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Dr. Héfer Bembenutty
Editor-In-Chief

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Studying and Self-Regulated Learning
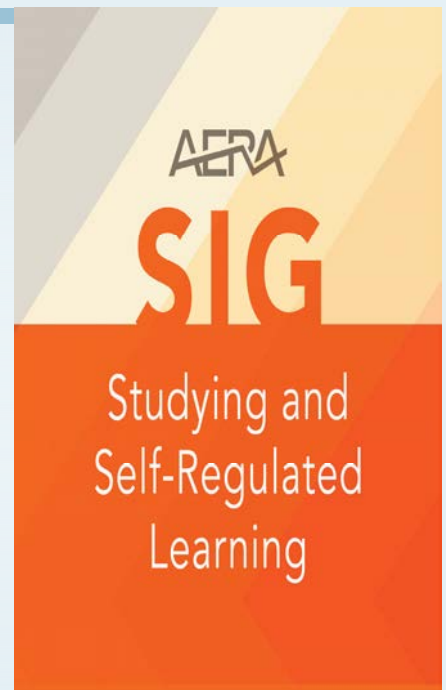
SSRL SIG CELEBRATES A RAINBOW OF GREAT LEARNING, RESEARCH, AND SOCIAL EVENTS IN TORONTO

"An essential outcome of a self-regulated culturally proactive pedagogy is for teachers and students to experience, 'You are part of me and I am part of you.'"
(Bembenutty, 2019)

So What?: How Could Our Research Empower Teachers and Students To Be Agents of Self-Regulated Learning?

Dr. Héfer Bembenutty, *AERA SSRL SIG Times Magazine Editor-In-Chief*

Dr. Héfer Bembenutty

In this issue, we celebrate a rainbow of great learning, research, and social events during our annual conference in Toronto. Specifically, this issue showcases the extraordinary keynote address of Dr. Daniel C. Moos, "Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?" Dr. Moos revealed that in spite of the robust body of research demonstrating that achievement is positively affected by effective self-regulation of learning, a surprising paradox is that many teachers do not explicitly teach students how to self-regulate their learning. He argued that the missing ingredient is the framework of "teacher as learner."

Dr. Anastasia Kitsantas is this year's the recipient of the Barry J. Zimmerman Award for Outstanding Contributions to the field of studying and self-regulated learning. A highly emotional moment was when Dr. Linda Bol read a message Dr. Barry J. Zimmerman sent to Dr. Kitsantas, in which he wrote, "I consider myself fortunate to have worked directly with you... Anastasia, you are a most worthy recipient for this prestigious award." With great pride, Dr. Roger Azevedo presented the Graduate Student Research Award to Yeo-Eun Kim (The Ohio State University), MeganClaire Cogliano (Nevada State College), and Sarah Davis (University of Victoria). For her remarkable research, "Preservice Teachers' Professional Vision for and Capacity to Teach Self-Regulated Learning: Effects of Scaffolding Level," Dr. Tova Michalsky (Bar-Ilan University) received from Dr. Matthew Bernacki the Outstanding Poster Award.

During the conference, I had the honor to serve as the discussant of fascinating research papers. For instance, the research paper, "Academic Success in Online Colleges: The Role of Self-Regulated Learning Profiles" examined three core dimensions of self-regulated learning—metacognition, motivation, and strategies in online learning environments. The researchers found four cluster differences in achievement across the three self-regulated learning dimensions. The research paper, "Digital Distraction across Courses: Self-Regulation of Digital Device Use in Favorite Versus Least Favorite Courses," found that more self-regulated students engaged less on digital devices during class in their favorite courses.

I invited the authors to consider other methods in their future studies. They could use computer traces, think-aloud protocols, diaries, direct observation, and microanalysis (see the work of Zimmerman, Azevedo, Bernacki, Cleary, Greene, and Winne). I also invited them to consider 1) teachers efficacy beliefs, 2) students efficacy beliefs, 3) gender and ethnic differences, 4) students' willingness to delay gratification, 5) contextual factors that could promote equity and diversity for all learners, and 6) multicultural factors embedded in the curriculum and instruction.

At the conclusion of the discussion, I asked the presenters and the audience: So What?: How could our research empower teachers and students to be agents of self-regulated learning? Self-regulated research needs to be transferred from our labs to Pre-K to college learning settings to transform the lives of learners and the teaching approaches of educators. Our research needs to provide theoretical and practical applications to empower teachers with skills for them to understand learners' development and how social, emotional, cognitive, and cultural diversity factors that impact teaching and learning. Our research needs to equip both learners and teachers with skills in setting goals, selecting learning strategies, delaying gratification, self-monitoring, and self-reflecting capabilities. Otherwise, learners and teachers could ask us, so what?

Our research needs to impact the educational system in such a way that teachers could adopt a *self-regulated culturally proactive pedagogy* in which both learners and teachers are agents of cultural change in pluralistic and democratic classrooms and communities. Otherwise, learners and teachers could ask us, so what?

