2019 Summer Newsletter

Studying and Self-Regulated Learning (SSRL) Special Interest Group

Newsletter Theme: Helping Students Become Self-Regulated Learners Through Embedded Strategy Instruction

American Educational Research Association

Edited by Dr. Abraham E. Flanigan and Dr. Aloysius C. Anyichie

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Letter From The Editors

Dr. Abraham E. Flanigan, Georgia Southern University

Dr. Aloysius C. Anyichie, The University of British Columbia, Vancouver

Greetings, fellow SSRL scholars!

Dr. Abraham Flanigan

Welcome to the 2019 edition of the SSRL SIG newsletter. We are excited about the content we have in store for you! This newsletter highlights how classroom instructors embed self-regulated learning strategy instruction into their courses. Eight college instructors from seven countries across three different continents wrote essays about how students at their universities are trained to become independent, self-regulated learners capable of taking ownership over their learning process. These informative essays touch on the incredible ways that universities and instructors train their students to become self-regulated learners. Some instructors describe how their universities or departments prioritize the development of SRL skills while other instructors describe how they tailor their classroom instruction to train students to become autonomous learners. As you'll see, the approaches discussed in these essays are both effective and practical. For instance, Dr. Etsuko Tanaka describes a university-wide initiative at Japan's Nagoya University that leverages knowledge of SRL to help doctoral students develop transferrable skills they can carry with them into careers in and out of academia (see p. 18). Furthermore, at the individual classroom level, Dr. Tiphaine Colliot describes how she embeds hallmarks of SRL strategy instruction (e.g., self-testing, linking new information to prior knowledge) into her courses at Université Rennes 2 to help her students become independent learners (see p. 13). The essays from Dr. Tanaka and Dr. Colliot are just two of the eight wonderful essays that you will be treated to in this newsletter. Our hope is that these essays will help readers identify ways that they can embed SRL strategy instruction into their own courses to help students unlock their potential as autonomous, self-regulated learners.

Dr. Aloysius Anyichie

It is our belief that the SSRL SIG is special because of the community of individuals who make up its membership. Flipping through the pages of this newsletter is a testament to the incredible diversity in our organization. Scholars from Germany, Japan, Norway, the United States, and beyond, all contributed to the development of this newsletter. It is truly a pleasure to be part of an organization that acts as an intersection for scholars from every corner of the globe. The fact that the members of our SIG's community are always quick to offer their time and talents to the development of our spring, summer, and fall newsletters is further evidence of the collaborative and unique organization to which we all belong. We couldn't be more grateful!

Wishing you all a happy, productive, and fulfilling 2019-2020 academic year!

Abe and Aloy

Letter From The Chairs

Dr. Taylor W. Acee, Texas State University

Dr. Pamela F. Murphy, Ashford University

Welcome to the 2019 summer edition of the SSRL SIG Newsletter Letter! Pamela Murphy and I are thrilled to be serving as your new junior and senior SIG Chairs (respectively). We aim to represent your voices and facilitate your continued engagement with our SIG. In this spirit, we invite you to contact us directly with your ideas, questions, concerns, and interests to get involved (see the contact list at the end of this newsletter).

Dr. Taylor W. Acee

We are happy to be continuing the many initiatives established by our predecessors, including the Graduate Student Mentoring Program, Graduate Student Research Award, Outstanding Poster Award, Barry J. Zimmerman Award for Outstanding Contributions, Times Magazine, Newsletter, historical research and documentation of our SIG, and online communications through our website (www.ssrlsig.org) and Facebook page. In addition, our Graduate Student Committee co-chairs, Laith Jum'ah, Sarah Davis, and their committee mentor, D. Jake Follmer, are in the process of implementing a number of initiatives including the SRL Scholar Seminar Series, SRL in Practice Series, and Graduate Student Research Spotlight Series. If you are a graduate student interested in getting involved with our SIG and our Graduate Student Committee, let us know and we will work to involve you (again, I refer you to the contact list at the end of this newsletter).

Since April, we have had the great pleasure to be working with our 2019-2020 Executive Committee and our many contributors—we truly have an outstanding team. Our newsletter editors Abraham Flanigan and Aloy Anyichie have put together a stimulating newsletter focused on teaching SRL and begun outlining future newsletter themes. You read more about their ideas in their letter from the editors. Please reach out to us with your ideas for future newsletter themes and possible contributions.

Dr. Pamela F. Murphy

Our Program Chairs, Alexis Battista and Aubrey Whitehead, have done a tremendous job establishing expert panels to review submissions to our next AERA annual meeting in San Francisco, CA. Thanks to our many volunteer reviewers! Keep in mind, our review panels consist of both non-student and student reviewers. So, if you are a graduate student looking to gain review experience, please consider volunteering next year.

Our Treasurers, Divya Varier and Darolyn Flaggs, have been working to recruit and retain members and keep our SIG financially solvent. Recently, they helped to bring to our attention AERA's Member-Get-A-Member Campaign, which ended on August 1.

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Letter From The Chairs (continued from p. 4)

This campaign provides big discounts to new members and incentivizes current members to recruit new members. If you missed this opportunity, keep it in mind for next year, as AERA will likely implement this initiative again around the same time.

We would also like to recognize and thank the chairs of our three awards committees, Roger Azevedo, Gregory Callan, and Linda Bol, SSRL SIG Historians, Kyle Du and Amarilis Castillo, Webmaster, Charles Raffaele, Social Media Coordinator, Yuting Lin, and Graduate Student Mentoring Program Chair, Matthew Bernacki.

