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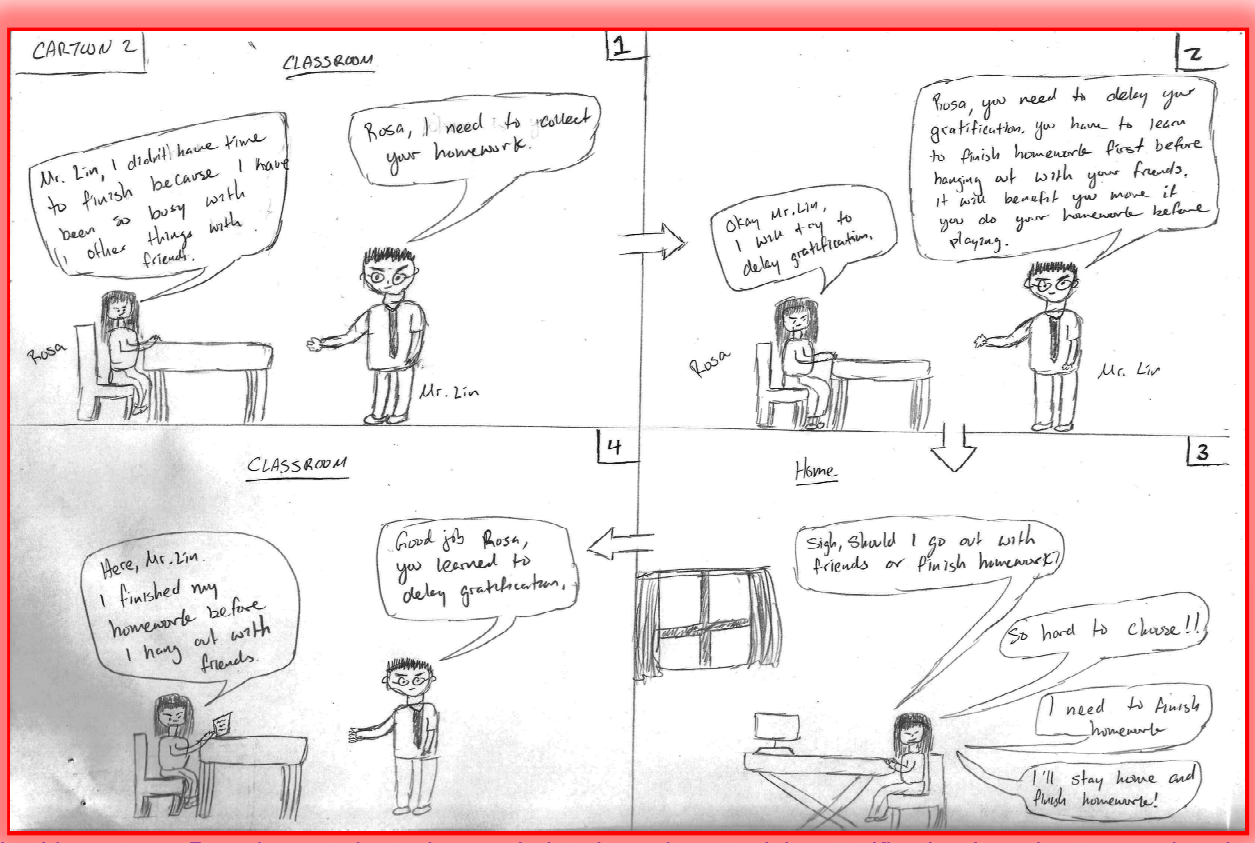
Special Issue: Reflecting on Teachers' and Students' Belief Systems About Self-Regulation of Learning (Lawson et al's (2018, *Educational Psychology Review*))



In this cartoon, Rosa is a student who needed to learn how to delay gratification in order to complete her assignments. When Mr. Lin collected the homework assignment, Rosa told him that she did not complete the assignment because she went out with her friends. Mr. Lin attempted to teach Rosa about delaying gratification. Delay of gratification is an essential self-regulated learning process for everyone including teachers, teacher candidates, students, and parents. Delaying of gratification means to set goals and push other distractions away before reaching essential goals. By delaying gratification, learners are not getting immediate rewards; instead, they get the reward after reaching their goals. Rosa needed to delay gratification by not hanging out with her friends before finishing her homework at home. To reach her academic goals, Rosa must not look for immediate rewards such as going out with friends to watch movies or shopping. If Rosa delays her gratification, her reward will be receiving a high grade in the class. When students learn to delay gratification and can focus in school as their priority, the student can perform better in the classroom.

Mr. Wei Lin, a New York City Teacher

The SRL Red Herring Fallacy: Teachers' Beliefs about Self-Regulated Learning

Dr. Héfer Bembenutty

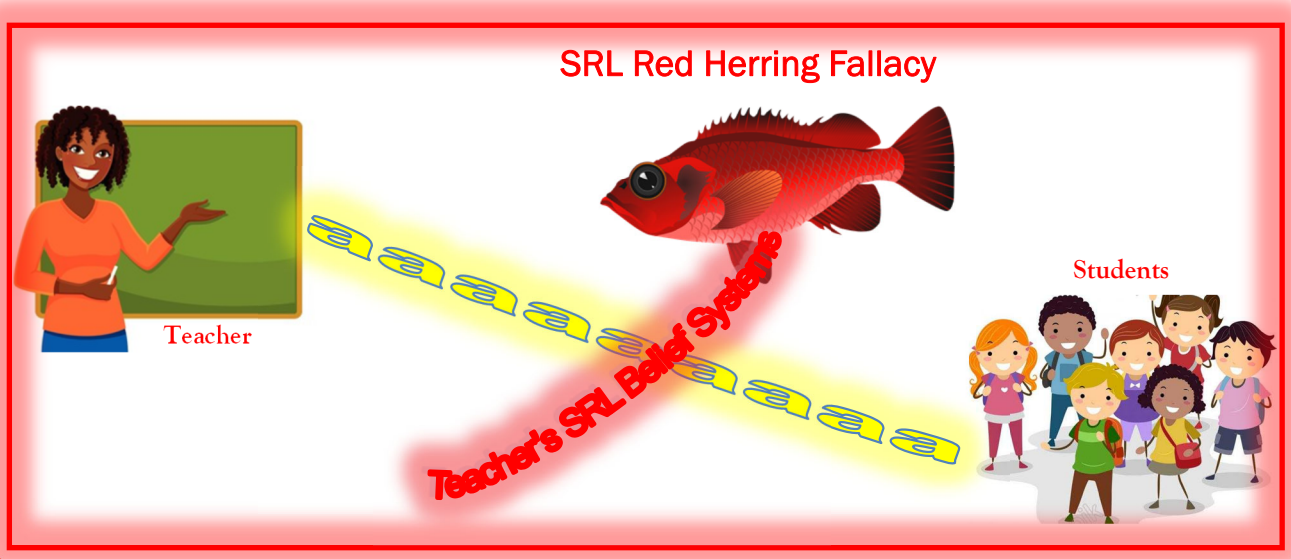
In this Times Magazine's special issue of the American Educational Research Association (AERA) Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG), we reflect on the teachers' and students' belief systems about self-regulation of learning (SRL) discussed by Lawson, Voshniadou, Van Deur, Wyra, and Jeffries (2018) in their article published in *Educational Psychology Review*. In this insightful article, the authors argued that despite the solid evidence of the vital role SRL plays in learning and development, the literature reveals that teachers' belief systems related to SRL have misconceptions, although those beliefs may be rooted in legitimate concerns. Some of the beliefs are "Knowledge of learning and SRL is acquired implicitly and so does not need to be explicit." "As a teacher, I am not sure I can teach about SRL." "Leave the self-regulation to the students." "Self-regulation is only for some students."

Exposure to these teachers' beliefs brought to mind the motion picture, *The Trial* (2010), in which the prosecuting attorney accused the defendant and his lawyer of using the ***red herring***, a technique known to distract the jury from focusing on the evidence. In the natural world, a red herring is a fish that protects its eggs from predators by diverting attention from the hidden eggs by diving in front of the enemy. Two centuries ago, William Cobbett popularized the intentional or unintentional use of the red herring façade as a way to distract from a critical issue. When applied to SRL, teacher educators and in-service and pre-service teachers could be encouraged to consider the adverse effects their beliefs about SRL, functioning as an ***SRL red herring fallacy*****,** could have on the learners placed in their care as educators.