We need to help teachers to create a classroom environment with rapport and self-regulated learning tools that teachers could use to enhance student positive behavior, establish classroom discipline based on dignity and hope, reclaim students destined to fail in school, and work productively with culturally diverse students. We need to impact our urban and rural classrooms in which teachers through dignified discipline can restore a sense of hope and self-efficacy beliefs in all students (Curwin, Mendler, & Mendler, 2018). Otherwise, learners and teachers ask us, so what?

As this issue of our Times Magazine reflects, our experience during the conference in Toronto was rewarding and refreshing. We returned to our institutions and classrooms with renovated self-efficacy beliefs, hope, and knowing more about how to conduct research on self-regulation. Self-regulation is an essential aspect of learning that deserves the full attention of learners, educators, researchers, and policymakers as it continues to grow and expand its frontiers. We know how to respond when learners and teachers ask us, so what? We have the research evidence to respond that self-regulated learning matters.

Keynote Speaker: Dr. Daniel C. Moos

"Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?"

Dr. Daniel Moos of Gustavus Adolphus College delivered the keynote address during the SSRL SIG Business Meeting at AERA 2019 in Toronto, Canada. Dr. Moos is a Professor in the Education Department. Dr. Moos chairs the Teacher Education program and teaches courses on developmental and educational psychology. His research agenda examines self-regulated learning in a variety of contexts, including classroom based technology and teacher development programs.

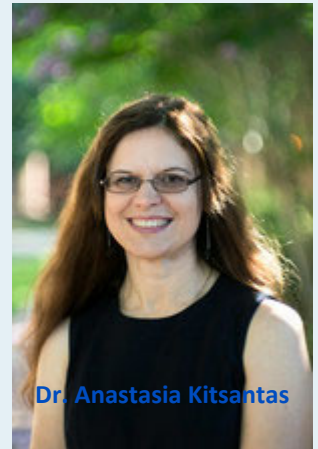### Abstract of Dr. Moos' address:

Dr. Daniel C. Moos

A robust body of research demonstrates achievement is positively affected by effective self-regulation of learning. Various programs, interventions, and pedagogies that support self-regulated learning (SRL) have been successfully implemented in the classroom. However, a surprising paradox arises when these findings are considered within the context of research that has examined how teachers support SRL in the classroom. Many teachers do not explicitly teach students how to self-regulate their learning despite the robust body of evidence linking effective regulation of learning and achievement. What is the missing ingredient? This keynote address will approach this question through the framework of "teacher as learner." Current research from the field, findings from the presenter's research agenda, and the presenter's experiences as an elementary and middle school teacher will be used to frame the presentation.

Dr. Anastasia Kitsantas

Dr. Anastasia Kitsantas Received The Barry J. Zimmerman Award for Outstanding Contributions

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. Dr. Kitsantas was officially recognized at the SSRL SIG business meeting in Toronto with a check and an award plaque. Congratulations, Dr. Kitsantas!
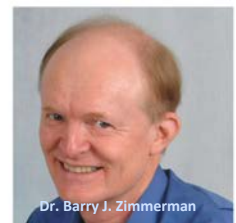

Dr. Anastasia Kitsantas & Dr. Linda Bol

Dr. Anastasia Kitsantas

A Message from Dr. Barry J. Zimmerman to Anastasia Kitsantas

Dr. Barry J. Zimmerman

Dear Anastasia:

I would like to extend my congratulations for your reception of the AERA SIG award for outstanding contributions in studying and self-regulation across diverse disciplines. Your creative and invaluable research in health, sport, and academic functioning were widely appreciated by your colleagues and students. On the personal side, I consider myself fortunate to have worked directly with you. I was especially appreciative of your willingness take on challenging topics and push the boundaries of knowledge further. Anastasia, you are a most worthy recipient for this prestigious award.

Barry

Winner of the Outstanding Poster Award: Dr. Tova Michalsky

Chair: Dr. Matthew Bernacki

This year's Outstanding Poster Award for a submission to the AERA SSRL SIG is awarded to **Dr. Tova Michalsky** from Bar-Ilan University for "Preservice Teachers' Professional Vision for and Capacity to Teach Self-Regulated Learning: Effects of Scaffolding Level"

The purpose of this project was to address the question, "How can preparation programs help preservice teachers acquire the SRL- teaching expertise to positively develop their students' SRL?"

The authors adopted the Professional Vision (PV) concept and aimed to develop teachers' ability to notice features and events within the classroom, and their ability to analyze and interpret events in order to respond to them in the most effective manner. This vision requires prior content and pedagogical knowledge, as well as the ability to apply knowledge to context and behave in an adapt manner.

Pre-service physics teachers completed multiple 2-hr workshop sessions on PV for SRL within a teaching and learning course. The sessions involved observing instruction on video, noticing features of learning and instruction, and analyzing teacher moves. Across three training conditions involving different levels of scaffolding (guided, hinted, self-guided), all groups improved their ability to describe, notice, explain, and predict events. Interactions also emerged indicating differences in scores across conditions. When these students were then observed during teaching sessions, all groups also demonstrated improved use of implicit and explicit SRL strategies. Interactions further revealed that those whose video-based training was scaffolded with hints outperformed those who received guided instruction, and both outperformed the self-guided students. These effects were sustained after a delay, which lended additional confidence to the robustness of the scaffolding effects.