Finally, I am happy to announce that Hefer Bembenutty (our previous Senior SIG Chair) graciously agreed to stay on as Editor-In-Chief of the SSRL SIG Times Magazine. The Times has diverse and substantive content directly related to our field. I highly recommend reviewing the content of past, current, and future editions of the Times (available on our website). In particular, I recommend reading the July edition, which commemorates the outstanding life and legacy of Dr. Wilbert (Bill) J. McKeachie, a pillar of our field and a friend and mentor to many of our SSRL SIG members and leaders.

Final Comment on Self-Regulating Restoration

It is well established in the literature that adequate sleep and restoration benefit memory, health, and productivity (see Grandner, 2018; Hans, 2019). Furthermore, our capacity to self-regulate is limited and can be depleted (see MacKenzie & Baumeister, 2015). However, sufficient restoration is not automatic and may need to be self-regulated. Although restoration is continuously important, for many educators, academics, and graduate students, summer provides greater opportunity to restore compared with the other seasons because of decreased teaching and office demands. With this in mind, we leave you with two quotes that may inspire the self-regulation of restoration. Wishing you a productive and restorative end to your summer (or upcoming summer, for those in the Southern Hemisphere)!

Taylor and Pam

"We need time to defuse, to contemplate. Just as in sleep our brains relax and give us dreams, so at some time in the day we need to disconnect, reconnect, and look around us."

— Laurie Colwin

"We will be more successful in all our endeavors if we can let go of the habit of running all the time, and take little pauses to relax and re-center ourselves. And we'll also have a lot more joy in living."

— Thich Nhat Hanh

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Call for Zimmerman Award Nominations

Dr. Linda Bol, Old Dominion University

Nominations due by November 15th!

Purpose and Description

This annual award is being established to honor mid-career and senior scholars who have made significant contributions to the fields of studying and self-regulated learning research. The focus of the award is to recognize a researcher who has developed a programmatic area of research that has made a strong theoretical, empirical, and applied impact on the field. Barry J. Zimmerman is among the most prolific and important figures in the fields of studying and self-regulated learning and is an AERA fellow. He is also one of the founders of the Studying and Self-Regulated Learning SIG.

Eligibility and Nomination Process

This award is open to any researcher who has actively conducted research in studying and self-regulated learning for a sustained period (i.e., at least seven years) and has produced a strong record of scholarly achievement. Membership in AERA and the SSRL SIG are not criteria for this award, but we do anticipate that many of the nominations will come from the SIG and across AERA.

Dr. Barry J. Zimmerman

To nominate someone please provide the contact information for yourself and the nominee. The chair will contact and inform nominees about their nomination for the award and request confirmation of their acceptance of the nomination. If they accept the nomination, their names will be included in the pool of applicants to be reviewed by the committee.

After confirming his or her acceptance of the nomination, he or she will submit (a) full academic CV, (b) electronic copies of up to three peer-reviewed articles that the nominee perceives as most representative of his or her larger research program and scholarly contribution, and (c) a personal statement (no more than 500 words) detailing the key themes of his or her research agenda and overall impact on the field.

The nominator will also be asked to provide a letter of support (no more than 1,000 words) detailing the primary contributions and scholarly impact of the nominee on the field of self-regulated learning. All nomination materials, including the nomination letter, the CV, the journal articles and the personal statement, are submitted electronically to Linda Bol (lbol@odu.edu) **by November 15th**.

Recognition

The winner of the Barry J. Zimmerman Award for Outstanding Contributions will be informed via email by March. The winner will be officially recognized at the SSRL SIG business meeting at AERA.

Committee: Linda Bol (Chair), Phil Winne, Jeff Greene, & Karen Harris

Graduate Student Mentoring Program—AERA 2020

Dr. Matthew L. Bernacki, University of North Carolina - Chapel Hill

At the 2019 AERA Annual Meeting in NYC this past Spring, the SSRL SIG sponsored its 6th annual Graduate Student Mentoring Program (GSMP). The program is aimed to (a) support the development of a vibrant and supportive community of SRL scholars; (b) provide graduate students with opportunities to receive mentoring and advice from established scholars in the field; and (c) provide professional networking opportunities for graduate students within the SSRL SIG community.

With the support of the GSMP committee (Drs. Roger Azevedo and Greg Callahan), the 2019 program successfully provided mentoring experiences to eight mentees. Faculty mentors included both emerging scholars in the field of SRL as well as our most senior and accomplished ones. Mentees had the opportunity to converse and interact with their mentor prior to and during the conference. They received feedback on ways to improve their programs of research, add to their growing vitae, and engage successfully as members of the SRL community during academic sessions, business meetings, and social events.

For those considering the program as part of their 2020 AERA Annual Meeting experience, here are some answers to the most common questions asked by prospective mentees:

Who is eligible to apply? 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.

What is required for my application? Applications typically include the following information: 1) A two-page (double-spaced) narrative statement describing your primary area(s) of research interest, emerging program of research, and emerging identity as a scholar; 2) A CV that includes your name, address, institution, telephone, e-mail, educational background, awards, professional publications and presentations, teaching experience, and service activities; 3) 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.

When are applications due? Application materials are typically due in early February. Be on the lookout for a Call for GSMP Participants in December or early January.

