AERA SSRL SIG Times Magazine

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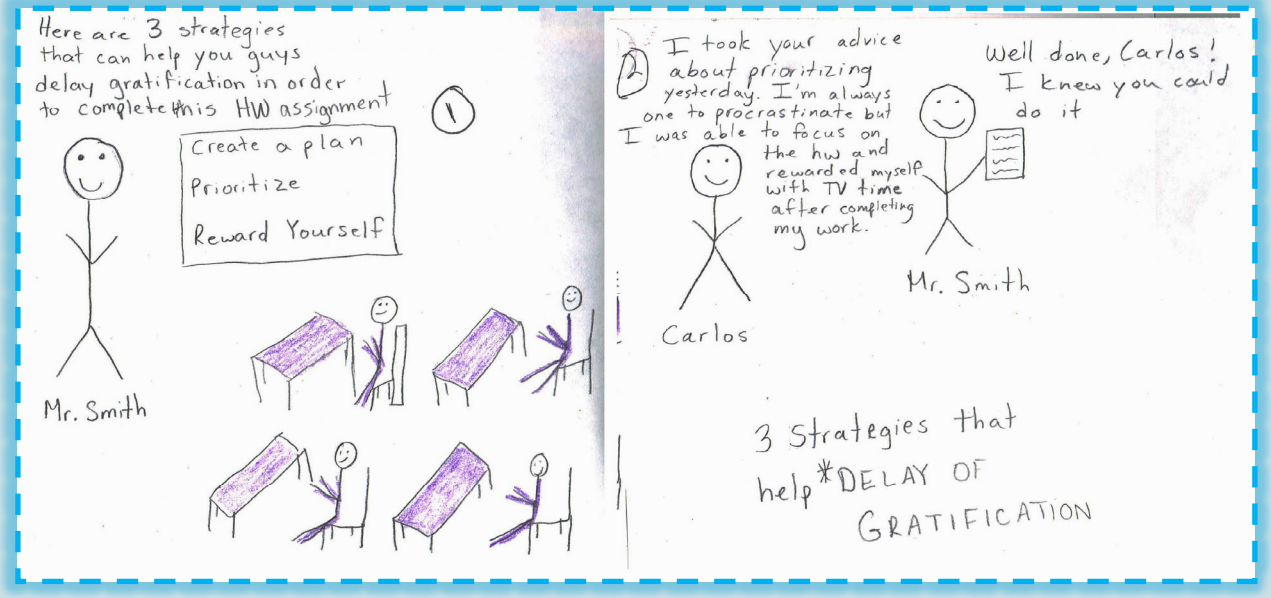
Dr. Héfer Bembenutty
Editor-in-Chief
AERA SSRL SIG

SPECIAL INTEREST GROUP
Studying and Self-Regulated Learning
AERA

Address questions or comments to Dr. Héfer Bembenutty (bembenuttyseys@yahoo.com)

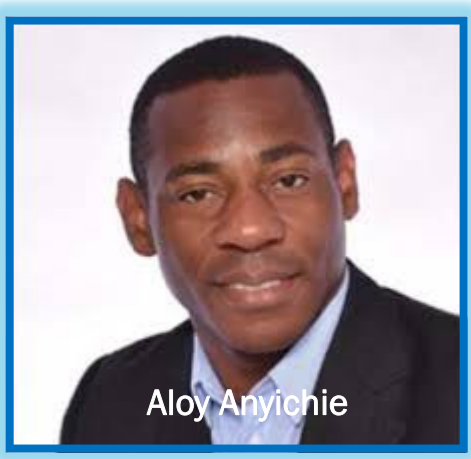
Lab Series: Studying and Self-Regulated Learning



Mr. Smith assigned homework to the entire class and wants it in first thing in the morning. Mr. Smith knows that the World Series starts tonight and that his students would be watching. He then goes on to share three strategies with his students that can help delay gratification to get the homework assignment done on time. The three strategies were: Create a plan, prioritize, and reward yourself. Carlos was a big baseball fan and admitted to being a person that procrastinates often. Carlos knew what he had to do. The next day, Carlos went up to Mr. Smith and handed in his homework assignment on time and thanked Mr. Smith for his input. He told Mr. Smith that he knew he had to prioritize what was important at that moment and that was to finish his homework. After his homework was completed, he then rewarded himself with some downtime caught the final four innings of the baseball game.

Mr. Harun Degia, a teacher in New York City

Message from Aloy Anyichie & Laith Jum'ah, SSRL SIG Graduate Student Committee and Lab Series Co-Chairs, and Dr. Abraham Flanigan, Graduate Student Committee Mentor


Aloy Anyichie

Greetings!

We hope that the new year has brought you many blessings! As the calendar turned to a new year, the Graduate Student Committee continued to work on several initiatives to help facilitate the professional development of our SIG's graduate students and to promote the groundbreaking research taking place in our SIG community.

We hope that all graduate students reading this message will consider getting involved in the initiatives that we are currently working on. From our own experiences, we know that getting involved with the SIG can stimulate your professional development, introduce you to the leaders in our field, and be an incredibly rewarding experience. In the space below, we describe a couple of the projects that we have been working on in the hope that readers will accept our invitation to get involved in our initiatives!

"Conversations with Productive Scholars" Video Series


Laith Jum'ah

The Graduate Student Committee regularly produces brief video interviews with leading scholars in our field. These interviews are usually conducted by the incredible graduate students in our SIG who volunteer their time and talents to conduct these interviews. The interviews center on soliciting advice from established researchers that can be used to help graduate students improve their research productivity. If you are a graduate student in our SIG who is interested in conducting one of these interviews or if you are a researcher who would be interested in sharing your advice with our SIG community, then please reach out to our graduate student committee co-chairs Laith Jum'ah (allaeth1@gmail.com) and Aloy Anyichie (aloy.anyichie@alumni.ubc.ca) to volunteer!

Our archive of recorded interviews can be found here:
https://ssrlsig.org/about/who-we-are/interviews/

Self-Regulated Learning Research Lab Series

We have also been working with faculty members to highlight the ongoing research in their labs. Written summaries of the work being conducted by research teams will be published in the SSRL SIG Times Magazine and the SIG newsletter. The purpose of the Lab Series is to highlight the incredible work being done by our SIG members and to inspire other faculty members and graduate students to follow their passions! If you are a researcher who would like the work of your lab to be highlighted or if you are a graduate student who is part of an exciting research team, then please reach out to us to have your work highlighted in our Lab Series!


Dr. Abraham Flanigan

Again, we hope that the new year has brought you many delights and that the year will be full of professionally and personally enriching experiences! Please do not hesitate to reach out to our committee co-chairs with any questions or to get involved in our committee's ongoing initiatives!

IN THIS ISSUE OF THE SSRL SIG TIMES MAGAZINE, WE HOPE THAT YOU WILL ENJOY LEARNING ABOUT THE SRL LABS OF DR. TAYLOR W. ACEE AND DR. PHILIP H. WINNE.

PLEASE RENEW YOUR MEMBERSHIP TODAY

Dear AERA SIG SSRL Member,

SUPPORT THE SSRL SIG: RENEW YOUR STUDYING AND SELF-REGULATED SIG MEMBERSHIP TODAY! OUR SIG NEEDS YOU! YOU CAN MAKE SIGNIFICANT CONTRIBUTIONS TO OUR SIG IN DIVERSE LEADING ROLES!