It should be considered the possibility that without intention, the beliefs discussed in the article, divert teachers from considering that SRL has much to contribute to teaching and learning and should be ingrained in all areas of the curriculum. A classroom in which a teacher integrates SRL is a learning environment in which students can become successful learners with the skills needed to become lifelong learners. As researchers and educators, we need to consider our part in removing the ***SRL red herring fallacy***. These beliefs should be met with strong efforts, so they do not distract teacher educators and teachers from the pivotal role of SRL.

Some teachers' beliefs are inconsistent with the American Psychological Association's *Top 20 Principles from Psychology for PreK–12 Teaching and Learning*. The 20 Principles address SRL. For instance, Principle 7 is "Students' self-regulation assists learning, and self-regulatory skills can be taught." Principle 12 is "Setting goals that are short-term (proximal), specific, and moderately challenging enhances motivation more than establishing goals that are long-term (distal), general, and overly challenging." These skills also can be taught or enhanced through direct instruction, modeling, scaffolding, and by promoting academic delay of gratification, organization, metacognition, help-seeking, and planning. APA recommends that teachers can present the goals of lessons and tasks very clearly to students, break down tasks into smaller components, provide time and opportunities for students to identify and evaluate the short- and long-term consequences of their decisions.

Without the integration of SRL in daily curriculum, we cannot impart effective teaching and students cannot become successful learners. Without the emphasis on SRL, we cannot train effective future teachers. Without SRL, our schools would prioritize on simply endorsing respect, zero tolerance, accommodation or assimilation without the celebration of equity, diversity, and inclusion. Without SRL, children will fall behind by lacking self-efficacy beliefs, self-monitoring, help-seeking skills or willingness to delay gratification. The contributors to this special issue have reflected in how by designing appropriate lesson plans, creating positive classroom environments, and displaying a caring disposition based on self-regulated culturally proactive pedagogy, teacher educators and teachers could avoid the ***SRL red herring fallacy***.



Recent Video Interviews by Graduate Students
Aloy Anyichie & Laith Jum'ah, Chairs of the Video Series
Dr. Abraham Flanigan, Mentor of the Video Series


Dr. Stephen Farenga

Mr. Charles Raffaele interviewed Dr. Stephen Farenga. In it, Dr. Farenga discusses many topics of interest to graduate students, professors, and practitioners. These include his research on the different merits of digital and paper-and-pencil learning, his research on spatial abilities in humans and their importance across various domains, his work in methods of science instruction, and tips for graduate students working on a doctoral degree.


Dr. Allyson Hadwin

Ms. Sarah Davis has interviewed Dr. Allyson Hadwin. In it, Dr. Hadwin speaks on topics including the progression of her career in SRL (from the beginning until now), favorite parts of her teaching of elective Learning Strategies for University Success, and three tips for graduate students to become successful scholars.


Dr. Dale H. Schunk

To the SIG's interview video series, Mr. Charles Raffaele interviewed Dr. Dale Schunk. In it, Dr. Schunk goes into subjects such as mentorship of himself when he was an emerging researcher, self-efficacy focuses of his early work, his subsequent work in self-regulation, his practicing of self-regulation in balancing keeping up a high rate of writing alongside other professional responsibilities, and tips for graduate students including regarding picking a topic that one finds important.


Dr. Maria K. DiBenedetto

For our Conversations with Productive Scholars video series, Mr. Charles Raffaele interviewed Dr. Maria K. DiBenedetto. In this interview, Dr. DiBenedetto talks about her research path going back to her dissertation, the role she has as both a teacher and department chair in a high school science department, her methods of promoting self-regulated learning strategies among other teachers in that department, and information for graduate students including a suggestion to take initiative to meet with one's advisor without being asked to do so and a description of potential positive results of doing so.


Dr. Deborah Butler

Mr. Daniel Chang conducted an interview with Dr. Deborah Butler. In it, Dr. Butler discusses different interconnecting phases of her career, the exciting and interesting work of her current graduate students, tips for graduate students of finding your own passion and voice in your field but also exposing yourself to a variety of different areas of research, and much more.

Teacher Candidates Beliefs about Self-Regulation of Learning

Dr. Marie C. White, Raquel Colón, Hillary Excandon, Rafaela Gomides, Tonya Guadeloupe, Andrew Palomino, Hyunbin Park, Kiara Ramirez, Rasheda Simmonds, Shaneka Williams, & Jewela Zalsos
Nyack College

In their article, *Teachers and Students' Belief Systems about the Self-Regulation of Learning*, Lawson, et al. (2018) support the notion that a challenge for educators of preservice teachers is to address the beliefs that may interfere with attaining self-regulated learning (SRL) for our students and their future students. A group of students in their first educational psychology class volunteered to participate in the reading of the article and to share their reflections of Lawson et al.'s article. Their reflections indicate the importance of raising a student's awareness of the agency of self-regulation. Teacher educators should take into account that the first place pre-service teachers might be exposed to SRL is in an educational psychology course—although SRL needs to be ingrained in all education courses. Explicit instruction can lead to a better quality of knowledge about SRL, along with practical applications. In the case of this teacher candidates, homework logs were one way to introduce a practical process of self-regulating. Further exploration and discussion of the SRL beliefs discussed by Lawson and his associates are needed as to explain why some students struggle to generate any simple explanations of how learning occurs or to explain how the strategies they use assist their learning. Many of the teacher candidates who volunteered to share their insights after reading the article English Language learners. The responses are provided below.

Dr. Marie C. White with some of her students
Nyack College

Reflection 1

As observed by Lawson and his associates, the knowledge and practice of self-regulated learning (SRL) for preservice teachers are pivotal if we are to be effective teachers who want to teach self-regulation to our students. If we leave the responsibility and practice of SRL to students, it would be challenging for them to self-regulate and they may not even realize what it means and the significance of it in their lives. Before taking my first educational psychology class, I did not know about self-regulation. Learning about self-regulation and self -efficacy have improved my perspective, attitude, and strategy towards learning and teaching. I have been more aware of how to think about the process of learning. With the belief mentioned by Lawson and his associates indicates that self-regulation relies primarily upon the student rather than on the teacher, my experience clearly shows how that can quickly happen. However, as a teacher, I can be an agent of change.

Reflection 2

According to Lawson and his associates, we cannot stress enough that SRL is essential for pre-service teachers. According to the authors, some future teachers struggled to generate a simple explanation as to how learning occurs or explain how the strategies they use have a positive effect on learning. I understand their point because I have had the same problems, but that is why I believe it is imperative for pre-service teachers to learn about self-regulated learning (SRL). SRL training would be helpful with maintaining an organized approach to learning, and as a result, train us to be able to teach these organizational strategies to our students. I developed an interest in SRL when I started learning about theories of learning and development at Nyack College. I needed SRL because I have been unable to organize myself. Along with what we had been taught, we started doing homework logs for each assignment. The task has been helpful because it has helped me maintain my organization in those assignments.

Reflection 3

Dr. Marie White introduced me to self-regulated learning in our educational psychology class at Nyack College. Self-regulated learning is shaping the way I complete my assignments as well as managing my time. After being introduced to SRL, I realized that I have already acquired some strategies before learning about SRL as a learning theory. These strategies have expanded after broadening my knowledge of SRL through the studying of the complexities of social cognitive theory. Completing homework logs was undoubtedly a way to self-regulate my learning, by setting a specific goal and using certain strategies to attain my goal. SRL is crucial in the life of a teacher as well as being able to teach it. There are many beliefs teachers have towards SRL. Some teachers are not sure whether they can teach about SRL. They might not know enough about it or might not have the confidence in being able to teach it. Before being able to teach about SRL, teachers must first assess and enhance their self-efficacy.

Learning about self-regulation and self-efficacy have improved my perspective, attitude, and strategy towards learning and teaching.