What should I expect from my mentee experience? Applicants will have, at minimum, the opportunity to:

- Directly correspond with an assigned faculty mentor before the Annual Meeting
- Have at least one individual meeting with your 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
- Plan ways to deepen involvement in the SIG, SRL, AERA, and educational research community through research collaborations and service roles.

Look for the 2020 call for applicants in an upcoming Newsletter and on social media!

Those wishing to apply, or who have questions as a prospective mentee, peer-mentor, or mentor, should contact incoming chair Matt Bernacki at mlb@unc.edu.

Call for Chapter Proposals

Dr. Jane Vogler, Oklahoma State University

In an age where the quality of teacher education programs has never been more important, educators need a fundamental understanding of the principles of human learning, motivation, and development. Each volume in this series will draw upon the latest research to help college instructors select and model essential principles of learning, motivation, assessment, and development to prepare professionals to work with children and adolescents in diverse learning contexts using asset-based pedagogies. *Theory to Practice: Educational Psychology for Teachers and Teaching* is a series for instructors who teach educational psychology content in teacher education programs.

Chapters in this volume may include (a) a review of the empirical research that supports the teaching of learning and cognition as it applies to P-12 settings; (b) a description of instructional practices used in college courses that have been effective in teaching about and modeling principles of learning and cognition; or (c) a systematic discussion of issues surrounding the teaching of learning and cognition theories, research, and classroom applications, with clear connections between the empirical literature and the instructional practices. Please note that while this volume is not a venue for sharing research studies, theoretical and empirical support is fundamental to a well-written manuscript.

In the *Teaching Learning for Effective Instruction* volume, we are seeking chapters that fall within the following themes (under which we have provided some potential guiding questions):

Theme 1: Essential learning principles, concepts, theories and their importance to teachers and student learning. (Authors may choose to focus on a particular learning theory or concepts across multiple theories.)

Guiding Questions:

- What is most important for teachers to understand about human learning?
- What issues surrounding learning and cognition are misunderstood, misapplied, or in need of greater attention?
- How does an understanding of human learning by teachers foster student learning and well-being?
- How do theories of learning and cognition apply to an increasingly diverse student population?

Theme 2: Effective practices for teaching learning principles, concepts, and theories to prospective teachers

Guiding Questions:

- What methods and strategies are most effective in understanding and applying learning theory and research to practice?
- What assignments and assessments support prospective teachers' learning about theories of learning and cognition? How can assessment for learning be incorporated into instruction?
- How do college instructors "walk the talk" in their own classrooms so their students (i.e., preservice and practicing teachers) understand and apply learning principles to their P-12 instruction?
- How might college instructors address common misconceptions about student learning and cognition?

Proposals should be between 500-750 words (not including references) and address the following:

Scope and summary of the proposed chapter

Fit to the series and volume, as well as a theme listed above

Submit proposals to Christina Regier (christina.regier@okstate.edu) as a .docx or .pdf attachment named FirstAuthorLastName_Theme 1 (or 2). Please include a title page with the title, author names, degrees, and institutions, as well as contact information for corresponding author. **(Continued on p. 9)**

Call for Chapter Proposals (continued from p. 8)

Dr. Jane Vogler, Oklahoma State University

In the spirit of collaboration and mentorship, we encourage authors to include their graduate students on the work. Likewise, graduate students are strongly encouraged to seek mentorship and collaborate with a faculty member.

Proposals will be reviewed and evaluated based on: a) usefulness to college instructors of educational psychology, b) evidence of theoretical/empirical support, c) broad accessibility and applicability of topics, d) quality of writing, and e) overall quality of ideas.

Estimated Timeline:

- Sept. 15 - Proposals submitted to Christina Regier (christina.regier@okstate.edu)
- Nov. 30 - Decisions made
- Mar. 30 - First drafts due
- June 15 - Feedback from Editors
- Sept. 30 - Final drafts due
- Early Spring 2021 - Volume published

Final chapters will be approximately 20-30 double-space pages including references, tables, and figures.

Questions? Contact volume co-editors Michelle Buehl (mbuehl@gmu.edu) or Jane Vogler (jane.vogler@okstate.edu)

Outstanding Poster Award

Dr. Roger Azevedo, University of Central Florida

Each year, the SSRL SIG presents an award for the most outstanding poster presented at the poster session sponsored by the SIG. The recipient of the award will receive a plaque from AERA in recognition of the outstanding poster and will be honored at the SSRL SIG business meeting. The winning poster will also receive special designation at the poster session. All proposals that are selected for the poster session will be considered for this prestigious award! The chairperson for this award is Roger Azevedo (roger.azevedo@ucf.edu).

Graduate Student Research Award

Dr. Gregory Callan, Utah State University

Each year the SSRL SIG presents up to five Graduate Student Research Awards. The awardees are included in the regular program, and honored at the SIG business meeting. Graduate students who are first authors of proposals accepted for one of the SSRL sessions at the annual meeting of AERA are eligible to apply. Eligible applicants will be asked to send a copy of their proposal via email to the Graduate Student Research Award Committee chair, Gregory Callan (greg.callan@usu.edu).