How to renew:

Visit the AERA website (https://www.aera.net/Membership/My-AERA/Login?returnurl=%2fdefault.aspx; https://www.aera.net/Events-Meetings/Annual-Meeting).

A New Initiative:

Our distinguished members, Dr. Karen Harris and Dr. Anastasia Kitsantas have given a gift of a membership to our SIG to some of her friends, colleagues and or students. We can do it, too! During these holidays, often we share gifts. We are inviting each member to give a membership to our SIG to two new or two lapsed members. Find a friend, a colleague, and or a graduate student and pay for their membership to our SIG: $10.00 for regular members or $5.00 for graduate students. After you have done it, please email Héfer Bembenutty (bembenuttyseys@yahoo.com), and he will include your name on a list to be published in our next newsletter. We count on you! You CAN DO IT!

Why should you renew your membership:

- We have innovative research and teaching programs presented annually during the AERA conference.
- We are associated with international leaders in the field of studying and self-regulation.
- We have a multidisciplinary approach with applications of SRL to classroom practices, health, sport, music, physical education, technology, and hypermedia.
- We embrace research and teaching methods targeting celebration of equity, diversity, and inclusion in all areas of studying and self-regulated learning.
- We maintain communication with members throughout our newsletters and throughout our highly acclaimed Times Magazine.
- We provide leadership opportunities to graduate students and junior scholars through written contributions to our newsletter and Times Magazine.
- We conduct written and videotaped interviews with leaders in our field.
- We have a website with essential information to graduate students and junior and senior scholars.
- We have an established support system that could advance your career.
- We share research findings through our media outlets, which could facilitate research collaborations.


Dr. Linda Sturges

With your support, we can make and execute plans for much-needed graduate students, junior scholars, teachers, and disadvantaged school children. We plan to expand our frontiers and bring SRL to all possible levels where SRL is needed.

Questions about renewing your membership:

Please contact our distinguished Membership Chairs: Dr. Linda Sturges (lsturges@sunymaritime.edu) and Dr. Divya Varier (dvarier@gmu.edu)


Dr. Divya Varier

CALL FOR APPLICATIONS: 2019 SSRL SIG Graduate Student Mentoring Program

Dr. Timothy J. Cleary

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 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 whether you have started your dissertation. Please note that even if you participated in the SSRL mentoring program in previous years or are planning to participate in other AREA mentoring programs during the 2019 conference (e.g., Division C, Motivation SIG), you are eligible to participate in the SSRL program. Although the review committee would like to accept all applications, space could be 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 a GSMP. However, all students (regardless of their previous participation) are encouraged to apply.

What is required for my application? Interested participants should include the following information in their application:

- A two-page (double-spaced) narrative statement that describes your primary area(s) of research interest, emerging program of research, and emerging identity as a scholar. In addition to a criterion for evaluating applications, this "research statement" will be a valuable professional exercise that can focus on your previous, current, planned, and/or aspirational work as appropriate for your current stage of graduate studies.
- A list of a few SRL researchers (outside of your doctoral program) from whom you would like to receive mentoring through the GSMP. Ideally, their work inspires or interests you and/or is currently influencing your own research.
- A CV that includes your name, address, institution, telephone, e-mail, educational background, awards, professional publications and presentations, teaching experience, and service activities.
- If you have participated in a prior SSRL mentoring program, please provide an explanation regarding why you wish to participate again and the benefits of doing so.
- Optional for more advanced doctoral students (those who are currently in their 3rd year or beyond): a brief statement indicating your willingness to serve as peer mentor to a junior doctoral student.

What is the timeline of the application submission and selection process?

Application materials are due on February 1, 2019 and should be sent to Timothy Cleary at timothy.cleary@gsapp.rutgers.edu. The GSMP committee will review applications and will notify applicants regarding their acceptance into the mentoring program. It is the goal of the committee to enable as many applicants as possible to participate in the program, but there are space limitations. The committee will use the narrative statement as the key determinant of accepting an application. Applicants will be notified by early March regarding acceptance, and if accepted, with their designated mentor. Identification of mentors, directions for communication with them, requirements of participation, and other important details will be shared in the acceptance letter. Upon being accepted into the mentoring program, applicants will share their narrative statement and CV with their mentors.


Dr. Timothy J. Cleary

What opportunities and experiences will I receive as part of the GSMP? Applicants will have, at minimum, the opportunity to:

- Connect by email with faculty mentor before the Annual Meeting
- Meet individually with faculty mentor on at least one occasion during the Annual Meeting
- Attend the GSMP-sponsored lunch/dinner during the Annual Meeting with the full cohort of participants
- Attend the SSRL SIG dinner during the Annual Meeting with their mentors
- Participate in a peer mentoring component (**dependent on availability of peer mentors)
- Volunteer to participate in a post mentoring video interview that will appear on our SIG

SSRL SIG Profile of an Executive Officer
Dr. Pamela Ford Murphy
Ashford University


Dr. Pamela F. Murphy

Profile

Pamela Ford Murphy is a Lead Faculty – Assistant Professor, Remote in the College of Health, Human Services, and Science, and a Faculty Research Fellow at Ashford University. Her PhD from Virginia Tech is in Educational Research and Evaluation with a Statistics Concentration. She has developed and/or serves as the lead for research methods and statistics courses for the Psychology undergraduate and graduate programs. In addition to teaching these subjects, she has an active research agenda, encompassing a variety of social sciences topics, from education to non-pharmacological treatments for dementia. Dr. Murphy has co-authored numerous research publications in peer-reviewed journals, and has presented papers and posters at research conferences since 2007. Her professional affiliations include the American Educational Research Association (AERA) and three special interest groups within it: Mixed Methods Research (MMR) SIG, Online Teaching and Learning (OTL) SIG, and Studying and Self-Regulated Learning (SSRL) SIG. She currently serves as the Program Chair of the SSRL SIG.

Education

- Doctor of Philosophy, Educational Research and Evaluation, Statistics Concentration. Virginia Polytechnic Institute and State University, Blacksburg, VA.
- Master of Business Administration, American International College, Springfield, MA.
- Bachelor of Arts in Advertising and Graphic Design, Hampshire College, Amherst, MA.

Selected Research

- *Spring 2013 to present,* Collaboration with colleagues at Ashford University on research projects related to enhancing student motivation and engagement in online courses.
- *Summer 2009 to present,* Research and analysis using multivariate quantitative methods and public national datasets to explore the topic of self-regulated learning and practical implications for learners of all ages.

Teaching

2012 to present. Assistant Professor – Remote, Psychology Programs, College of Health, Human Services, and Science, ASHFORD UNIVERSITY Online, San Diego, CA. Teach online research methods and statistics courses for undergraduate and graduate students, and engage in research and service activities. Serve as lead faculty for PSY 325 Statistics for the Behavioral & Social Sciences, PSY 326 Research Methods, and PSY 635 Research Design & Methods courses, develop and maintain courses, and mentor and perform instructional quality reviews for associate (part-time) faculty.

Awards, Training, & Certifications

- Ashford University Faculty Scholarship Award, 2017.
- Collaborative Institutional Training Initiative (CITI) Social & Behavioral Responsible Conduct of Research Certificate #12508511, 2014-2017.
- Collaborative Institutional Training Initiative (CITI) Social & Behavioral Research Basic Certificate #12508508, 2014-2017.