Teacher Candidates Beliefs about Self-Regulation of Learning

Dr. Marie C. White & Nyack College's Students

Reflection 4

According to Lawson et al., some teachers might not know enough about self-regulated learning (SRL) or might not feel confident that they knew how to promote SRL in their teaching. It is my goal that this will not be true for me. Dr. Marie White and Héfer Bembenutty introduced me to self-regulated learning (SRL) and the importance of homework logs. The homework logs have helped me to become more persistent with managing my time. It has allowed me to become aware of my surroundings and come up with a series of strategies in order to stay focused and get the task done. SRL has been extremely beneficial because it has helped me to be aware that I have to be able to self-monitor, seek help when needed, and delay gratification.

Reflection 5

After reading the article *Teachers' and Students' Belief Systems about the Self-Regulation of Learning*, I understand more why I want to become a teacher. SRL is a process of taking control and evaluating one's learning and behavior. I did not know SRL strategies or even thought about evaluating myself or students. However, I do believe in helping students who have a difficult time understanding an assignment by finding a solution to help them. Since I have been introduced to SRL, I am confident in how to complete my assignments based on the time I put in and the distractions I had to eliminate. Having SRL modeled in the classroom for future learners is a good idea. That way all children can learn together just by evaluating each student and coming up with a strategy that will support all children.

Reflection 6

Lawson, Vosnaidou, Deur, Wyra, and Jefferies' (2018) article examined eight different teaching beliefs about self-regulated learning (SRL). The first one being "Knowledge of learning and SRL is acquired implicitly and so does not need to be explicit." This generally means that SRL does not need to be explained, and students will or have learned these processes by the time they have reached the classroom. As a pre-service teacher, it is imperative that I learn how to serve the children I will teach. Before taking my educational psychology class, I did not know anything about SRL. I have worked very hard as a student throughout my life, but have never made the mental bridge necessary to connect my learning to strategies. In our class, we are exposed to self-regulation and self-efficacy; both are essential contributors to success. While self-regulation involves guiding one's thoughts, behaviors, feelings, and actions; self-efficacy involves the beliefs and motivation needed to execute the tasks at hand.

Reflection 7

The prevailing mindset that self-regulated learning (SRL) is only for a specific group within student's population needs to be replaced with the fact that SRL is indeed beneficial for all students without exceptions. Teachers need first to experience the benefit of being a regulated learner in order to then, instruct students on how to regulate their learning. All students are capable of creating a self-awareness of their emotions, personal goals, and values, but it is up to the instructor to understand how to foster these skills in all students. Creating awareness of each students' skills is essential in order to set goals in which they can accomplish. By doing this, the teacher will be increasing the child's self-efficacy and automatically creating a safe environment for learners to help seek. Embedding SRL in the classroom is rewarding for both the teacher and the student. It increases active

Since I have been introduced to SRL, I am confident in how to complete my assignments based on the time I put in and the distractions I had to eliminate.

Teacher Candidates Beliefs about Self-Regulation of Learning

Dr. Marie C. White & Nyack College's Students

Reflection 8

As a preservice teacher, it is exciting to introduce SRL strategies to the class. It is crucial to have SRL as training to prepare both teachers and students for lifelong learning. Knowing how to manage time throughout this course has been helpful. We were given homework logs that would ask us self-monitoring questions before, during, and after we completed a specific assignment. This practice helped my time management and made me put my priorities in order. It takes time to understand SRL and to properly increase teachers' knowledge about teaching SRL the training should be both practical but theoretical. Principled practical knowledge is averted once teachers only effectively teach SRL. Having principled practical knowledge helps students understand the interaction of theory and practice in specific settings.

Reflection 9

After reading the article, Teachers' and Students' Belief System about the Self-Regulation of Learning by Lawson and his associates, I was able to reflect on my experience using SRL strategy. Learning the SRL processes enhanced my understanding and academic skills in different subjects. The use of SRL strategy is useful when new information is given to the students. The study strategies were not considered necessary because the school curriculum put the emphasis mainly on the academics. Thus, people might think that SRL strategies are not used frequently. However, SRL strategies help students learn cognitively and metacognitively by allowing the students to learn through moment-by-moment interaction.

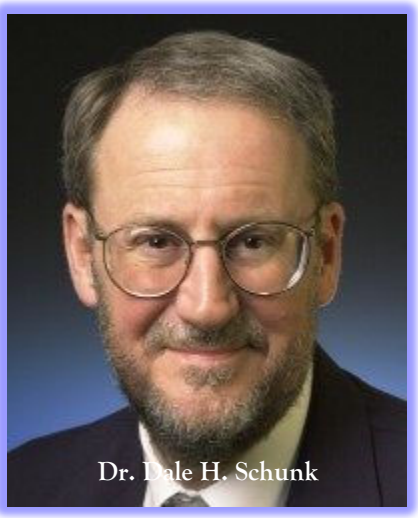
Reflection 10

Lawson, Voshniadou, Van Deur, Wyra, and Jeffries (2018) explored teachers and students' beliefs about self-regulated learning (SRL). They observed that some teachers think that the promotion of SRL is of relevance only to some students. When teachers are knowledgeable about the diversity of their students' learning and instructional needs and modify their instruction accordingly, then students can perceive the instruction as meaningful, attractive, exciting, and related to their life experiences. If we can explain to students how to set proximal goals to find information and provide the steps it takes to reach those goals, students will increase in levels of attaining self-regulation. Since I started understanding the importance of SRL, my grades improved, and I have been a more successful student. The more I learn about SRL, the less complicated my life seems. I have personally learned a lot about myself since using the SRL strategies with my homework logs to self-regulate my homework practice.

"Since I started understanding the importance of SRL, my grades improved, and I have been a more successful student."

Reflection on Lawson et al's Teachers' and Students' Belief Systems About the Self-Regulation of Learning

Dr. Dale H. Schunk



This article begins with contradictory assertions. Self-regulated learning (SRL), which is well substantiated theoretically, has been shown by researchers to have a positive effect on students' learning and achievement. But at the same time, there is little SRL being taught or practiced in classrooms.

Surprising as this situation might seem, it is not unusual in education. Most of us have lamented the seeming disconnect between theory and research on the one hand and practice on the other. Many educational practices shown by research to be effective are not implemented in teaching and learning. SRL is one more phenomenon to experience this disconnect.

Lawson et al. provide reasons for it. The central factor involves the belief systems of teachers and students. They list several types of beliefs that collectively serve to dampen the enthusiasm for and practice of SRL in educational contexts, such as Knowledge about SRL is learned implicitly so does not have to be taught; SRL is not used that much; teachers are uncertain about their capabilities to teach SRL; SRL is useful only for some students; SRL is a student responsibility.

To this list, I would add that in the current educational climate some teachers may view teaching SRL as something else to do and they already feel overwhelmed with content coverage, accountability, testing requirements, and so forth. Researchers have shown that SRL instruction is most effective when it is infused into academic content so that students understand how to self-regulate in given contexts. If teachers view SRL as yet another task, that would discourage its teaching. If students have been successful using their methods then they may not perceive a need for SRL.

Lawson et al. suggest some ways to address this problem, which I found highly informative. Naturally, the authors advocate for more research on the belief systems of educators about SRL. Although the belief systems they discuss are credible and supported by research, we need more data on how these beliefs become established and which contextual and personal factors may contribute to them. Lawson et al. present research evidence from various cross-cultural contexts and this trend should continue because cultural factors can impact the implementation and success of any educational endeavor.

As the authors note, research on conceptual change is relevant to this discussion. There is good literature on conceptual change in educational contexts, and an integration of this literature with that on SRL beliefs among educators is called for. The authors contend that cognitive conflict by itself is inadequate to change beliefs; instead, educators need information about the benefits of SRL such that they become motivated to improve their students' capabilities.

Lawson et al. recommend promoting SRL at the level of school leadership, which is essential because teachers will not address SRL if they believe there is little support for it at the administrative level. Another good suggestion is to provide time in the curriculum for teachers to give attention to how students can use SRL in the content areas to improve their learning. Teachers may need professional development to show how SRL can be infused into content instruction and a demonstration on how it can improve student learning.