Integrating SRL-Strategy Instruction into Course Teaching

Dr. Christian Brandmo, University of Oslo, Norway

Thank you inviting me to tell about my teaching and how I organize course instruction. I want to tell you about a class I was responsible for last spring. This class consisted of 90 sophomores in special needs education. The course name can be translated as "The action chain of special education" and it runs a full semester. The focus of the course is on professional knowledge and practice in special education, which includes topics such as educational assessment and introduction to various test approaches, adapted instruction and special education didactics, system knowledge, and practices of collaboration across professions. The course also includes two weeks of field practice in a school or a kindergarten. Before this course, the students have been through an introduction to special education and two more theoretical courses, one on learning science and one on developmental psychology. Students' achievement is assessed by three mandatory assignments and a written exam. Because the course content has a more practical nature and the syllabus is less clear-cut (in addition to books and articles, they must study legislation, policy documents, and professional guides), the students often feel uncertainty about what is expected of them in the beginning of the semester. In addition, the variety of source material may confuse them and contribute to an uncertainty of how to approach the course content.

Dr. Christian Brandmo

To deal with these challenges, we, the teachers, have integrated various tasks that both address students' task definition and direct their study activities. In seminars, students often work together in groups of five. One of the tasks they get in the seminar is to study the goals of the course and try to understand what it means, and further discuss what study approaches and strategies can be suitable. Another task, which the students enjoy very much, is to place key-concepts from the course content on a figure of the special education action chain. More specifically, they pick concepts from a given list, define the concept and then place it at the correct location of the figure. The tricky thing here is that the rest of the group must agree on both the definition and the choice of location, which leads to very useful discussions and negotiations. These activities may stimulate several processes related to students' self-regulated learning, such as defining the learning task, setting goals, and choosing tactics and strategies. Moreover, the social process of working with peers may include social shared regulation and external feedback, which may in turn promote their metacognitive competence and construction of content knowledge.

Regarding the mandatory assignments, they are developed with the intention of directing students' behavior. The first assignment, which is individual, intends to direct students' reading. Here they must explore the syllabus to find answers to a set of questions. To answer some of the questions, they also need to synthesize or combine different parts of the literature. On this task, the students receive written feedback from the teachers, which may include correction of misconceptions and tips on how to write or organize clear answers. The second assignment, which is individual, is connected to mandatory tasks in the field of practice (e.g., conduct a structured observation of a class or a pupil). The assignment is to write a professional report of what they have done. But in addition, they also need to report what they have learned. This report is discussed with the field supervisor, who also approves the work. The final mandatory assignment is a group task where the students are to solve a special education case by following the steps in the special education action chain. The result of this case is presented orally with the rest of the class and the teachers as commentators. Altogether, the mandatory tasks define the study focus and direct what activities that is needed be done. But these tasks also give the students an opportunity to try out various strategies independently or together with peers. Through the various forms of feedback students receive, they obtain information about the success of their learning and chosen strategies—this may in turn clarify what they need to adjust or change in their next learning sessions.

To summarize, in this course we do not emphasize explicit strategy instruction. Rather, we try to direct student behavior during a variety of course-specific assignments. However, on some occasions, we ask the students explicitly to reflect on their own learning, which in turn allows them to consider what are efficient strategies for them and what is less efficient. Given that these students have quite good theoretical knowledge about self-regulated learning (acquired through the learning science course), this is more about trying it out in practice. Consequently, it is the procedural and the conditional part of their strategy-knowledge that needs to be scaffolded, and that is what I hope we are doing through a variety of assignments.

Weaving SRL-Promoting Practices Into the Life of the Classroom

Dr. Deborah L. Butler, The University of British Columbia, Canada

In *Developing Self-Regulating Learners* (Butler, Schnellert, & Perry, 2017), my co-authors and I identify four guidelines for fostering self-regulated learning (SRL). These are: (1) create opportunities for SRL (e.g., by designing activities that require decision-making); (2) foster autonomy (e.g., by providing choice); (3) weave supports for SRL into activities, as a way of working (e.g., by focusing explicitly on teaching and learning processes); and (4) support students' flexible use of knowledge, skills, strategies and beliefs (e.g., by supporting them to choose and use strategies). Then, across a series of chapters, we provide detailed descriptions of how educators can build from those principles to design activities, supports, and assessments for SRL, including many K-12 examples. To complement that text, in this brief essay, I illustrate some of the ways I bring these principles to life to foster rich forms of learning within the undergraduate and graduate courses I am teaching.

As a starting point, I attend carefully to developing an inclusive classroom in which all students feel "safe" to take risks and feel like they belong. For instance, during our first class, students work in small groups to brainstorm features of a classroom environment that would best support their learning and make them feel respected. Then as a whole class we co-construct our ways of working together. Through this activity, students get to know each other, surface their ways of learning, and start to feel ownership over our classroom processes. These are all key to fostering SRL and empowering learners.

Dr. Deborah L. Butler

I also design assignments that weave together content and process goals. For example, one assignment asks students to prepare a "Q&R Brief" prior to class, based on their reading. In these, students articulate in one-page both key take away ideas and questions they want to address in class. Then, during class, students annotate their Q&R Briefs as they engage in various activities. They submit their Q&R Brief *after class*, with annotations, to trace their learning between readings and class. This assignment puts students in control over their learning, makes thinking visible, and engages students in deliberate and intentional co-construction of knowledge across contexts and over time.