Dr. Murphy's research interests include self-regulated and independent learning, online education, and gerontology. The SSRL was the first SIG joined. Dr. Murphy has served the SSRL SIG as Secretary/Newsletter Editor and Junior Program Chair. Currently, she is the Senior Program Chair.

SSRL SIG Profile of an Executive Officer
Dr. Pamela Ford Murphy
Selected Publications and Abstracts

George, T. P., Murphy, P. F., DeCristofaro, C., & Hucks, J. M. (2018). Student perceptions regarding collaborative intraprofessional nursing education. *Nurse Educator.* [E-pub print].

Teamwork is an important factor in the provision of high-quality health care. There is a lack of research on collaboration between nursing students at different program levels. The purpose of this project was to determine student perceptions about collaborative learning activities between prelicensure BSN and MSN students. Community assessments by BSN students identified health needs and issues for 6 underserved populations. Online MSN students used these assessments to create low-literacy patient education pamphlets. In turn, BSN students provided educational sessions at community sites using the pamphlets. Both groups completed presurveys and postsurveys assessing their perceptions of collaborative learning. There were statistically significant differences between the respondent groups for 3 survey questions about how this project helped prepare them for future practice and professional collaboration. Eight qualitative themes were identified. Although desiring more face-to-face interaction between groups, students reported that collaboration was important.

Pilotti, M., Anderson, S., Hardy, P., Murphy, P., & Vincent, P. (2017). Factors Related to Cognitive, Emotional, and Behavioral Engagement in the Online Asynchronous Classroom. *International Journal of Teaching and Learning in Higher Education*, *29*(1), 145-153.

The purpose of this investigation was to examine the relationships among measures of student engagement, instructor engagement, student performance, and properties of the online classroom. The authors assessed behavioral, cognitive, and emotional engagement of students and instructors in asynchronous discussion forums and collected measures of student performance (e.g., class completion and discussion forums' grades) as well as properties of the online classroom (e.g., class size and depth of discussion prompts). Quantitative analyses on conduct exhibited by instructors and students in discussion forums from 303 online classrooms in a variety of disciplines revealed a positive association of students' cognitive engagement and instructors' behavioral engagement with the depth of the discussion prompts. Both cognitive and behavioral measures of students' engagement decreased with increased class size. For instructors, as class size increased, behavioral engagement decreased, and cognitive engagement increased. Grades improved with students' emotional engagement but declined with instructors' cognitive engagement. These idiosyncratic patterns of relationships suggest the need for further inquiry into the unique aspects of instruction in the asynchronous online classroom.

George, T. P., DeCristofaro, C., Murphy, P. F., & Sims, A. (2017). Student perceptions and acceptance of mobile technology in an undergraduate nursing program. *Healthcare, 5*(3), 35.

Mobile technology allows healthcare students to access current evidence-based resources. The purpose of this study was to evaluate the student experience of implementing point-of-care (POC) smartphone applications in a first-semester undergraduate nursing program. Teaching methods included using case studies in the laboratory to familiarize students with the apps. At community screening sites, evidence-based guidelines were referenced when students discussed screening results with patients. Surveys were administered prior to implementing this innovation and after the students utilized the apps in direct patient interactions. Survey results were analyzed to evaluate student perceptions and acceptance of mobile technology. Students felt that healthcare smartphone apps were a helpful and convenient way to obtain evidence-based clinical information pertinent to direct care settings. Over 90% of students planned to continue using healthcare smartphone apps. In conclusion, healthcare smartphone apps are a way for students to become comfortable accessing evidence-based clinical resources. It is important to encourage students to use these resources early in the curriculum. Community screenings are an independent health promotion activity which assists in the attainment of health equity and fosters nursing leadership,

Murphy, P. F., Miyazaki, Y., Detweiler, M. B., & Kim, K. Y. (2010). Longitudinal analysis of differential effects on agitation of a therapeutic wander garden for dementia patients based on ambulation ability. *Dementia: The International Journal of Social Research and Practice, 9*(3), 355-373.

A growth model within the framework of hierarchical linear modeling was used to assess the impact of visiting a wander garden on monthly agitation levels of a group of elderly veterans diagnosed with dementia, with attention to their ambulatory ability. A sample of 34 veterans residing in a locked ward in a dementia unit was observed for a baseline period and for twelve months after a wander garden was opened in their facility. Findings suggest that visiting the wander garden helped lower agitation levels in the dementia patients and that there was a differential effect based on the patient's ability to walk unassisted.

Dr. Taylor W. Acee & The Learning and Motivation in Postsecondary Settings (LAMPS) Research Group

Texas State University

Dr. Taylor W. Acee

Aim of the LAMPS Research Group

https://www.education.txstate.edu/ci/dev-ed/people/de-program-faculty/Acee

The Learning and Motivation in Postsecondary Settings (LAMPS) Research Group at Texas State University aims to shed light on cognitive, metacognitive, motivational, affective, behavioral, and environmental factors that contribute to and detract from student learning and persistence in postsecondary settings. In particular, we target factors that are causative in nature, account for a meaningful amount of variation in academic outcomes, and are amendable to change through educational intervention. The overarching goal of LAMPS is to help students become more strategic and self-regulated life-long learners capable of reaching their academic and professional goals.

The LAMPS Research Group focuses on three interrelated areas: (a) basic and applied research on strategic learning and motivation, (b) development and dissemination of conceptual models of strategic learning and motivation; and (c) development and evaluation of postsecondary learning-support interventions.

Continued on the next page

Research Topics

- Value-reappraisal processes and strategies
- Task-value interventions
- Academic boredom
- Goal properties
- Goal-setting interventions
- Learning strategies
- Strategic learning interventions
- Campus racial climate and sense of belonging
- Growth-mindset interventions

Postsecondary Contexts

- Large-lecture introductory courses
- Developmental mathematics courses
- Developmental reading and writing courses
- Learning-to-learn courses
- Comprehensive student success programs
- Adult basic education programs

Dr. Taylor W. Acee & The LAMPS Research Group: Current Projects

Continued from previous page

The Value-Reappraisal Project is a series of randomized intervention studies examining various strategies for helping students positively reappraise the value of academic tasks. A primary aim of these studies is to investigate intervention effects on attitude change, learning, and motivation in large-lecture introductory physics courses for STEM and non-STEM majors.

Dr. Taylor W. Acee with his wife, Danielle, Dr. Pamela Murphy, Dr. Darolyn Flaggs, and Dr. Hector Bembenutty

Dr. Taylor W. Acee & Members of the LAMPS Research Group

The Learning Frameworks Project is a multi-phase study. The first phase is to describe the characteristics of learning frameworks courses (i.e., learning-to-learn courses) at public postsecondary institutions in Texas using data from interviews and archival materials. The second phase is to evaluate the effectiveness of these courses on academic outcomes using propensity-score matching.