Overall the authors present compelling evidence on the nature and scope of the problem and on ways to address it. Our challenge as SSRL SIG members is to promote the teaching and practice of SRL in our communities. A change at a broader level will take our collective efforts to do so.

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Dr. Dale H. Schunk is an educational psychologist and a 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. Dr. Schunk has served on the editorial boards of journals such as *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 the author of the widely used textbook, *Learning Theories: An Educational Perspective*, and coauthor of *Motivation in Education: Theory Research and Applications*. Dr. Schunk received the Barry J. Zimmerman Award for his contributions to self-regulation from AERA SIG Studying and Self-Regulated Learning and the Albert J. Harris Research Award from the International Reading Association.

Our challenge as SSRL SIG members is to promote the teaching and practice of SRL in our communities.

A Teacher Identity Perspective on Beliefs that Hinder Explicit Instruction of Self-Regulated Learning Strategies

Dr. Avi Kaplan & Ms. Amanda Neuber

Lawson, Vosniadou, Van Deur, Wyra, and Jeffries' (2018) review tackles a puzzling question: In light of the extensive evidence for the benefits of self-regulated learning (SRL) strategies for learning and achievement, and the support for explicit instruction of SRL strategies within the curriculum, "Why there is not more widespread teaching about, and use of, knowledge of effective SRL learning strategies in classrooms?" (p. 2). This point reveals a (lack of) motivation question: What processes and mechanisms interfere with this desirable practice? Lawson et al.'s review highlights as a culprit people's "belief system;" what they quote Bandura (2001) to have called the person's "working model of the world" (p. 8).

The authors focus their review on beliefs *about* SRL, acknowledging that their attention inevitably leaves out other pertinent mechanisms such as *shared*-regulated learning and other SRL-*related* beliefs. They propose eight beliefs about SRL that possibly hinder teachers' motivation to teach SRL explicitly. The first three concern beliefs about the nature of learners' knowledge of SRL, the fourth concerns beliefs about the lack of relevance of SRL in the teaching context, the fifth concerns teachers' low self-efficacy for teaching SRL, and the last three concern conditional knowledge about teaching SRL. The authors review research in support of the existence of each type of beliefs and conclude with implications for research and interventions that would aim at conceptual change among preservice and practicing teachers towards beliefs that support explicit instruction of SRL.

We agree with Lawson et al. that ontological and epistemological beliefs about the nature of one's lived reality and about self-efficacy play prominent roles in a teacher's motivation (or lack thereof) to take a particular action, such as explicitly teach SRL. We also agree with another essential premise of the authors—that people's various beliefs constitute a complex and dynamic system that can be more or less coherent, and may even include contradictory beliefs.

What is somewhat lost in the article's conclusion is the understanding that the various types of beliefs that the authors review constitute, in part or all, elements of an individual teacher's belief system. Whereas the review considers each type of beliefs and its relation with motivated action as distinct, each belief's role in a teacher's lack of motivation to explicitly teach SRL is interdependent with the other beliefs and would depend on the differential "weight" of different beliefs in that system. Furthermore, the role of beliefs about SRL in a teacher's lack of motivation to explicitly teach SRL would also be interdependent with other beliefs and mechanisms not included in the current review.

While we highly appreciate the authors' systematic review of this set of beliefs about SRL, we suggest that addressing the motivational question above should focus on "the system" rather than on distinct types of beliefs. We propose that a useful framework for a complex dynamic system that incorporates the various beliefs—ontological and epistemological beliefs about SRL, about students, the context, self-beliefs, and also values, goals, emotions, and knowledge and perceptions of action possibilities in teaching—is the situated teacher role identity. The role identity is who a teacher constructs herself to be as a teacher in a particular situation (Kaplan & Garner, 2018).

In correspondence with Lawson et al.'s premise, the complex dynamic systems model of teacher role identity can provide a unit-of-analysis for research, interventions, and also for teachers' self-exploration and reflexive practice (Vedder-Weiss, Biran, Kaplan & Garner, 2018). The dynamic systems focus on the idiosyncratic formulation of beliefs, perceptions, emotions, and goals that constitutes a teacher's role identity and undergirds her motivation, or lack thereof, to explicitly teach SRL.

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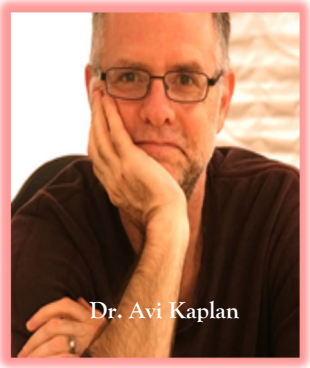
Dr. Avi Kaplan


Ms. Amanda Neuber

Self-Regulated Learning Strategies Can Be Explicitly Taught

Ms. Manijeh Hart

The belief systems outlined by Lawson et al. (2018) are critical in understanding some teachers' reluctance to teach self-regulated learning strategies. Of the eight beliefs outlined by the authors, there are two beliefs that are most salient to me. The first being Belief 5: "As a teacher, I am not sure I can teach about self-regulated learning." Some teachers do not feel knowledgeable about self-regulated learning strategies, even if they engage in self-regulatory behaviors on a daily basis. This lack of self-efficacy for teaching self-regulation causes teachers to abdicate all responsibility of explicitly teaching self-regulated learning strategies to their students. This self-limiting belief system can place students in serious educational and professional disadvantages.

The second striking belief is Belief 6: "Leave the self-regulation to the students." Paired with this belief is the assumption that students not only can manage acquiring new semantic knowledge from outside sources, but they can successfully select effective strategies for encoding the information to cement learning. Lawson and his associates suggest that even when students can "consciously and successfully engage in a learning task, the knowledge acquired in pursuit of that conscious goal need not be conscious." As a result, their level of achievement could be compromised because they are not consciously attending to the information nor are they being explicitly taught ways to manage *how* they learn the curriculum.

It is important to note that self-regulated learning is not curriculum-based. In spite of the American Psychological Association's Top 20 Principles from Psychology for PreK–12 Teaching and Learning indicate, "Students' self-regulation assists learning, and self-regulatory skills can be taught" (Principle 7), self-regulation is not embedded in national standards and assessed periodically. With this in mind, it is possible that teachers may not see how or where teaching self-regulation fits in. However, if self-regulation was seen as a *tool* for learning, teachers may see the merit in teaching self-regulated learning strategies. For educators, seeking information, gathering resources, and developing strategies to support students are not foreign practices. Pooling useful and relevant self-regulated learning strategies will allow teachers to bridge theory with practice in a streamlined way.

Teachers can make self-regulated learning strategies explicit in their instruction as they plan and execute lessons. In the planning phase, they can work together to compile effective self-regulated learning strategies for particular student tasks (e.g., using a checklist or modeling cognitive processes to complete a word problem). In the instructional phase, teachers can make self-regulated learning strategies even more explicit by incorporating them into daily lesson objectives As teachers consider which self-regulated learning strategies best support learning a particular concept, they can create a lesson objective and an aligned self-regulatory objective. Students will then be able to become familiar and comfortable with self-regulated learning strategies through meaningful practice.

Creating a differentiated classroom and providing opportunities for student choice are important components of an effective learning environment. The authors mentioned that when Dutch elementary school teachers were asked about teaching self-regulated learning , most promoted student autonomy in their learning and felt it was not the responsibility of the teacher to explicitly teach about self-regulated learning (Dignath-van Ewijk & Van der Wrf, 2012). However, it *is* possible to provide student autonomy within the context of self-regulated learning strategies. In a math classroom, the teacher will show multiple solving processes and allow students to choose which process is most comfortable and reliable for them. In the same vein, an array of self-regulated learning strategies can be explicitly taught and, over time, students can discern which strategies support them in their learning. This could eventually allow students to internalize and exercise efficient self-regulatory behaviors.

Encouraging teachers to identify, select, and implement self-regulated learning strategies involves them in every step of the process of explicitly teaching self-regulated learning to their students. Consequently, teachers may feel more capable in their efforts to teach students *how* to learn the curriculum and take onus in that role as an educator.