As a final example, in all major activities, I support students' engagement in full cycles of strategic action, from interpreting expectations to planning and developing personalized strategies to monitoring progress and then revising actions accordingly. For example, in class 1, I describe my view of learning and how their course requirements are designed accordingly. This helps students understand why they are being asked to do various assignments. For Q&R Briefs, in class 1, I support task interpretation. I introduce the assignment orally and hand out a written description. Then students work in small groups to interpret the demands of the task, before we come back to discuss the assignment as a whole class. In class 2, I support students to build personalized strategies. Students again work in small groups, this time to share the strategies they used for their Q&R brief before class, and to brainstorm how they might "annotate" their briefs during class. This activity makes learning processes visible, engages students in choosing and using strategies, and reveals the diverse ways students could approach the assignment. Between classes 2 and 3, I give students feedback on their first Q&R brief, with explicit attention to how they are achieving the goals of the assignment (e.g., working actively with ideas; tracing their learning). In class 3, I support self-assessment and refining strategies. Here, students work together to interpret the "kind" of feedback I provided, and then decide how they will refine their approaches based on goals, feedback, and ideas from peers. Taken together, weaving supports for strategic action into activities, from myself and other students, ensures that all students have a clear sense of purpose and are empowered to engage in rich forms of thinking and learning together across contexts and over time.

References

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Self-Regulated Learning Strategy Instruction in Developmental Psychology

Ms. Amarilis M. Castillo, Texas State University, United States

As a doctoral student in the developmental education program at Texas State University, one of the most impactful courses I took was about motivation theories. What I learned in that class changed how I presented course content to the first-generation students in the developmental literacy class I was teaching that semester and the classes I have taught ever since. Reading and learning about self-regulated learning (SRL) as it relates to motivation and student achievement has had the greatest impact in my own teaching. Zimmerman and Martinez-Pons (1986) define SRL strategy use as "actions directed at acquiring information or skill that involve agency, purpose (goals), and instrumentality self-perceptions by a learner" (p. 615). The developmental literacy classes I taught were mostly populated by recent high school graduates used to being told what to do, when to do it, and how to do it. Yet, now these same students found themselves in a university environment with no more instructions then what could be found in a class syllabus. I embedded SRL strategy instruction into my lessons as a way of training students to take agency over their own learning.

Ms. Amarilis M. Castillo

Beyond discussing self-regulation processes such as, goals setting, time management, and help seeking (Schunk, Meece, & Pintrich, 2014), my main SRL strategy instruction revolved around student reflections that students wrote before, during, and after an assignment or exam. The idea was to keep the students involved and focused on what they were doing and why it mattered to them on a personal level. A good example of the process was the research paper assignment. I would begin by showing students my own research papers and talking about my own process when deciding on a topic based on a professor's assignment prompt. I found that in all instances, modelling worked best and gave students confidence to ask questions while they watched me work and (sometimes) struggle to arrive at answers to reading and writing questions. For the assigned research paper, students had a choice of topics, which matters because Schunk et al. (2014) posit that "a critical element in self-regulation is that learners have some choice available in at least one area and preferably in others" (p. 158). Students worked to arrive at their choice of topic over the course of the semester through various readings, class discussions, a few short papers, and numerous reflective essays, which helped them formulate a framework of what mattered to them as a research topic.

I began including SRL strategy instruction in my developmental literacy classes because I noticed that students felt empowered by the application of self-regulated learning. I was not simply telling them what works, but I was working with them and showing them that they have control over their own learning. This meant that instead of assigning an article to read so that we can discuss at a future date, I would work with them on how to prepare to read the article and the best way to read the article based on the topic or the class for which it is assigned, and then considering the specific questions to ask to reflect on the article's content as well as it's significance in relation to the topic being discussed. Most important, I embedded SRL strategy instruction in my courses because I think it is our responsibility as instructors to guide students in how to become confident and resourceful learners.

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A Young Teacher's Experiences Embedding SRL-Strategy Instruction into Classroom Instruction

Dr. Tiphaine Colliot, Université Rennes 2 , France

During my professional experiences, I have had the chance to teach a lot of different courses (e.g., educational psychology, cognitive psychology, statistics, psychometrics, experimental methodology) for undergraduates and graduates students in French universities. However, I consider myself a young teacher as I have been teaching only for four years as an assistant lecturer.

First, in all of my courses, I endeavor to make **the content I teach really clear and organized**. Indeed, clearness and organization of the course are critical for students to help them identify the main ideas presented, organize them, and integrate this information with their prior knowledge (see SOI model, Fiorella & Mayer, 2016; Mayer, 2014). In my opinion, a clear and well-organized course is the basis for a good understanding of the material that is taught.

Second, each time I begin a class, I **ask my students several questions in order to assess their prior knowledge about the topics** we're about to study. For instance, I taught a course where human memory systems were presented (e.g., short-term memory, semantic memory, episodic memory). Before beginning the course, I asked students what they knew about the different memory systems and I picked up on the given ideas to get deeper in the topic. Usually, students tend not to have a lot of prior knowledge about the topics I am teaching as they have never studied these topics before. I try to make students ponder over a topic in order to start the lesson based on what they know. For example, regarding memory systems, I asked them to think about what the different types of memories could be for human beings. Elaboration is a critical learning strategy students can set up in order to have a good understanding of the information. Regularly, during classes, I also try to **link the presented information to what has already been studied in previous courses**. This refers to the associate process described in Kiewra's (2005) SOAR method, according to which learners need to engage themselves in four cognitive processes in order to achieve a good understanding: the selection of relevant information, the organization of this information, the association between the presented information and prior knowledge in order to create new knowledge structurs, and the regulation of one's own learning.