Members and Collaborators

Current Students:

Ms. Amarilis Castillo,
Mr. Santos Cortez,
Ms. Christie Hill-Troglin Cox,
Ms. Stephanie Jarrett,
Ms. Christie Lawson,
Ms. Yuting Lin,
Ms. Candice Oelschlegel

Recent Alumni:

Dr. William Barry,
Dr. Darolyn Flaggs,
Dr. Theresa Hoang,
Dr. Jonah Mutua

Collaborators:

Dr. Carlton Fong,
Dr. Russ Hodges,
Dr. Eric Paulson,
Dr. Claire Ellen Weinstein

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Dr. Taylor W. Acee & The LAMPS Research Group
Biography of Dr. Acee

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Dr. Taylor W. Acee is Associate Professor in the Graduate Program in Developmental Education at Texas State University. He earned his Ph.D. and M.A. in educational psychology at The University of Texas and his B.S. in psychology at the University of Pittsburgh. Bridging the fields of educational psychology and developmental education, his program of research focuses on factors that contribute to and detract from student learning and motivation in postsecondary contexts. Dr. Acee is internationally known for his collaborative work on task-value interventions, academic boredom, and strategic learning assessments and interventions. He has published his research in journals such as *Contemporary Educational Psychology, Journal of Experimental Education, Computers & Education, Journal of College Student Retention, and Journal of College Reading and Learning*. Within the SSRL SIG, Dr. Acee has served as Poster-Award-Committee Chair, Secretary, and Program Chair. He currently serves as Junior SIG Chair.

Recently Chaired Dissertations

- Barry, W. J. (2018). *Online MS-Word, instructional video for helping students turn-on and use immediate writing feedback: A longitudinal study of developmental writing progress and self-efficacy.* (Unpublished doctoral dissertation). Texas State University, San Marcos, TX.
- Flaggs, D. A. (2018). *Campus racial climate matters, sense of belonging matters more: Modeling pathways to persistence for students in developmental mathematics.* (Unpublished doctoral dissertation). Texas State University, San Marcos, TX.
- Hoang, T. V. (2018). *Growth mindset and task value interventions in college algebra*. (Unpublished doctoral dissertation). Texas State University, San Marcos, TX.
- Mutua, J. M. (2018). *Motivation, anxiety, and work ethic as mediators between cognitive-activation instruction and mathematics and science performance.* (Unpublished doctoral dissertation). Texas State University, San Marcos, TX.

Some LAMPS' Current Students & Alumni

Continued on the next page

Dr. Taylor W. Acee & The LAMPS Research Group
Selected Publications, Educational Products, and Grants

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Conceptual Models

- Acee, T. W., Weinstein, C. E., Hoang, T. V., & Flaggs, D. A. (2018). Value reappraisal as a conceptual model for task-value interventions. *Journal of Experimental Education, 86*(1), 69-85.
- Weinstein, C. E., & Acee, T. W. (2018). Study and learning strategies. R. F. Flippo and T. W. Bean (Eds.) *Handbook of college reading and study strategies research* (3rd ed., pp. 227-240). New York, NY: Routledge.

Basic and Applied Research

- Acee, T. W., Barry, W. J., Flaggs, D. A., Holschuh, J., Daniels, S., & Schrauth, M. (2017). Student-perceived interferences to college and mathematics success. *Journal of Developmental Education, 40*(2), *2-9*.
- Acee, T. W., Cho, Y. J., Kim, J. I., & Weinstein, C. E. (2012). Relationships among properties of college students' self-set academic goals and academic achievement. *Educational Psychology: An International Journal of Experimental Educational Psychology, 32* (6), 681-698.

Evaluation of Postsecondary Learning-Support Interventions

- Mireles, S. V., Acee, T. W., & Gerber, L. N. (2014). FOCUS: Sustainable mathematics successes. *Journal of Developmental Education, 38* (1), 26-30.
- Paulson, E. J., Acee, T. W., Mireles, S. V., Jung, J. H., Summers, E. J., & Westbrook, T. R. (2013). *Accelerate Texas Program Evaluation: Year 2 Report*. Austin, TX: Texas Higher Education Coordinating Board.

Educational Products

- Weinstein, C. E., & Acee, T. W. (in press). *Becoming a Strategic Leaner, LASSI Instructional Modules* (2nd ed.). Clearwater, FL: H&H Publishing.
- Weinstein, C. E., Palmer, D. R., & Acee, T. W. (2016). *Learning and Study Strategies Inventory* (3rd ed.). Clearwater, FL: H&H Publishing.

Funded Grants

- Acee, T.W. (2015). *Effects of Value Interventions on Students' Interest and Performance in University Physics Courses*. College of Education Intramural Grant Program, Texas State University, San Marcos, TX.
- Mireles, S., Paulson, E., & Acee, T. W. (2011-2013). *Evaluation of the Comprehensive Student Success Program*. Texas Higher Education Coordinating Board, Austin, Texas,

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"I love Taylor!"
Claire E. Weinstein

Dr. Taylor W. Acee and Dr. Claire E. Weinstein

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Dr. Taylor W. Acee & The LAMPS Research Group
MERRYMAKING

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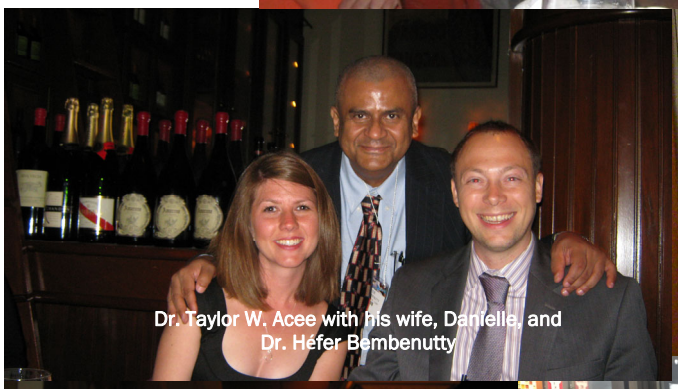
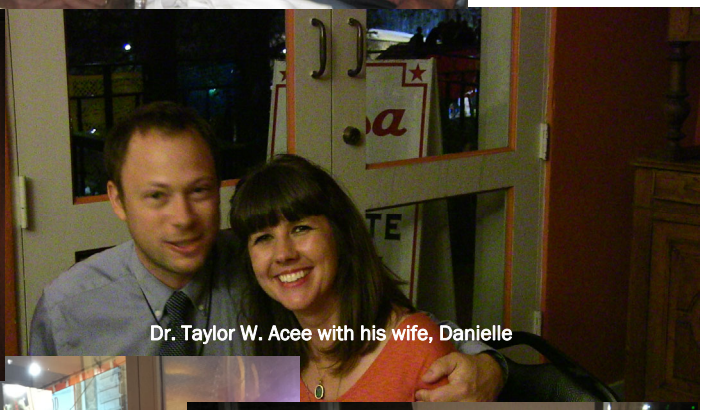
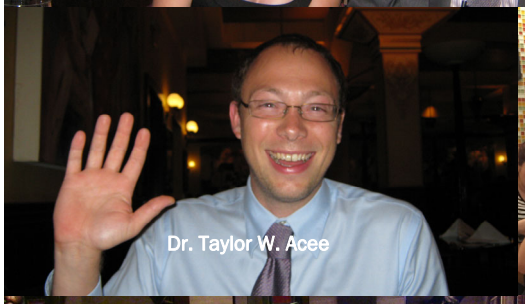
Dr. Barry J. Zimmerman with his wife Diana, and Dr. Taylor W. Acee


