



# AERA SSRL SIG Times Magazine

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Dr. Taylor W. Acee  
SIG Senior Chair

Dr. Pamela F. Murphy  
SIG Junior Chair

Dr. Héfer Bembenutty  
Editor-in-Chief  
Content & Graphic Editor

## Life and Legacy of Professor Claire Ellen Weinstein

Ms. Karen L. Johnson-Ashton  
Guest Editor, *Texas State University*



“Staying on the forefront of innovation will involve educating people to become life-long strategic and self-regulated learners who can self-manage their own learning and skills development and generate motivation to reach their goals. It is therefore critical that post-secondary education institutions implement a variety of initiatives aimed at helping students to become more strategic and self-regulated learners.” Weinstein & Acee (2013)



### **Editorial: Dr. Claire Ellen Weinstein's Life and Legacy** **Ms. Karen L. Johnston-Ashton, Guest Editor** *Texas State University*

**T**his special issue of the American Educational Research Association (AERA) Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) celebrates Claire Ellen Weinstein's life, legacy, and work in the writings of her colleagues, friends, and family.

In this issue, Dr. Dale Schunk calls Claire Ellen a pioneer. Dr. Taylor Acee describes her as a mentor and Jewish mother. Dr. Paul Schutz says Claire Ellen taught people to be better scholars, and Dr. Russ Hodges addresses her ground-breaking research. Dr. Carlton Fong speaks of her care and mentorship, and Dr. Jenefer Husman reminds us of her Claire Ellen's caring heart.

Dr. Héfer Bembenuity characterizes Claire Ellen as a pioneer of the self-regulated learning culturally proactive pedagogy. The common comment among all of the contributing authors is one of friendship, respect, and dedication to the craft. Leona puts this best as the dedication to life-long learning.

I first met Claire Ellen at a conference hosted by Texas State University during my first year of doctoral studies in Developmental Education. Claire Ellen was passing out hugs and questioning all of the doctoral students about their research interests. I, too, fell under her delightful spell and became part of her ever-growing posey. I work with Dr. Russ Hodges, Dr. Taylor Acee, and Dr. Carlton Fong and have heard Claire Ellen's stories, both educational and personal for years that include her love of Texas bluebonnets, ice cream, and menorahs.

Her passing was a significant loss to her friends, colleagues, and family. I have, however, been fortunate enough to discover the depths of Claire Ellen and her work and personality through her writings and collections. Her daughter, Leona, generously donated Claire Ellen's books, writings, and collections to Texas State University, specifically the Developmental Education graduate Resource Room. Approximately 50 boxes arrived one day, and I had the honor to catalog these items. The book collection was extensive, with about 400 books, including some rare first editions. Claire Ellen's writings though truly spanned the world.

Claire Ellen explored learning, cognition, the development of the Learning and Study Strategies Inventory (LASSI) and all of its iterations in many other languages, but also wrote on aging adults and cognition and also for the US Military. Her correspondence included letters from research associates worldwide. One file in particular summed up Claire Ellen in a way many understood—this file contained jokes she loved and received from her many friends. These jokes still make me laugh as I have copied many to keep. Thank you, Claire Ellen.

I am very honored to be a part of this issue about a woman I knew for such a short time whose work continues to influence my work. Thank you, Claire Ellen, for being a bright light in the world.

#### **Ms. Karen L. Johnston-Ashton**

has a MA in History/English, MEd in Special Education, and is a doctoral candidate in the Developmental Education Program at Texas State University with a specialty in learning support with a research focus in racial microaggressions and college student sense of belonging.



### Obituary for Claire Ellen Weinstein

**B**eloved Claire Ellen Weinstein passed away Thursday, June 23, 2016, while at home with her daughter Leona. Claire Ellen worked through many years of ongoing health problems but always with a positive attitude and a zest for living. Her family and loved ones are deeply saddened and surprised by her passing and feel fortunate to have shared so much of her life.

Claire Ellen, Full Professor Emeritus at the University of Texas at Austin, was an active member of various Austin and Longhorn communities as well as numerous international, national, and local professional organizations in the fields of education and psychology. She was also a strong advocate of civil rights and women's issues, especially in Texas. She had a love for learning Judaism and sharing Jewish holidays with friends and family. Claire Ellen had the biggest heart and the sharpest mind, and she devoted her life to helping others.

Claire Ellen was born on November 8, 1946, to Sidney and Fannie Weinstein of Brooklyn, New York. She had exceptional loving parents who had almost no education. Her parents knew the importance of education and made sure she knew it as well. Claire Ellen excelled in her educational studies, skipping several grades. After earning a B.S. in Biology from Brooklyn College and working for IBM on the computers of the future, she shifted her focus to improving education and earned her Ph.D. in Educational Psychology from UT-Austin.