Finally at the end of a course, I like to make students answer a **quick quiz** about what has been studied. Nowadays, quizzes can be done in lots of ways during classes and they are a good way to provide direct feedbacksbased on students' answers (e.g., Socrative app, Votar augmented reality system). Testing effects have been shown to be effective to increase students' understanding in educational contexts. Moreover, testing allows students to be aware of their own level of understanding so they can monitor their own learning and adjust their behaviors accordingly. For instance, answering a short knowledge test at the start of a lesson on the notions seen in the class before allows learners to receive a direct feedback on their knowledge and thus review the notions accordingly and ask the teacher specific questions if needed. Furthermore, based on students' answers, it also helps the teacher to monitor students' learning progress, including identifying the difficult parts of the course and those which are not correctly understood to adjust his/her explanations accordingly.

To sum up, I try to embed several learning strategies into my courses such as: elaborative interrogations and linking the presented information with prior knowledge, self-questioning, and practice testing. I also make students aware of these strategies' benefits on learning based on researchers' work (see for instance the article written by Dunlosky et al., 2013). Therefore, with explicit strategy instruction and modeling, I count on my students to get to grips with these strategies and to use these in an autonomous way.

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Blended Learning with ELIS - A Strategy Training Intervention

Mr. Tino Endres and Dr. Alexander Renkl, Albert Ludwigs-Universität Freiburg, Germany

ELIS "Erfolgreich Lernen im Studium" is a German acronym for "successful learning at university" and refers to an adaptive online strategy training. We developed the training as a blended learning concept for first-semester students at the Institute of Psychology, University of Freiburg (Germany). Our training intervention is integrated into the introductory module on developmental psychology (lecture and seminar). Within the training intervention, we teach declarative knowledge and meta-knowledge about learning strategies and then consolidate these types of knowledge. Additionally, we support students in applying learning strategies in their everyday learning. Around 120 students take part in our program every year. In addition, there is a free online version that anyone can use (https://elis.vm.uni-freiburg.de/free/).

Mr. Tino Endres

The training intervention has three consecutive parts. The first part is the learning phase. Students study short videos and texts about cognitive, metacognitive, and resource-oriented learning strategies (Pintrich, Smith, Garcia, & Mckeachie, 1993). We use emotional design to motivate learners to finish the training intervention (Brom Stárková & D'Mello, 2018). In detail, we enriched the learning environment with sketched symbols and characters, a frame story with a social agent, animations with social cues and friendly, everyday language.

The second part is the adaptive consolidation phase. For this purpose, we use retrieval-based learning. Thereby, we exploit the well-established "testing-effect." More specifically, the learners work on retrieval tasks to consolidate the newly learned material. In order to best consolidate knowledge, a retrieval attempt should be demanding but successful. Hence, adapting retrieval practice tasks to the students' prior knowledge is particularly important (Endres & Renkl, 2015; Pyc & Rawson, 2009). Our first-semester students get different types of tasks with a different spacing schedule in order to best support their learning. In addition, the individual adaption improves the efficiency of the training, as students do not have to perform tasks that are not useful for them.

Dr. Alexander Renkl

The third part is the application phase. In this step, we help students use their consolidated knowledge for application in their everyday learning. For this purpose, the connection to the developmental psychology module is particularly important. The developmental psychology course consists of lectures on Monday that provide as an introduction to a subtopic. After the lecture, students have ten days for self-regulated learning before the subtopic is taken up again by a seminar session with smaller groups of around 25 students. The purpose of this seminar session is to deepen the already learned contents and to answer questions that are still open. The application of the learning strategies is incorporated in all three phases of the developmental psychology course. After the lecture, students set their learning goals for the following ten days by formulating implementation intention (Gollwitzer & Sheeran, 2008) with respect to the strategies they intend to apply. During the self-regulated learning period, students write a learning journal entry about their learning process. They must hand in this journal entry before the seminar. In the seminar, problems can be discussed. In the sense of constructive alignment (Biggs, 1996), we use examination questions in the developmental psychology module that can best be answered when applying the trained learning strategies. Overall, the training intervention is designed in a way that it does not distract from the developmental psychology contents, but supports their acquisition.

Our training intervention was evaluated and improved by several experimental studies (Endres, Leber & Renkl, 2018). For example, we have: (1) optimized the learning environment with respect to how motivating it is for the students, (2) investigated the most efficient way to consolidate knowledge, and (3) explored how to best support the formation of effective implementation intentions for applying learning strategies.

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Developing Self-Regulation in Aspiring Researchers

Dr. Anastasia Kitsantas and Ms. Kim McLeod, George Mason University, United States

We focus on an introductory graduate research course that examines connections among theoretical frameworks, research questions, research designs, methods of data collection, analyses, and reporting. There are typically 20-25 master's students enrolled in this course with diverse educational backgrounds. Students in this course are encouraged to become proactive in their own learning. As they acquire foundational knowledge in the research process, they are asked to apply this knowledge to their area of research by writing an original research proposal.