Dr. Taylor W. Acee with his wife, Danielle, and Dr. Héfer Bembenutty


Dr. Taylor W. Acee with his wife, Danielle

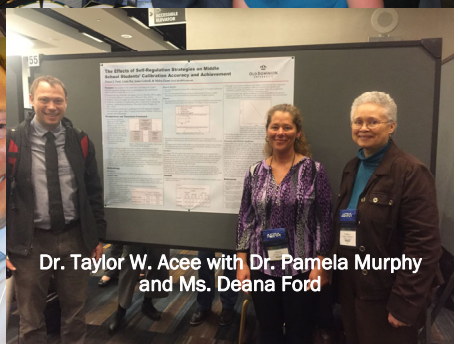

Dr. Taylor W. Acee


Dr. Taylor W. Acee with his wife, Danielle

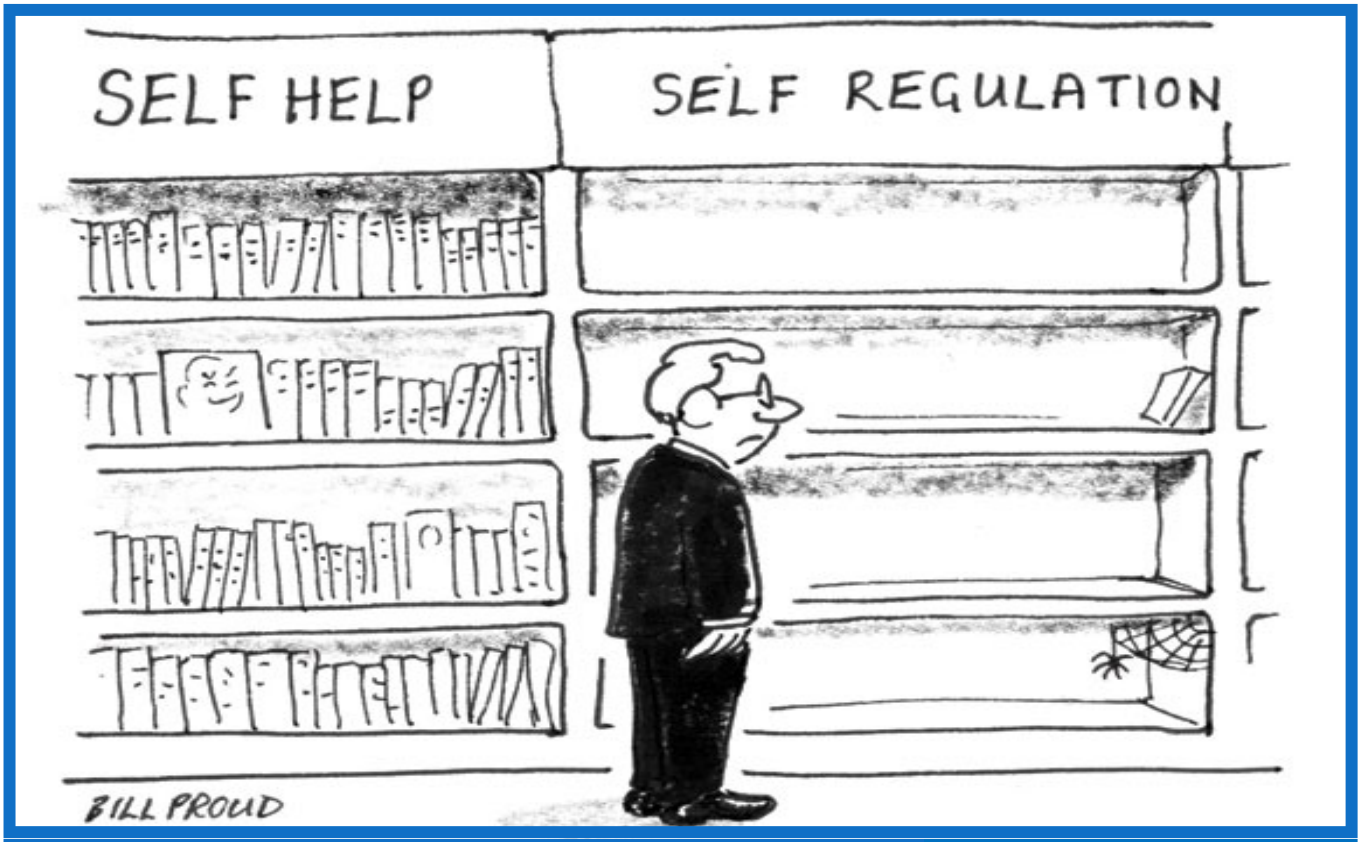

Dr. Taylor W. Acee with his wife, Danielle, and Dr. Erika Patell

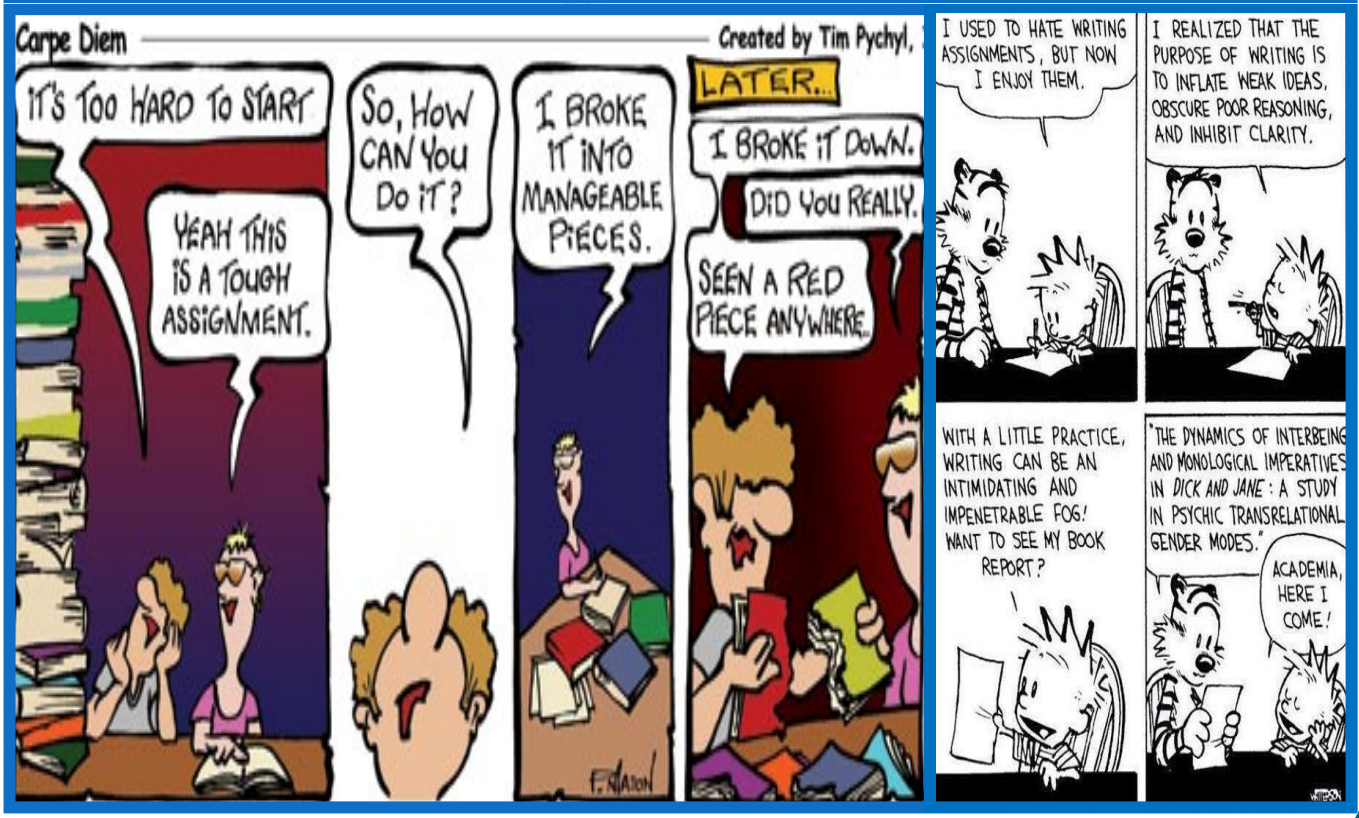

Dr. Taylor W. Acee with Dr. Pamela Murphy and Dr. Christian Brandmo


Dr. Taylor W. Acee with Dr. Evely Boruchovitz


Dr. Taylor W. Acee with Dr. Pamela Murphy and Ms. Deana Ford

Studying and Self-Regulated Learning Cartoons





Recent Self-regulated Learning Research Published by Some of Our SSRL SIG Members

Won, S., Wolters, C. A., & Mueller, S. A. (2018). Sense of belonging and self-regulated learning: Testing achievement goals as mediators. *The Journal of Experimental Education*, *86*(3), 402-418.

We examined two aspects of college students' (*N* = 385) sense of belonging and its relations with three indicators of self-regulated learning. We also tested the mediating role of achievement goals in these relations. One aspect, sense of belonging to school, functioned as a significant predictor of self-reported metacognitive and academic time management strategies. In comparison, a second aspect, sense of belonging to peer groups, was a significant predictor of self-reported peer learning strategies. Findings from the mediation analyses indicated that sense of belonging to school was related with mastery goals, whereas sense of belonging to peer groups was related with performance goals. Further, mastery goals mediated the relations between sense of belonging to school and metacognitive and academic time management strategies.

Rubenstein, L. D., Callan, G. L., & Ridgley, L. M. (2018). Anchoring the creative process within a self-regulated learning framework: Inspiring assessment methods and future research. *Educational Psychology Review*, *30*(3), 921-945.

Historically, creative process research has examined the steps that creative people use, while overlooking how people learn these steps and the mechanisms behind the process. This paper proposes to situate the creative process within broader theoretical framework of self-regulated learning (SRL). This merger emphasizes that the creative process can be learned and that creative process strategies may inspire general learning strategies. Further, the SRL framework provides an organizational structure that illuminates gaps in current research and provides inspiration for new measurement techniques. Current assessment methods are often unable to determine how people regulate themselves throughout the creative process, specifically how internal psychological processes, external behaviors, and explicit strategies influence the creative process; however, SRL measurement techniques, like SRL microanalysis interviews, may provide an opportunity to identify intervention casual mechanisms, extend experimental studies, provide consistent variables to compare across disciplines and studies, and help practitioners assess students' creative process.

Winne, P. H. (2018). Theorizing and researching levels of processing in self-regulated learning. *British Journal of Educational Psychology*, *88*(1), 9-20.

I recapitulate major accounts of levels or depth of information and information processing to set a stage for conceptualizing, first, self-regulated learning (SRL) from this perspective and, second, how a "levels-sensitive" approach might be implemented in research about SRL. I merge the levels construct into a model of SRL conceptually and with respect to operationally defining the levels construct in the context of SRL in relation to each of the model's four phases – surveying task conditions, setting goals and planning, engaging the task, and composing major adaptations for future tasks. Self-regulated learning can be viewed through a lens of the levels construct, and operational definitions can be designed to research SRL with respect to levels. While information can be organized arbitrarily deeply, the levels construct may not be particularly useful for distinguishing among processes except in a sense that, because processes in SRL operate on information with depth, they epiphenomenally acquire characteristics of levels. Thus, SRL *per se* is not a deeper kind of processing. Instead, it is processing more complex – deeper – information about a different topic, namely processes for learning.