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Ms. Manijeh Hart is a full-time elementary special education teacher in New York City. She is currently pursuing her doctorate in Educational Psychology at CUNY, The Graduate Center and works as an adjunct professor at Queens College. Ms. Manijeh has a passion for teaching and she believes that all students have the ability to achieve when supported in adaptive learning environments.

"Reflection Back and Ahead" on Teachers' and Students' Belief Systems About Self-Regulation of Learning

Dr. Bracha Kramarski & Dr. Tova Michalsky

The authors of the article (Lawson et al., 2018) pose a conflicting situation: while contemporary theories of learning and instruction emphasize the importance of students knowing how to regulate their learning effectively (SRL), research findings demonstrate that limited SRL is being taught or practiced in classrooms. The authors suggest teachers' belief systems that limit teachers' promotion of SRL. They highlights eight beliefs (e.g., SRL is acquired implicitly, its character differs from knowledge about curriculum). The authors recommended promoting SRL at the level of school leadership and professional development to show how SRL can be infused into content instruction, and demonstrating how it can improve student learning. Following this compelling review and recommendations, here we share findings from our research team focused on instructional programs and assessment tools oriented to teachers' beliefs about SRL and their relation to content and practice.

The first series of our studies attempted to raise teachers' conceptual understanding of integrating SRL explicitly in domain teaching. We linked SRL to teachers' Pedagogical Content Knowledge (PCK) framework with which teachers are familiar from domain training programs. We raised beliefs regarding the learner's role in attaining knowledge, generally based on two dichotomous concepts: knowledge transmission (teachers as the source of knowledge), and knowledge construction (activation of knowledge by the student (Brooks, 2002). This linkage between the PCK in class through the SRL lens creates a PCK-SRL framework that contributes a holistic view and understanding of what SRL means. The same linkage explored why it is important, how, and by whom should it be implemented (teachers/students) (Kramarski, 2018; Kramarski & Michalsky, 2009, 2010, 2015; Michalsky, in press; Michalsky & Kramarski, 2015). Studies based on that training model examined whether enabling pre-service teachers to use the integrated PCK- SRL framework influenced their beliefs in students' autonomy in learning and whether self-efficacy in teaching SRL served as a motivational feature of self-regulation. The studies also examined the extent to which these beliefs are connected to teachers' practice as expressed through lesson design and lesson implementation in class (Michalsky & Kramarski, 2015). We use two different tool systems in these studies:

1. **SRL Metaphor Tool:** Taking into account that beliefs in SRL's nature are implicit, for our studies, we designed a unique assessment measure array of 4 authentic visualized metaphors (Figure. 1): 1) Self-constructing knowledge; 2) Empowering; 3) Modeling; and 4) Transmission of knowledge. Teachers are asked to describe, to choose their preference for ideal teaching, and to explain their choice. This reasoning reflects teachers' beliefs about students/ teachers' SRL role in knowledge construction (student/teacher centrum learning), while explicitly integrating SRL into pedagogical content as described by the PCK-SRL framework.

2. **Video Lesson Analysis Toll:** Underlying the "SRL metaphor" static measure, our studies include effective measures for SRL beliefs in practice by focusing on video lesson analysis of their own or of others' teaching and classroom situations and events, directed toward professional vision (PV) for SRL (Michalsky, in press).

PV has been conceptualized as a critical component of teacher expertise that should be developed during teacher education. PV for SRL entails two interconnected knowledge-based subcomponents: (a) noticing, which describes the ability to direct attention to SRL teaching in relevant classroom situations, and (b) knowledge-based reasoning, which indicates how SRL events in the classroom are interpreted. This process is referred to as using a mirror to challenge researchers toward inward PV. Educators agree that by placing a mirror for equipping teachers with their SRL beliefs allows them to inquire continuously into their SRL teaching processes as they mature professionally, and can help a teacher change his or her beliefs about instruction (Pine, 2009). Following this suggestion, we integrated into teaching programs the two tools (metaphors and video analysis) for measuring teachers' SRL beliefs in practice.

Initial findings (Moradoff, 2017) assessed by the two tools indicated positive effects among primary school teachers (math and science) exposed to PV for SRL training with video analysis of their pedagogical SRL beliefs (student center), self- efficacy, lesson design and lesson implementation that were more SRL oriented compared to a control group. We are now working on analyzing these effects on students' SRL and achievements.

Figure 1. The SRL Metaphor

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To get the references, please contact the authors.

We integrated into teaching programs the metaphors and video analysis tools for measuring teachers' SRL beliefs in practice.

A Call to Action: Reflections on Teachers' and Students' Belief Systems about Self-Regulated Learning

Dr. Andrea Salis

Lawson et al.'s article, "Teachers' and Students' Belief Systems about the Self-Regulation of Learning," which appeared in Educational Psychology Review (October 2018) offers viewpoints on self-regulation of learning (SRL) and belief systems that signal a call to action for educators. The authors address noteworthy aspects of SRL use and promotion, curriculum, teacher self-efficacy beliefs, and the role of student agency. This reflection on the article supports the need for increased use of explicit SRL promotion. It also calls for incorporating SRL in the curricula and educational professionals to be change agents in creating a system-wide approach to SRL.

The authors compare explicit and implicit SRL that demonstrates discrepancies between research and practice and its impact on students. Research on the use of explicit SRL promotion is shown to be effective in improving student learning. However, in practice, SRL is often used implicitly. The results of implied or non-use of explicit SRL shows students who lack the ability to self-regulate their learning. They also discuss the use of self-regulation instruction within the context of belief systems to reveal how differences in SRL use may occur. If educators believe that SRL is acquired "naturally," then this will limit the need to incorporate SRL lessons and activities in the classroom.

Interestingly, the authors note that "teachers' self-efficacy beliefs about their capabilities to undertake SRL promotion will also be an important area for further investigation." A starting point for such investigation could be to review curricular activities and to determine what aspects of self-regulation are already being used and promoted, such as timely instructor feedback and student self-reflection assignments. Recognizing that some SRL promotion is already occurring can help build educators' self-efficacy in adopting a more comprehensive approach to explicit SRL promotion.

Regarding another aspect of SRL, Lawson and his associates challenge the reader by asking, "If we expect students to have theories with explanatory coherence and generative power in Science and History, why should we not have similar expectations for the theories about learning and SRL held by students and teachers?" This question speaks to the need for curricular enhancements to develop explicit and measurable self-regulation learning outcomes that can range in scope from broader general education learning outcomes to more specific program and course or subject outcomes. SRL can become the framework for various related tasks including, goal setting, planning, estimating confidence levels, monitoring progress and evaluating outcomes.

To be able to develop SRL learning outcomes and activities, the authors make the following recommendation: "One way to increase the level of change toward more explicit SRL promotion could be for researchers and professional learning staff to work more with school leaders and whole school groups." Educational leaders can offer professional development workshops on self-regulation which recognizes educators' belief systems, fosters educators' use and promotion of SRL and values students' agency in SRL.

This reflection responds to the authors' call for action for increased use of explicit SRL promotion, increased incorporation of SRL in curricula, and educational professionals to lead efforts in support of its adoption. Educational leaders can be change agents in creating a system-wide approach to SRL for their students. The outcomes of utilizing a systematic approach to SRL can instill in students a sense of control of their learning and future achievement.

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Educational leaders can be change agents in creating a system-wide approach to SRL for their students.

Teachers Need Articulating Situational Specific Methods to Teach Self-Regulated Learning

Dr. Duane F. Shell

Reading the paper by Lawson et al., (2018), I was struck by how thoroughly they have brought together the literature on teaching self-regulated learning (SRL) and the thoughtful consideration of belief influences on the spotty history SRL teaching at all education levels. Although I concur with the authors' perspectives on teacher's belief systems, I think that the belief systems delineated are not entirely misconceptions, but may be anchored in legitimate concerns.

