SRL often goes unnoted or unknown (cf. Harris, 1982; Mahoney & Thoresen, 1974), this "behaviorism goes cognitive" work was a harbinger of the future. As a doctoral student in the late 1970s, I read and reread two books that further changed the future of our understanding of development, learning, and teaching. Both authors brought together and transformed understandings and research on affect, behavior, cognition, and situation. Bandura's (1977) book, *Social Learning Theory,* gave us the foundation for powerful work recognizing the interactions among affect, cognition, behavior, and environmental factors. Meichenbaum's (1977) book, *Cognitive Behavior Modification: An Integrative Approach* created no small furor in the field, and for me, provided the initial foundation for the stages and characteristics of self-regulated strategy development (SRSD) instruction aimed at impacting affect, behavior, and cognition (Harris & Graham, 2017).

How far we have come, due to the work of so very many, indeed. I close this review with a thank you to Maria DiBenedetto and all of the scholars of DiBenedetto's ilk, who will continue to transform work in SRL for generations to come.

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Graduate Student Committee Announcement: Bringing Graduate Students Together and Enriching Their Academic Adventures

Laith Jumah and Aloy Anyichie

We, the graduate student committee chairs, are pleased to extend our heartfelt greetings to our SSRL SIG-members. The Graduate Student Committee was established to help integrate the graduate students in the SSRL SIG, and to strengthen and further enrich their academic experiences. To achieve these goals, we are working on two projects this academic year 2018/2019:

The interview project. In this project the SSIG SIG's graduate student members are interviewing highly productive educational scholars. The purpose of this project is to provide advice to the graduate students on how to become successful in their research and study. Graduate Student Committee members believe that these interviews offer an excellent source for professional development for our SIG's graduate student members. Currently, we have published several interesting interviews with some of SRL's distinguished professors (you can find all of the interviews on the SIG's website https://ssrlsig.org/). Stay tuned for more interviews coming soon.

The showcase research labs of SRL. The Graduate Student Committee initiated this project of showcasing research labs of world-class highly productive scholars in our field. The purpose of this project is to foster the professional development of graduate students by introducing them to the works of excellent scholars. We are asking scholars to share information about their research labs and teams, so we can publish these reports in our SIG newsletter, monthly Times magazine, Facebook page, and website. We have already published some showcases in the last few months. In addition, we have identified research labs to be featured each newsletters, through April 2019.

We take this opportunity to thank all of you who are participating in our committee and have taken part in our projects. Also, we are recruiting new students to participate in the committee, so, we encourage you if you are interested in participating in any of our projects (e.g., conducting interviews with SRL researchers) to contact us by email (see contact information below). Furthermore, we request that you invite other interested graduate students to become members of our SIG. Any suggestions about how we can best serve our SSRL SIG are appreciated.

Sincerely,
Laith Jumah (laj16b@my.fsu.edu)
Aloy Anyichie (aloy.anyichie@alumni.ubc.ca)

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