Dr. Anastasia Kitsantas

Teaching is centered around research on the development of self-regulation from a social cognitive perspective (Kitsantas, 2002; Kitsantas & Zimmerman, 2006; Kitsantas, Zimmerman & Cleary, 2000; Zimmerman & Kitsantas, 1997; 1999). According to this research, learners can acquire a new skill (e.g., writing a research question, see Figure 1) optimally in four sequential levels: observation, emulation, self-control, and self-regulation. Students are exposed to systematically modeled instruction of each learning concept. For example, when learning how to write a research question, students in the initial stages of learning will be instructed to adapt strategic process goals such as focusing on key steps (e.g., identifying a focus, determining variables within a context, and articulating the significance), self-monitor these steps, and use these data to self-reflect on their progress throughout the learning process. This type of instructional approach boosts students' self-efficacy beliefs which are much-needed in courses such as a research methods class. Below, we further elaborate on this model of self-regulation in the creation of a research question. **(Continued on p. 16)**

Ms. Kim McLeod

Observation	**Emulation**	**Self-Control**	**Self-Regulation**
The instructor models the appropriate technique to formulate a research question by modeling specific steps.	In class, students are given several model scenarios, and then enact the same strategic process to properly formulate research questions. The instructor provides positive, process-oriented feedback.	When working on additional homework assignments for research methods, students are able to further practice on their own and write research questions focusing on monitoring key steps.	In their research methods class and beyond, as students further their studies, they feel comfortable to revise and rework their research questions to adapt to specific contexts.

Developing Self-Regulation in Aspiring Researchers

(Continued from p. 15)

Common Obstacles to Developing Self-Regulation

It is not uncommon, especially at the masters' level, for students to feel intimidated or hesitant to take the research methods course, entering with low self-efficacy. Therefore, in this course we have built-in class activities that promote help-seeking and positive motivational beliefs, including frequent review of drafts, peer debriefing time, and assignments aimed at practicing skills that will be assessed later.

It is also typical for students to feel overwhelmed due to lack of time management skills. Students are often balancing jobs, home life, and other stressors with their coursework, which can lead to feelings of being overwhelmed. In this case, instructors can help students develop time-management strategies by using Learning Management Systems (LMS) to clearly communicate course deadlines and due dates, encourage goal-setting, provide monitoring checklists, and scaffold regular check-ins and self-reflection (Kitsantas, 2013).

Recommendations for Instructors

Below, we present some recommendations on how to infuse self-regulated learning into teaching research methods for graduate students:

1. Help learners adapt process-oriented goals—focus on key strategies to accomplish a learning task then shift attention to outcomes.

2. Cultivate learners' self-beliefs and expectations.

3. Focus learners' attention on task strategies. Task strategies include use of strategies that reduce the complexity of the learning task consequently enabling learners to accomplish their goals.

4. Help learners engage in self-monitoring, one's deliberate attention to an aspect of behavior.

5. Provide corrective feedback and promote learners' adaptive help-seeking behaviors.

6. Promote learners' self-reflection by comparing outcomes of performance with a standard or goal.

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Supporting SRL and SSRL with an Arctic Attitude

Ms. Marta Sobocinski, University of Oulu, Finland

Our international master's program in Learning, Education and Technology at the University of Oulu, Finland is strongly research-based and technology supported. One of the first-year obligatory courses is a course on self-regulated learning (SRL) and socially-shared regulation of learning (SSRL) theory (Hadwin et al., 2018; Järvelä et al., 2018). By the end of the course, students are expected, on one hand, to be familiar with concepts related to SRL theory, and on the other hand, to be able to apply the basic principles of SRL to their own studying. So, in essence, we are teaching SRL theory while supporting students to self-regulate their learning.

The course structure consists of one lecture a week given by researchers (introduction to SRL, Metacognition in SRL, Motivation and Emotions in SRL and models of SRL), followed by a practice session a couple of days later. Each week students are expected to read assigned readings, which would be the basis of the collaborative tasks during the practice sessions.

Ms. Marta Sobocinski

There were two assignments due at the end of the course that students are required to work on throughout the semester, an individual and a collaborative one. The individual assignment is a case study entitled "Me as a learner." In the case study, students analyze their own learning behavior and habits—from the point of view of the theoretical readings that were assigned during the course—based on the data they "collected" throughout the course about themselves in their blogs. As a first step, they creat a digital mind map describing what kind of learning strategies they use in different situations, and what they see as their strengths and weaknesses as learners. In the following weeks, they write a blog post in which they would first plan their work, and then reflect on how they achieved their goals, and how the initial plan was adjusted and why. At the end of the course, building on SRL theory and processes, students analyze their mind map and learning diaries.

The second assignment has to be completed as a group. The groups are formed based on what topic and context the students were interested in (e.g., motivation regulation in high school). Their task is to create an infographic on a topic chosen by them to a specific target audience of their choice. They are required to support any claims with references. The aim of this task is to deepen their understanding of the theoretical concepts and show students that research based SRL can be used to support people in various contexts. Examples of infographic titles included: "Are you stressed at the university? Overcome it with these tips"; "Get that A+! A guide to motivating yourself"; "So, you want to start learning? A step-by-step guide"; "Know your emotions!"

The written feedback we have gathered from the students at the end of course highlights the importance and meaningfulness of the course to their learning. For example, students have emphasized how the course helped them to become more aware of their own learning process. We have found the use of blogs in this course a bit too two dimensional. Recently we have been considering using augmented reality environments (ARE) through Thinglink and 360-degree videos. The combination of these two tools would allow students to make the connections between the theoretical readings and their own experiences seamlessly: they could record voice notes, annotate lectures and images, and create their own virtual learning space that they can access both from their phones and the VR goggles available at the premises.