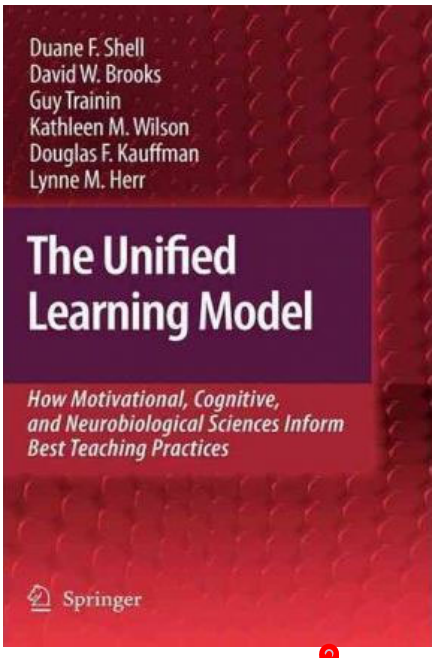
My experiences working with teachers, especially in high school and post-secondary settings, is that they barely have time to teach the domain content. We cannot expect teachers to have significant amounts of class time for SRL training, so to be practical any SRL teaching must be doable in relatively brief time frames. Further, teachers deal with very situated problems, with challenges of students learning specific content at specific times. While teachers can appreciate theory, a theory must generate specific contextualized answers to problems to be useful.

Lawson et al., cite, for example, research suggesting there may be 150 distinct metacognitive reading activities/strategies. Can we as SRL theorists and researchers say we know all of these 150 strategies and the fine distinctions between them in enough depth to delineate which would optimize learning in specific situated classroom situations? Although extensive research shows that SRL improves student learning, the learning measures are typically global, like test scores or grades. Our SRL theories are underspecified on the processes linking SRL actions to specific cognitive or neurological learning processes in moment-by-moment learning. So do each of those 150 metacognitive activities trigger or impact 150 unique learning processes or are sub-sets of metacognitive activities equivalent in triggering the same learning process, which would make them functionally interchangeable? Finally, are these linkages consistent across all learning situations or are they context situational? I would contend, this lack of specification impacts how teachers view SRL knowledge and its application. Teachers are not going to think SRL knowledge is useful or meaningful if it lacks the specificity needed to apply it to specific classroom situations.

Do we know how to teach the situated application of SRL strategies to students? I agree that SRL, and learning in general, is a legitimate content domain. But, in content domains like history, literature, math, and science, there are fairly well defined methods for teaching the content. Do we have similar well-defined methods/pedagogy for teaching SRL to students? Do we have well-defined methods for teaching a student how to construct a good self-test or make a good summary? And, how do we teach something like self-monitoring? Teachers need to know how to teach SRL to a student that does not know how to do the strategy. Without a well-defined pedagogy to help teachers teach SRL, it should not be surprising that teachers do not see SRL as a "content" or subject matter domain or something that is teachable. The few well-defined pedagogies we have, like reciprocal teaching, generally are too time-consuming for use in high school or post-secondary classrooms, so teachers may not see them as practical.

The authors provide a valuable service in putting a focus on the teaching of SRL. As the education system at all levels moves toward more "student-centered" approaches, it is critical that students have good SRL skills and be taught those SRL skills. Teachers' beliefs about teaching SRL certainly impact this. But, teachers' counterproductive beliefs may not always be unfounded. In the SRL field, we need to do a better job of articulating situational specific applications of SRL and methods/pedagogy for teaching SRL that are practical in the time-constrained classroom setting.


Dr. Duane F. Shell



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Reflection on Teachers' and Students' Belief Systems about Self-Regulated Learning: Thinking Beyond College

Dr. Alexis Battista & Dr. Abigail Konopasky

This article stems from Lawson and associates' (2018) puzzlement, shared by others in the field (e.g., Bjork et al., 2013), about the limited teachers and students' use of strategies for self-regulation of learning (SRL). Reviewing studies from elementary school through university, they note that despite teachers' positive beliefs about the benefits of SRL strategies, few teachers explicitly teach SRL and, if they do, teach a truncated range of strategies, rarely including motivational, metacognitive, and problem-solving strategies. Moreover, even when students do use SRL strategies, the breadth and depth of their application do not develop over time, as we might expect. Development appears to drop off towards secondary school and university, precisely when academic tasks become significantly more challenging.

The authors suggest that one solution to this puzzle may come from examining teachers' and students' belief systems--"working model[s]" (e.g., Bandura, 2001, p. 3)--about SRL. Among eight different beliefs discussed, one is that only *some* students need SRL strategies, despite research indicating its broad applicability. Interestingly, the authors discuss two contrasting views, one that it is only needed as support for less able students and the other that lower performing students should *not* use these strategies because they should be focusing on content. These beliefs and the related belief that SRL knowledge is not as useful as content knowledge reveal perhaps an underlying or unconscious *de*valuing of SRL. These beliefs frame SRL less as a vehicle to learning in content areas and more as a set of bonus strategies, only useful if there is extra time or need.

Two other beliefs explored in the article--that SRL knowledge is unteachable and its learning implicit--underestimate the complexity of SRL processes. As the authors point out, the SRL strategies that are picked up naturally and implicitly are not complex enough to generate strong connections that allow students to use them flexibly across learning situations. Like the belief that SRL must be practical, these beliefs underestimate the subtlety and richness of the SRL research and teaching enterprise. Yet it is this subtlety and richness which may endanger the broader application of SRL.

As the authors hint at in their discussion of curriculum design, SRL cannot be viewed as an independent theory or set of strategies, but is interdependent with other values and priorities in the classroom (e.g., assessment, emotional well-being, social skills), all competing for limited time. To understand beliefs about SRL (and how to bring about conceptual change), we must also understand how they are intertwined with other beliefs about school and schooling.

As researchers in health professions education, where content remains dominant, this article raised questions for us about how stakeholders and institutions in our field support belief systems about SRL and learning. Among the health professions, schools of medicine are *also* increasingly interested in integrating SRL strategies as a key outcome to support lifelong learning (Brydges et al., 2012). However, according to a recent systematic review by Brydges et al., (2015), integration of SRL may be limited and when utilized, may similarly be reserved for select students, specifically, strugglers (Andrews, Kelly & DeZee, 2014; Durning et al., 2011). Further, not only are trainees and post-graduate learners expected to direct their learning, SRL may be primarily viewed as "learning alone" (Brydges et al., 2012).

This review suggests similar beliefs hold across the continuum of schooling (e.g., K-12, university), potentially into postgraduate learning, and that a broader range of stakeholders across these learning institutions may need to be involved for belief systems to shift.

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Reflection on Lawson et al's Review of Teachers' and Students' Beliefs About Self-Regulation of Learning

Mr. Aubrey Whitehead & Ms. Jenny Mischel

The Lawson, Vosniadou, Van Deur, Wyra, and Jeffries (2018) article, "Teachers' and Students' Belief Systems About the Self-Regulation of Learning," addresses the pervasive dilemma surrounding the absence of self-regulatory skills demonstrated in the K-20 classrooms. It is even more disturbing when you consider the rich findings to support SRL skill usage. Lawson and colleagues argue several reasons for this phenomenon. For example, they discuss the juxtaposition both students and teachers face when prescribing responsibility for self-regulatory learning on the other. They also discuss the reticence of teachers to teach and encourage the use of self-regulated learning strategies further. The authors offer that teachers may view student knowledge acquisition as a natural process which does not necessitate explicit strategy instruction. When students were asked how they learn, they struggled to identify exactly how this process evolved. Instead, learning might be viewed as an unconscious, rather than conscious, process. However, Lawson et al. argue that, if student learning and achievement are the goals, students would be better equipped, and more successful, if made aware of self-regulated learning strategies. Therefore, they call for teachers to offer students explicit SRL instruction and encouragement of self-regulated learning strategy usage.

A provoking idea the authors touched upon was the notion that teachers' beliefs may affect the implementation of self-regulatory strategies. They agree with Dignath-van Ewijk (2016) that the strongest predictor of teacher use of SRL strategies was teacher self-efficacy to promote self-regulated learning. That is, even when aware of its effectiveness, a teacher's low belief in their ability to teach self-regulated learning strategies will dissuade them from SRL strategy instruction. Further, they touched upon the idea that teachers may believe that self-regulated learning is only applicable to high-achieving students. We agree with Lawson and colleagues on this point. To motivate teachers to gain confidence in self-regulated learning instruction, their ability to teach SRL strategies should be reflected as part of their annual performance review. We also agree teachers must be shown the practical use of SRL strategies. These benefits range from improving student motivation to improving classroom management and student comportment.