Dr. Tova Michalsky
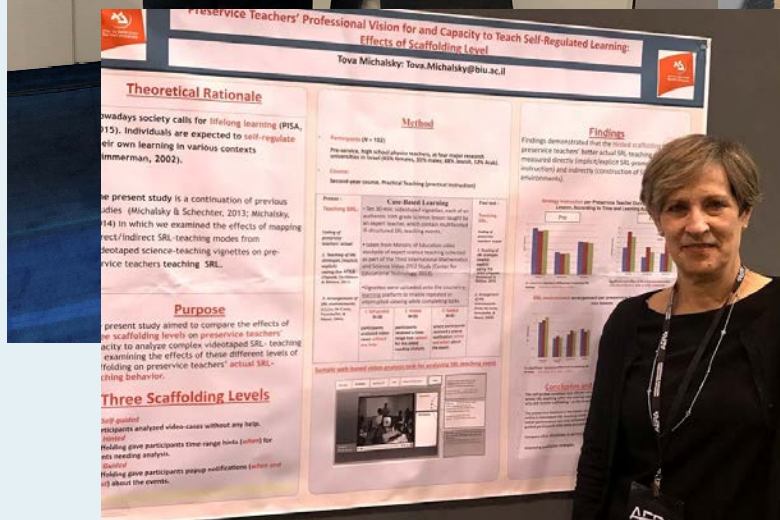
Ms. Sa-

Winners of the Graduate Student Research Award
Chair: Dr. Roger Azevedo

Impact of a Retrieval Practice Intervention on Undergraduates' Monitoring and Control Processes Using Feedback

**MeganClaire Cogliano** (*Nevada State College*) examined whether a metacognitive retrieval practice intervention influences students' views about the benefits of retrieval practice, frequency of self-directed practice-test use across the course, monitoring accuracy of well-learned versus yet-to-be-learned information from performance feedback, effective control of future study decisions, and overall course performance.
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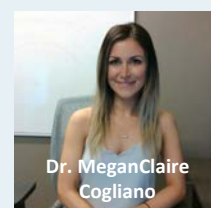
An Evaluation of the Distinction Between the Four Areas of Self-Regulated Learning

Yeo-eun Kim (*The Ohio State University*) evaluated the theoretical assumption that students regulate different areas of learning, including: motivation, cognition, behavior, and context by examining whether the regulatory strategies associated with each of the four areas of SRL can be empirically distinguished, and how these different types of strategies relate to motivation and academic outcomes differently in an integrated model.
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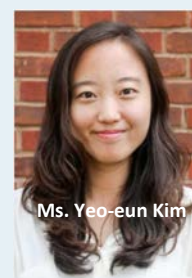
Examining the Interplay Between Psychological Well-Being and Self-Regulated Learning Around Academic Challenges

Sarah K. Davis (*University of Victoria)* examined and compared PWB, academic engagement, and how these two interact with challenges and strategies undergraduate students report while attempting to attain a weekly self-set goal for one independent academic study session over nine consecutive weeks.

Dr. MeganClaire Cogliano

Ms. Yeo-eun Kim

Ms. Sarah K. Davis

Graduate Student Mentoring Program
Committee: Dr. Timothy J. Cleary, Dr. Roger Azevedo, & Dr. Gregory Callan

Mentee	Mentor
Melissa Quackenbush Old Dominion	**Timothy Cleary** Rutgers University
Joseph Tise Penn State University	**Dale Schunk** UNC - Greensboro
Keith Allen University of Georgia	**Taylor Acee** Texas State University
Yeo-eun Kim The Ohio State University	**Allyson Hadwin** University of Victoria
Jessica Vandenberg NC State University	**Eric Poitras** Simon Fraser University
Hyeyeon Lee Penn State University	**Jeffrey Greene** UNC - Chapel Hill
Michelle Gnoleba George Mason University	**Héfer Bembenutty** CUNY – Queens College
Lisa Ridgley Ball State University	**Anastasia Kitsantas** George Mason University

Purposes & Philosophy

- To cultivate a supportive community of SRL scholars
- To promote SRL research
- To provide an influential and memorable experience

Components

- Pre-meeting collaboration
- Individual (one-on-one) mentoring session at AERA
- Lunch together (Phil Winne's article and discussion)
- Peer collaboration - SRL sessions

SSRL SIG GREAT SOCIAL CELEBRATION: MAKING A TORONTO MEMORY AT Aanch – Modernistic Indian Cuisine

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AERA SIG | Studying and Self-Regulated Learning

SSRL SIG Members Presenting Research and Enjoying a Great Camaraderie with Our SIG Motivation in Education's Brothers and Sisters during the AERA Conference in Toronto

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