Muis, K. R., Chevrier, M., & Singh, C. A. (2018). The role of epistemic emotions in personal epistemology and self-regulated learning. *Educational Psychologist*, *53*(3), 165-184.

The purpose of this article is to delineate the role of epistemic emotions in personal epistemology and self-regulated learning (SRL). We first review important tenets of personal epistemology and SRL and then present a model of SRL that situates personal epistemology within that model. We then define epistemic emotions, describe under what conditions epistemic emotions arise, and delineate how these emotions may facilitate or constrain learning processes and learning outcomes. Specifically, we present five antecedents to epistemic emotions and five consequences of those emotions during learning. The five antecedents are control, value, novelty, complexity, and achievement or impasses of epistemic aims. The five consequences are effects on planning and goal setting, motivation, cognitive and metacognitive strategies, learning outcomes, and revisions to antecedents. We end with a discussion of educational implications and future directions for research.

Panadero, E., Andrade, H., & Brookhart, S. (2018). Fusing self-regulated learning and formative assessment: A roadmap of where we are, how we got here, and where we are going. *The Australian Educational Researcher*, *45*(1), 13-31.

We have known for a long time that a relationship exists between how learning is assessed and the learning processes and strategies students employ when engaged in those assessments. Black and Wiliam pointed out in 1998 that self-regulated learning should be a primary goal of formative assessment (FA). Since then, a growing body of research on this relationship has been produced. The purpose of this paper is to present and discuss keystone publications that inform our current understandings of the relationship between FA and self-regulated learning. The result is a roadmap of the development of the field and directions for future research.

Deekens, V. M., Greene, J. A., & Lobczowski, N. G. (2018). Monitoring and depth of strategy use in computer-based learning environments for science and history. *British Journal of Educational Psychology*, *88*(1), 63-79.

In this study, we investigated the relationships among the frequency of metacognitive monitoring and the utilization of deep and surface-level strategies, and the connections between these SRL processes and learning outcomes across two academic domains, science and history. We collected think-aloud protocol SRL and knowledge measure data. Students who enacted more frequent monitoring also enacted more frequent deep strategies resulting in better performance on academic evaluations. These findings suggest the importance of measuring not only what depth of strategies learners use, but also the degree to which they monitor their learning. Attention to both is needed in research and practice.

Dr. Philip H. Winne & The Ed Psych Lab at Simon Fraser University

Aim of the Ed Psych Lab at Simon Fraser University

http://www.sfu.ca/education/pwinne.html

The Ed Psych Lab at Simon Fraser University researches human learning processes supported by locally developed software technologies. Supervised by Dr. Philip H. Winne and Dr. John Nesbit, our national team includes researchers, graduate students in education and computing science, and software developers with interests spanning learning science, learning technologies, learning analytics and computational linguistics. We work as a team on large projects, and as individuals and small groups to probe topics of special interest. R&D in the lab is supported by grants from the Social Sciences and Humanities Research Council of Canada, the U.S. National Science Foundation, and funds and infrastructure provided by Simon Fraser University.

We are developing nStudy, a sophisticated extension to the Chrome web browser, and backend systems to advance research and support students in learning, information problem solving, computational thinking and self-regulated learning (SRL).

With nStudy, students can work solo and collaboratively to record, catalogue, search for, analyze, organize, view and synthesize information for complex tasks in any subject area. Ambient trace data nStudy gathers are processed to create learning analytics.