While we agree with the proposed measures, the article paints an arduous battle with a bleak forecast. We offer incorporating SRL strategy usage need not be a daunting undertaking. To introduce the importance of self-regulated learning strategy instruction, start with those new to the education field: new teachers and new students. We agree that pre-service teaching intervention would start that interest in new teachers. We also encourage exposing early elementary students to SRL strategies. If pre-service teachers are unsure of how to accommodate such lessons into their daily curricula, something is amiss as it is similar to expecting a teenager to drive a car without being taught the basics of driving.

Teachers, administrators, and parents may find students more interested in learning and implementing SRL strategies if it were connected to their immediate and long-term goals (English & Kitsantas, 2013). Teachers are inundated with responsibilities (teaching, regulations, etc.). Like their students, teachers must see the immediate value in teaching these strategies. Showing them that by teaching, implementing, encouraging, and checking for strategy use teachers may have more engaged and interested students may encourage students to embrace the practice. Again, these steps must show new teachers that teaching SRL strategies would make classroom management easier (e.g., more engaged, more focused, and interested students), and their teaching more effective.

Lawson et al. provide a compelling and comprehensive argument for self-regulated learning strategy usage. Though they contend it may be like turning the proverbial battleship, the authors offer the benefits of, and techniques to, putting in the effort. They argue that teaching of self-regulated learning strategies will likely improve student achievement. We would also offer these strategies would lead to greater student learning. In that way, if taught early in their educational career, students would maintain interest (i.e., more motivated and self-regulated) through their educational careers. Because, in the end, while teachers want students to demonstrate learning, they also want them to learn and stay excited about their education. Ultimately, this is what all teachers strive to accomplish.

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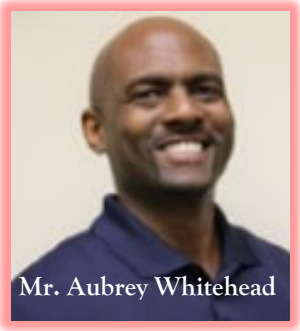
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Fostering Self-Regulated Learning Is Essential for Students and Teachers of Next Generations

Dr. Takamichi Ito & Dr. Motoyuki Nakaya

With the worldwide trends in learning and achievement in schools and educational settings, the importance of student's self-regulation of learning has been ascertained in recent decades. Theories of self-regulated learning (SRL) have played central roles in supporting global educational reform aiming for autonomous learning. However, at the same time, students and teachers experience difficulties in understanding and implementing SRL strategies.

Based on a review of a wide range of research on educational psychology, Lawson and his associates observed that studies have shown that self-regulation of learning is beneficial for academic achievement, but the promotion of SRL strategies by teachers is less than what would be expected. Such inadequate promotion is caused by teachers and students' *false beliefs* about self-regulation of learning, which makes students' learning inefficient.

Lawson and his associates summarize the beliefs about SRL as follows:

1. Knowledge of learning and SRL is acquired implicitly and so does not need to be explicit.
2. Knowledge about learning and SRL is different in character to knowledge about curriculum content.
3. Knowledge about learning and SRL is not used all that often.
4. Knowledge for teaching about learning SRL needs to be practical, not theoretical.
5. As a teacher, I am not sure I can teach about SRL.
6. Responsibility for SRL lies primarily with the student, not with the teacher.
7. Self-regulation is only for some students.
8. Self-regulated learning is likely to be unteachable.

In the discussion section, they suggest that Beliefs 1, 2, and 3 means that's the knowledge about SRL is natural and straightforward unlike that of the curriculum contents. The knowledge about SRL is not complex and constructive. Belief 4 implies that the teaching context is vital to influence teachers. Belief 5 means that teachers' self-confidence in promoting students' SRL is very significant. For Beliefs 6, 7, and 8, the available supporting evidence is insufficient. We need to examine these beliefs more carefully.

In the concluding remarks, the authors propose that conceptual change is needed for teachers' belief system about SRL through its practice and pre-service teacher's education program. The authors discussed that cognitive conflict and mild cognitive conflict would be useful to promote the development of "true" knowledge about SRL.

We agree with their proposals. By promoting the association of the existing knowledge with new knowledge, students would understand the task at a deeper level and re-formulate the beliefs about learning. Through such conflicting experience, students would have opportunities to construct positive and adaptive beliefs about learning.

We believe that practical training at schools in teacher education curriculum is an excellent opportunity to change pre-service teacher's beliefs about learning properly. Practical teaching for student teachers at educational institutions usually includes reflection sessions after engaging in teacher roles at school. Practical training at school is a significant course in teacher education in many countries. For instance, in typical reflection sessions in Japanese teacher education systems, students communicate and discuss with each other, not only their teaching experience but also what they thought and believed about their instruction and practices in classrooms. Almost all student teachers reflect on their teaching and practice in classroom voluntarily; therefore, this would be an excellent opportunity for changing their mindset about adaptive and autonomous learning.

After their practical training in a classroom, supporting their reflection of teaching and educational experiences from valid SRL viewpoints would be important. As the authors suggest, explicit and behavioral promotions of SRL for students are critical areas for improving teaching practice at school education. "Self-Regulation is survival kit for school learning" (Bjork et al., 2013), and fostering effective SRL for students is essential in education for the learners of next generations.

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Teaching Self-Regulation of Learning in Conjunction with Subject Domains

Dr. Minhye Lee & Dr. Mimi Bong

The article, *Teachers' and Students' Belief Systems about the Self-Regulation of Learning,* highlights the importance of teachers' efforts to promote self-regulation of learning (SRL) strategies in the classroom. In their search of factors responsible for the lack of explicit teaching of these important skills to students, the authors arrived at eight beliefs *about* SRL that were inconsistent with research findings, which nonetheless appeared widespread among teachers. It is these beliefs, in the authors' view, that prevent teachers from actively teaching their students about how to regulate their learning effectively. We believe these eight beliefs could be further reduced into three categories of misconceptions. Specifically, misconceptions about: (a) the knowledge structure of SRL (SRL is implicit and practical, therefore unteachable), (b) utility value of teaching SRL (SRL is used infrequently and only by high-achieving students), and (c) teachers' efficacy beliefs for teaching SRL (teaching SRL is challenging, hence it is better to leave it to the students themselves to acquire).

We agree with the authors' argument that SRL strategies are teachable and should be taught in classrooms. We also concur that the incorrect beliefs about SRL need to be corrected. Leaving the terminology issue aside, which was not the focus of this paper, we are with the authors that the importance of teaching SRL cannot be overemphasized. It is especially critical for K-12 students, who show a paucity of knowledge in SRL strategies and who struggle with frequent and recurring self-regulation failures. We make two recommendations, therefore, regarding how to make students' use of SRL strategies a ubiquitous phenomenon in the classroom. Once the belief systems of teachers and students about SRL have changed successfully, teachers can be mindful of these recommendations as they design their lesson plans with the SRL strategies incorporated.

First, we recommend teachers teach SRL strategies in conjunction with specific content domains that are being taught, rather than as a decontextualized generative skills. As the authors recognized, "moment-to-moment interaction of task knowledge and SRL knowledge" commonly occurs in classrooms. Even when students possess sufficient knowledge of general SRL strategies and tactics, transferring and applying them into a particular domain require additional SRL processes (Boekaerts, 1997). Students who are capable of SRL in mathematics classes might fail to use adequate SRL strategies in language arts classes. It is because students develop motivational beliefs and accumulate cognitive knowledge structures in a high domain- and context-specific manner (Bong, 2001). Integrating SRL with subject learning can lessen the burden and help students acquire SRL strategies more effectively.

Second and consistent with the idea of domain specificity in SRL, we would like to emphasize the advantage of habitual and automatic SRL processes, triggered by situational cues (Galla & Duckworth, 2015). The automaticity of SRL went relatively unnoticed by the authors in this article. Instead, the authors claimed that one of the beliefs about SRL was, "Knowledge of learning and SRL is acquired implicitly and so does not need to be explicit" (p. 9). While not necessarily disagreeing with the authors, we would nonetheless argue that it could be similarly problematic if teachers do not know how to encourage the implicit processes of SRL. Habitual SRL allows students to implement SRL without effortful control and can be formulated through repetitive and contingent mental associations between behavioral responses and contextualized signals. Teachers can help students establish firm associations between particular SRL skills and the specific contexts that require (or benefit from) their implementation, by providing them with overt and repetitive such practice.