Practical Support for Self-Regulated Learning of Transferable Skills in PhD Students

Dr. Etsuko Tanaka, Nagoya University, Japan

Doctoral education in the 21st century needs to foster professionals who can take active roles both within and beyond academia, and contribute to projects that have genuine value in the real world in collaboration with different people. Thus, doctoral education needs to support students to develop broad transferable skills in addition to specialized subject knowledge and skills. The Doctoral Education Consortium at Nagoya University is actively taking steps to enable such development in current and future doctoral students.

In order for PhD students to develop the necessary skills, they have to become good "self-regulated learners." Zimmerman and Schunk (2008) described good self-regulators as those who set better learning goals, effectively monitor and assess their own progress, and establish a more productive environment for learning compared to poor self-regulators. Zimmerman (2002) captured self-regulatory processes as three cyclical phases: "forethought," "performance," and "self-reflection." These phases informed the way we structured our workshop, described below.

Dr. Etsuko Tanaka

In analyzing the problems of current PhD students in our university from the perspective of self-regulation, we found that the students seem to struggle with the crucial initial stage, "forethought" phase. Most of them do not recognize the importance of developing their own transferrable skills and cannot set specific goals for skill development. Thus, the first thing we did was to establish a skills framework that describes what we expect PhD students in Nagoya University to develop. The framework consists of four major categories, each with two minor sub-categories: (1) Thinking: Understanding & Analyzing, (2) Proposal: Problem-Solving & Articulating, (3) Collaboration: Communication & Leadership, (4) Integrity: Self-management & Career Development. This skills framework is intended to help students recognize what kinds of skills are necessary for PhD holders to develop, and to raise their awareness about which skills they may need to develop more for their own ideal future. The framework could also help to guide them in finding useful workshops and training programs for specific skills development. We collect information about training-related events for PhD students, which are conducted at different organizations, and clarify the skills addressed in each event, so that students can find and join the events which match their needs more easily via a website we have constructed.

In order to support the "forethought" phase, we also conduct introductory workshops for beginning PhD students. In the workshop, we provide opportunities for students to visualize their ideal self-image when they finish their PhD by using a concept map and linking it with specific skills in the framework. For example, a student who wants to become like his own professor might recognize that his professor has not only specialized knowledge but also a high level of communication skills and understanding of a broader area of research that enables her to collaborate effectively with foreign researchers. Also, they self-evaluate their current skill levels compared to their ideal levels in the future using the skills framework, set goals, and break down what they need to do to achieve those goals. For example, in order to become a good global communicator, a person needs to seek opportunities to make effective presentations at international conferences. To help achieve that, he or she might also realize the value of keeping regular communication with international students to improve his or her English language skills.

If we focus on self-regulated learning in specific situations or subjects, we tend to pay attention primarily to "performance" and "reflection", but not so much to "forethought" or future-thinking and planning that is far away in time. However, awareness of how present actions might affect future goals is also very important as it not only impacts motivation but also engagement in self-regulated learning behaviors (e.g., Andre et al., 2018; Lens et al., 2012). We, therefore, strive to make PhD students aware of the future value of transferable skills they need to develop now so that they would more spontaneously engage in the corresponding self-regulated learning behaviors.

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Message From The Graduate Student Committee

Laith Jum'ah and Sarah Davis (Co-Chairs)

Dr. D. Jake Follmer (Committee Mentor)

The SSRL SIG graduate student committee would like to thank all the faculty and students for their support and contributions to our different initiatives this past year! We continue to build support and graduate student engagement in the SSRL SIG through our initiatives planned and carried out by our committee members. Our two graduate student committee co-chairs are Laith Jum'ah and Sarah Davis; our mentor is D. Jake Follmer.

The purpose of the SSRL SIG graduate student committee is to: (a) represent the voice, interests, and needs of graduate students, and (b) promote graduate students' professional development. With these aims in mind, our primary initiatives for this upcoming year continue with the *Conversations with Productive Scholars Video Series* and the *Research Lab Spotlight Series*.

Upcoming initiatives include: 1) the "*SRL Scholar Seminar" Series*, providing an opportunity for open dialogue around the work of a prominent self-regulated learning scholar; 2) the "*SRL in Practice" Series*, highlighting the use and implementation of self-regulated learning in practice; and 3) the *"Graduate Student Research Spotlight" Series*, highlighting the current work and research of graduate students engaged in the SSRL SIG.

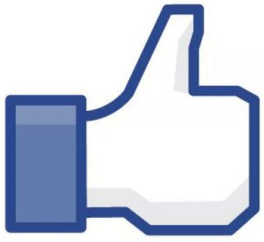
We look forward to continued conversations with senior scholars about their research and advice for graduate students. You can find links to all the interviews completed so far here: https://ssrlsig.org/about/who-we-are/interviews/. In addition, the profiles of research labs continue to provide opportunities for graduate students and faculty to learn about the fantastic and diverse approaches to SRL research.

Laith Jum'ah and Sarah Davis, Graduate Student Committee Co-Chairs

Dr. D. Jake Follmer, Committee Mentor

"Like" the SSRL SIG on Facebook!

https://www.facebook.com/groups/AERASSRL/



Check out the SIG website!

https://ssrlsig.org/

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