"gStudy software unobtrusively collects detailed trace data about learners' use of study tactics as they engage with content presented in learning kits—collections of documents (e.g., texts, graphics, video clips) and tasks (e.g., notes, concept maps) on which learners operate to study."
Perry & Winne, 2006

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Dr. Philip H. Winne & Members of the Ed Psych Lab Research Projects & Findings

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Text Marking. When learners underline or highlight text, they trace metacognitive judgments about attributes of information marked. Our meta-analysis (just submitted) shows: marking text slightly improves outcomes, learners can be taught to mark more effectively and, interestingly, studying text marked by an expert is more effective than studying unmarked text. Our own study showed tagging selections (e.g., "helpful" or "needed to understand") was more effective than plain" marking. We're planning studies with nStudy to research learning analytics that help learners mark effectively.

Emotional Engagement. Much research suggests emotions learners experience during learning influence outcomes. With colleagues in Canada, the U.S. and Germany, we are investigating when emotions arise as learners study controversial topics where misconceptions abound, and how those events affect learning. Somewhat contrary to other studies, we found emotions aroused about specific information needed to answer achievement test items does not reliably predict achievement. We're using nStudy to try to pin down when emotions matter and how.

Self-Explanation and Self-Questioning Prompts. A recently published meta-analysis authored by current lab members and previous students showed students learn better when they construct explanations about content they study. We are applying these findings to develop templates in nStudy that guide students to create high quality "explanation" notes. Experiments to test this kind of software support are on our agenda.

Time Management, Student Engagement and Goal Setting. We've systematically reviewed the past decade of research on time management in school and work contexts. In review paper, we've examined self-handicapping using research in human decision making. While inconsistent operational definitions and approaches to measurement precluded meta-analyses in these areas, we gleaned provisional guidelines to trace learner engagement and generate learning analytics about engagement in online learning. We're planning studies to investigate whether our analytics motivate more productive goal setting, time management and engagements in online learning.

Writing, Peer Review and Chatbots. We meta-analyzed research on whether and how peers' review of draft essays is beneficial. Beyond simple practical findings – 2 rounds of peer review by 2 peers is most effective – research signals that engaging students metacognitively is a key to better writing. We're operationalizing these findings in the form of chatbots designed to support writers and guide peer reviews. We're also applying computational methods (latent Dirichlet allocation) to identify topics in essay drafts as a basis for learning analytics to guide revising topic coverage and flow. Studies to test effects of the bots and learning analytics are in the queue.

Recommender Systems. Starting with a set of "key terms" about a topic and a learner's first choices to study sources returned by a Google-like search, we've developed and are testing computational systems that help learners pick particularly relevant documents when they search for sources of information. A study to test the system will be underway in early 2019.

Dialectical Map. Argumentation is a key skill and the foundation of critical thinking. Students struggle to recognize and rebut counterarguments, synthesize conclusions on both sides of an argument, and other moves to forming logical and compelling arguments. We are investigating effects of a tool that scaffolds constructing epistemologically advanced arguments. Used by hundreds of students at Simon Fraser University, the dialectical map helps visualize and plan an argument. Students can submit the map directly or import its text to a word processor.

Dr. Philip H. Winne & Members of the Ed Psych Lab at Simon Fraser University

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Dr. Philip H Winne & The Ed Psych Lab Profile, Grants, Awards, and Software

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Dr. Philip H. Winne is a professor of educational psychology and former Canada Research Chair in Self-Regulated Learning and Learning Technologies at Simon Fraser University. A Fellow of the American Educational Research Association, the American Psychological Association, the Association for Psychological Science, and the Canadian Psychological Association, Dr. Winne has made significant contributions to research on self-regulated learning. He is the principal investigator of the *Learning Kit Project*, which has developed educational software, now called nStudy, founded on principles of self-regulated learning.

Before earning a PhD from Stanford University in 1976, Winne received undergraduate and master's degrees from Bucknell University. He has served as President of the Canadian Educational Researchers Association (1984-1986), the Canadian Association for Educational Psychology (1988-1990), and Division 15-Educational Psychology of the American Psychological Association (2001 -2003). He co-edited the *Educational Psychologist* and serves as associate editor of the *British Journal of Educational Psychology*. Dr. Winne has authored (or co-authored) over 95 peer-reviewed journal articles, over 60 book chapters, and 5 books including an introductory textbook on educational psychology that is widely used in Canada (Woolfolk, Winne, & Perry, 2015).

Selected Grants

- 2016–2020 ***Building Information Problem Solving Skills in Post-Secondary Education*** Social Sciences and Humanities Research Council of Canada
- 2014–2019 ***Fostering Epistemic Belief Change: The Role of Epistemic Emotions and Self–Regulated Learning*** Sciences and Humanities Research Council of Canada
- 2016–2018 ***Online Learning Ecosystem*** MITACS Accelerate Program

Selected Software Projects

- *nStudy: A web application for researching and promoting self-regulated learning* (version 3.2)
- (2007). *gChat: A chat interface with scaffolds to enhance collaborative effectiveness* (version 2.0) (2005). *WebQuestionnaire: An authoring tool for developing and administering online questionnaires* (version 2.0)
- *Log Analyzer: A toolkit for analyzing gStudy log data and computing transition metrics* (version 2.2)
- *Learning Kit management system* (version 1.0) [computer program]

Congratulations, Professor Winne!

In our SSRL SIG, we are very proud of you, Professor Winne!

Dr. Philip H. Winne receiving from Dr. Linda Bol the Barry J. Zimmerman Award for his outstanding contributions to the fields of studying and self-regulated learning research (AERA SSRL SIG)

Dr. Philip H. Winne with Dr. Dale H. Schunk and Dr. Taylor W. Acee

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Dr. Philip H Winne & The Ed Psych Lab
Selected Publications