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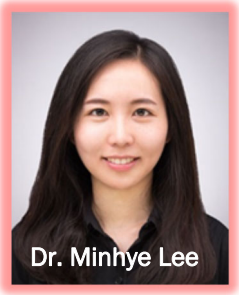
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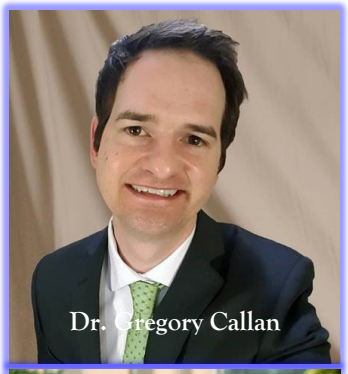
Dr. Mimi Bong

Teachers can help students establish firm associations between particular SRL skills and the specific contexts that require their implementation...

Integration of Self-Regulation of Learning in Educational Practice

Dr. Gregory Callan & Mr. David Longhurst



The article by Lawson, Vosniadou, Van Deur, Wyra, and Jeffries (2018) is a "must read" that addresses a critical topic for any research agenda, "Do practitioners use your research?" From the overview provided by Lawson et al., the answer for self-regulated learning (SRL) researchers appears to be, "Not really." Moreover, several teacher beliefs may offer a possible explanation.

Although the manuscript is rich with important takeaways, we will highlight just a few that we found most thought-provoking. First, the lack of integration of SRL is a significant problem, but it is not a new one given that SRL researchers have grappled with this issue for decades (e.g., Durkin, 1978). Moreover, this problem is pervasive and unlikely to be remediated without significant action. For example, learners across all developmental levels exhibit insufficient SRL skills, and both practicing and pre-service teachers appear unprepared to develop student SRL skills.

Regarding the role that beliefs play in the integration of SRL, Lawson et al. presented eight beliefs. Highlighting these beliefs is an essential contribution of the article because it may catalyze future research examining the prevalence of these beliefs and their relationship to teaching practices. Amongst the eight beliefs, we perceived three groups including (a) inaccuracies regarding SRL development, (b) underestimating the importance of SRL, and (c) a "bystander effect" (see Table 1 for groups and examples). Future research examining individual groups of beliefs may also be pertinent.

Several beliefs describe inaccuracies of SRL development (e.g., "knowledge of learning and SRL is acquired implicitly and so does not need to be explicit"). Although some research is available regarding inaccuracies in education (Alexander, 2010; Bjork, 2013; Bruner, 1996), additional research may be needed to identify how and what inaccuracies of SRL develop, persist, and can be corrected. Several beliefs (e.g., "as a teacher, we are not sure we can teach about SRL") reminded me of Darley and Latané's (1968) bystander effect because it seemed that teachers believe, "Someone else will address students' SRL needs." Given that the bystander effect is mitigated by assigning specific roles and tasks, we wondered if SRL may receive greater integration by assigning specific roles to teachers. Scholars have created helpful guides of classroom practices to support SRL (e.g., Paris & Paris, 2001); however, this type of research may not reach teacher audiences or the message may not be acceptable to teachers. Research may be helpful to examine teachers' perception of the acceptability and feasibility of SRL-supportive practices.

Within the implications section, the authors note that conceptual change of teachers is anticipated to be slow. We want to contrast this point by observing that change happens quickly in some instances. For example, mindset (Dweck, 2006) and grit (Duckworth, Peterson, Matthews, & Kelly, 2007) share some similarities with SRL, yet have received more acceptance by educators. Possibly the difference is that the presentation of mindset and grit is less complex, more user-friendly, and more prevalent in social media. As a field, it may be worthwhile to consider if SRL may benefit from a simplified and social media friendly presentation.

In summary, we found the article to be excellent and thought-provoking. It highlighted the lack of integration of SRL in educational practice and the potential role of teacher beliefs. By reading this article, we developed new hypotheses that we may pursue in future research such as teachers' misconceptions of SRL and teacher identified barriers to SRL-supportive practices. We believe Lawson et al. (2018) will spark new ideas for others as well.

References are available upon request

Table 1. *Groups of Beliefs about SRL*

Belief Group	Beliefs discussed by Lawson et al.
Inaccuracies of SRL development	• Knowledge of learning and SRL is acquired implicitly and so does not need to be explicit. • Knowledge about learning and SRL is different in character to knowledge about curriculum content. • Knowledge for teaching about learning and SRL needs to be practical, not theoretical. • Self-regulated learning is likely to be unteachable.
Underestimation of SRL importance	• Knowledge about learning and SRL is not used all that often. • Self-regulation is only for some students.
Bystander effect	• As a teacher, I am not sure I can teach about SRL. • Leave the self-regulation to the students.

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Self-Regulation of Learning: A Valuable Tool in Teachers' Pedagogical Repertoire

Mr. Salvatore Garofalo

Self-regulated learning has been demonstrated to have a positive impact on student achievement; however, according to Lawson et al. (2018), many students are not afforded the opportunities to learn how to use effective self-regulated learning strategies. One of the primary reasons cited for this discrepancy in pedagogical methodology is the failure of some teachers and students to take responsibility for self-regulated learning education. With conflicting viewpoints about students' innate ability towards self-regulation, strategies for self-regulated learning are largely not taught to students who are thought to have these skills naturally or to have been taught self-regulation skills earlier in their education. Compounding this issue is that many pre-service teachers have never been taught to foster their self-regulated learning and do not have the opportunity to practice self-regulatory strategies in their teacher preparatory programs. Lacking awareness of self-regulation leads to a teacher workforce ill-equipped to appropriately scaffold self-regulated learning. A reasonable conclusion from the work of Lawson and colleagues is that the cyclical nature of the failure to institute self-regulated learning will continue without an effective intervention plan.

While I agree with the methodology of examining student and teacher beliefs about self-regulated learning, I believe that there are three areas open for discussion that need to be addressed in order to effectively implement self-regulated learning strategies: assessment using high-stakes exams, a paradigm shift in the responsibility for learning, and technological advances of online coursework. It is imperative to delve deeper into these practical barriers for there to be an understanding of the need to teach self-regulated learning. High-stakes standardized tests are a primary concern for many teachers who widely regard these assessments as time-consuming, curricula-driving, and pedagogically-limiting. Teachers want to spend time focusing on content and pedagogy that they believe is important and interesting for their students. However, they are not able to move off script and indulge in these topics due to the linkage of students' scores on the standardized exams and teacher evaluations. In numerous educational settings, non-mandated pedagogical initiatives such as self-regulated learning systematically fall victim to an increase in preparation for these exams.

The second concern that needs to be addressed is that a paradigm shift is required that repositions and more accurately balances the responsibility of achievement from the teacher back to the student. Self-regulated learning strategies would be an essential step in providing students with an agency in their learning. An action plan to accomplish this goal requires that faculty are aware of which aspect of self-regulated learning they are responsible for teaching and the reasonable outcomes to be expected. Creating a school culture in which the faculty is stakeholders in the implementation of self-regulated learning may provide the support to allow for an effective change in a school.

The third concern that needs to be addressed is the need for self-regulatory skills in the age of online learning. From online college courses to YouTube video tutorials, people of all ages are attempting to gain new knowledge through the use of these tools. Self-regulated learning is the driving force that allows individuals to complete these courses, and their belief in their self-regulated learning helps initiate new academic journeys. As more content is learned through self-paced, student-to-computer interfaces, self-regulated learning practices will be imperative to implement on the part of the learner, and a strong foundation provided by teachers throughout their education will be essential.


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Finally, teacher preparatory programs may also need to examine self-agency on the part of teacher candidates and make them cognizant of their level of self-regulated learning. Teacher candidates who are exposed to self-regulated learning early in their educational experience may develop a belief that self-regulated learning is a valuable tool in their pedagogical repertoire.

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