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- Winne, P. H., & Marzouk, Z. (2019). Learning strategies and self-regulated learning. In J. Dunlosky & K. Rawson (Eds.), *Cambridge Handbook of Cognition and Education.* New York, NY: Cambridge University Press.
- Nesbit J., Niu H., & Liu Q. (2019) Cognitive tools for scaffolding argumentation. In O. Adesope & A. Rud (Eds.) *Contemporary Technologies in Education* (pp. 97-118). Cham, Switzerland: Palgrave Macmillan.
- Bisra, K., Liu, Q., Nesbit, J. C., Salimi, F., & Winne, P. H. (2018). Inducing self-explanation: A meta-analysis. *Educational Psychology Review*, *30*, 703-725.
- Winne, P. H. (2018). Theorizing and researching levels of processing in self-regulated learning. *British Journal of Educational Psychology*, *88*, 9-20.
- Winne, P. H. (2018). Cognition and metacognition in self-regulated learning. In D. Schunk & J. Greene (Eds.), *Handbook of self-regulation of learning and performance*. (2nd ed., pp. 36-48). New York, NY: Routledge.
- Winne, P. H. (2017). Leveraging big data to help each learner upgrade learning and accelerate learning science. *Teachers College Record*, *119*(3), 1-24.
- Winne, P. H. (2017). The trajectory of research on self-regulated learning. *Teachers College Record*, *119*(13).
- Winne, P. H. (2017). Learning analytics for self-regulated learning. In C. Lang, G. Siemens, A. Wise & D. Gašević (Eds.), *Handbook of learning analytics* (pp. 241-249). Beaumont, AB: Society for Learning Analytics Research.
- Winne, P. H., Vytasek, J. M., Patzak, A., Raković, M., Marzouk, Z., Pakdaman-Savoji, A., Ram, I., Samadi, D., Lin, M. P. C., Liu, A., Liaqat, A., Nashaat, N., Mozaffari, Z., Stewart-Alonso, J., & Nesbit, J. C. (2017). Designs for learning analytics to support information problem solving. In J. Buder & F. W. Hesse (Eds.) *Informational environments: Effects of use, effective designs* (pp. 249-272). New York, NY: Springer.
- Winne, P. H., Nesbit, J. C., & Popowich, F. (2017). nStudy: A system for researching information problem solving. *Technology, Knowledge and Learning, 22*(3), 369-376.
- Marzouk, Z., Raković, M., Liaqat, A., Vytasek, J. Samadi, D., Stewart-Alonso, J., Ram, I., Woloshen, S., Winne, P. H., & Nesbit, J. C. (2016). What if learning analytics were based on learning science? *Australasian Journal of Educational Technology*, *32* (6), 1-18.
- Trevors, G. J., Muis, K. R., Pekrun, R., Sinatra, G. M., & Winne, P. H. (2016). Identity and epistemic emotions during knowledge revision: A potential account for the backfire effect. *Discourse Processes*, *53*(5-6), 339-370.
- Marzouk, Z., Rakovic, M., Liaqat, A., Vytasek, J., Samadi, D., Stewart-Alonso, J., ... & Nesbit, J. C. (2016). What if learning analytics were based on learning science?. *Australasian Journal of Educational Technology*, *32*(6), 1-18.
- Marzouk, Z., Raković, M., & Winne, P. H. (2016). Generating Learning Analytics to Improve Learners' Metacognitive Skills Using nStudy Trace Data and the ICAP Framework. In *LAL@ LAK* (pp. 11-16).
- Muis, K. R., Winne, P. H., & Ranellucci, J. (2016). The role of calibration bias and performance feedback in achievement goal regulation. *International Education Research*, *4*, 14 -36.
- Roll, I., & Winne, P. H. (2015). Understanding, evaluating, and supporting self-regulated learning using learning analytics. *Journal of Learning Analytics*, *2*(1), 7-12.

"In the course of learners' everyday studying activities, nStudy gathers ambient, fine-grained, trace data fully cataloging information learners operate on and operations they apply to information. Big ambient trace data are raw material for developing learning analytics that support self-regulated learning for improving information problem solving."

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Dr. Philip H Winne & The Ed Psych Lab
Selected Abstracts

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Winne P. H. (2019). Enhancing self-regulated learning for information problem solving with ambient nig data gathered by nStudy. In O. Adesope & A. Rud (Eds.) *Contemporary Technologies in Education*. Palgrave Macmillan, Cham

Learning projects are major academic assignments. They benefit from productive self-regulated learning to improve skills for solving information problems of searching for, analyzing, mining and organizing unfamiliar content. Findings from randomized controlled trials (RCTs), the "gold standard" for research, are recommended to meet these needs but RCTs poorly serve this purpose. A state-of-the-art learning technology, nStudy, is proposed to support a new approach to learning science and help fill gaps RCTs cannot. In the course of learners' everyday studying activities, nStudy gathers ambient, fine-grained, trace data fully cataloging information learners operate on and operations they apply to information. Big ambient trace data are raw material for developing learning analytics that support self-regulated learning for improving information problem solving.

Winne, P. H. (2018). Theorizing and researching levels of processing in self-regulated learning. *British Journal of Educational Psychology*, *88*(1), 9-20.

I recapitulate major accounts of levels or depth of information and information processing to set a stage for conceptualizing, first, self-regulated learning (SRL) from this perspective and, second, how a "levels-sensitive" approach might be implemented in research about SRL. I merge the levels construct into a model of SRL (Winne, 2011, 2017; Winne & Hadwin, 1998) conceptually and with respect to operationally defining the levels construct in the context of SRL in relation to each of the model's four phases – surveying task conditions, setting goals and planning, engaging the task, and composing major adaptations for future tasks. Self-regulated learning can be viewed through a lens of the levels construct, and operational definitions can be designed to research SRL with respect to levels. SRL *per se* is not a deeper kind of processing. Instead, it is processing more complex – deeper – information about a different topic, namely processes for learning.

Muis, K. R., Sinatra, G. M., Pekrun, R., Winne, P. H., Trevors, G., Losenno, K. M., & Munzar, B. (2018). Main and moderator effects of refutation on task value, epistemic emotions, and learning strategies during conceptual change. *Contemporary Educational Psychology*, *55*, 155-165.

We explored the role that epistemic emotions play in conceptual change, specifically whether task value served as an antecedent to these emotions and whether type of text (refutation or expository) moderated relations between task value, epistemic emotions, and learning strategies. One hundred twenty university undergraduates completed a measure of misconceptions about genetically modified foods and were randomly assigned to study an expository or refutation text. Individuals studying the refutation text experienced more surprise and changed more misconceptions to correct conceptions compared to participants studying the expository text. Moderated mediation analyses revealed that text type moderated the mediated relations between task value and surprise, curiosity, self-reported critical thinking and elaboration. Results demonstrate that epistemic emotions play a significant role in conceptual change.

Winne, P. H. (2017). The Trajectory of Scholarship about Self-Regulated Learning. *Teachers College Record*, *119*(13).

The trajectory of scholarship about self-regulated learning (SRL) originates in mid-19th-century writings about learners' sense of responsibility in self education. Although Descartes's 17th-century writings implied mental activities consistent with metacognition, a central feature of SRL, these were inarticulate until Flavell and colleagues' studies circa 1970. Since then, research on metacognition and its role in SRL has approximately doubled every decade. Foundations for modeling SRL include Skinner's behaviorism, which acknowledged learners' choices about reinforcers for behavior, and Bandura's social learning theory, with its construct of agency. Research in the 1980s gathered data about SRL mainly using interviews, self-report questionnaires, and think-aloud protocols. These methods were quickly supplemented by observations of behavior and traces of learning activities tightly coupled to features of SRL. Today, SRL research is prominent across a broad spectrum of educational topics. Its importance will grow with trends toward lifelong learning and self-directed inquiries that survey vast information on the Internet, where students control what and how they will learn. Implications for future research include reconceptualizing "error variance" as arising partially due to SRL and capitalizing on software technologies that massively increase access to data about how and to what effects learners self-regulate learning.

Winne, P. H., Nesbit, J. C., & Popowich, F. (2017). nStudy: A System for Researching Information Problem Solving. *Technology, Knowledge and Learning*, *22*(3), 369-376.

A bottleneck in gathering big data about learning is instrumentation designed to record data about processes students use to learn and information on which those processes operate. The software system nStudy fills this gap. nStudy is an extension to the Chrome web browser plus a server side database for logged trace data plus peripheral modules that analyze trace data and assemble web pages as learning analytics. Students can use nStudy anywhere they connect to the internet. Every event related to creating, modifying, reviewing, linking and organizing information artifacts is logged in fine grain with a time stamp. These data fully trace information students operate on and how they operate on it. Ambient big data about studying gathered au naturel can be tailored by configuring several of nStudy's features. Thus the system can be used to gather data across a wide range lab studies and field trials designed to test a range of models and theories.