Claire Ellen's contributions to research and practice in educational psychology and developmental education stretch across the world from the ivory tower to the inner-city community college classroom and her legacy lives on in her many students and her students' students. Claire Ellen is famous for her groundbreaking research on learning strategies, her 3-credit course (EDP310) designed to teach college students how to learn, as the developer of the Model of Strategic Learning, and as the author of the Learning and Study Strategies Inventory. Claire Ellen was a pioneer in educational access; she knew that every student could learn, and she dedicated her life to making sure that every student had the tools they needed to learn. She always recognized the special impact that mentors had on the lives of students.

Claire Ellen had wonderful mentors, and she prioritized her role as an outstanding mentor and Jewish Mother to her many students, friends, and family members. In her heart of hearts, she devoted herself to mothering, mentoring, and enjoying the company of her dear peanut, math princess, and beautiful daughter and niece, Leona.

Claire Ellen was preceded in death by her parents and her brothers Alvin and Warren Weinstein. She is survived by her daughter Leona Weinstein.



**Dr. Claire Ellen Weinstein (right) received the 2011 CASP Lifetime Achievement Award.**



### Claire Ellen Weinstein: A Life Well Spent

Dr. Taylor W. Acee, *Texas State University*

- **November 8, 1946:** Born in Brooklyn, New York.
- **1967:** B.S. in Biology (with honors), Brooklyn College.
- **1969:** System Developer for IBM Corporation.
- **1971:** Joins the American Educational Research Association (AERA).
- **1974:** Joins the American Psychological Association (APA).
- **1975:** Ph.D. in Educational Psychology, University of Texas at Austin (UT), Dissertation title: *Learning of Elaboration Strategies*; Assistant Professor, Department of Educational Psychology, UT; Acquisition Consultant and Director of Research, Learning Concepts Corporation.
- **1976:** awarded Defense Advanced Research Projects Agency (DARPA) grant; Director of the Cognitive Learning Strategies Project.
- **1977:** Chair of Area 1 Program, Department of Educational Psychology, UT.
- **1978:** awarded Spencer Foundation grant and Spencer Fellowship; publishes first book chapter, "Elaboration skills as a learning strategy" in H. F. O'Neil (Ed.) *Learning Strategies* (Weinstein, 1978).
- **1979:** awarded Army Research Institute grant; awarded Research Management Fellowship, National Academy of Education.
- **1980:** awarded Advanced Washington Policy Seminar Fellowship, Institute for Educational Leadership; joins National Association of Developmental Education (NADE).
- **1981:** First publishes in academic journals as the lead author: "Training versus instruction in the acquisition of cognitive learning strategies" in *Contemporary Educational Psychology* (Weinstein et al., 1981); "Learning strategies: The metacurriculum in community college teaching" in *Journal of Developmental/Remedial Education* (Weinstein, 1981).
- **1982:** Associate Professor, Department of Educational Psychology, UT; awarded Army Research Institute grant; awarded Teaching Excellence Award, UT.
- **1985:** her strategic learning course, *Individual Learning Skills* (EDP310), selected for inclusion in the National Directory of Exemplary Programs in Developmental Education; Chair, International Relations Committee, Division 15, APA; Member, Thorndike Award Committee, Division 15, APA; selected as Fellow, Division 15, APA.
- **1986:** Publishes seminal book chapter, "The Teaching of Learning Strategies" in M. C. Wittrock (Ed.) *Handbook of research on teaching* (Weinstein & Mayer, 1986); Chair, Division C Nominating Committee, AERA.
- **1987:** Publishes the first edition of the *Learning and Study Strategies Inventory (LASSI)* (Weinstein, Schulte, & Palmer, 1987); becomes full Professor, Department of Educational Psychology, UT; Editor, *Educational Psychologist*, Division 15, APA.
- **1989:** Visiting scholar, working with open (anti-apartheid) Universities of South Africa; selected as Fellow, American Psychological Society.
- **1990:** Publishes *LASSI*, High School Version.
- **1992:** selected as Fellow, Teaching of Psychology (Division 2), APA.
- **1993:** Executive Committee Member, Board of Educational Affairs, APA; Secretary, Division C, AERA.
- **1997:** President, Division 15, APA; awarded multiple grants from the College Board; first publishes longitudinal evaluation data on her strategic learning course (EDP310) in the article "The Design and Evaluation of a Course in Strategic Learning" (Weinstein et al., 1997).
- **1999:** Chair, Student Involvement Committee, Division C, AERA.
- **2000:** first introduces her Model of Strategic Learning in the book chapter, "Self-Regulation Interventions With a Focus on Learning Strategies" in M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.) *Handbook of self-regulation* (Weinstein, Husman, & Dierking, 2000); helps learning frameworks courses get authorized for formula funding in Texas; Appointed to the Advisory Council for Education, Grammy Foundation.
- **2001:** selected as a Fellow, Council of Learning Assistance and Developmental Education Associations (among the highest honors in the field of development education).
- **2002:** publishes the *LASSI* (2<sup>nd</sup> Ed.) (Weinstein, Palmer, & Schulte, 2002) and the *Becoming a Strategic Learner* online instructional modules (Weinstein, Woodruff, & Awalt, 2002).
- **2003:** awarded grant through the People's Republic of China.
- **2005:** steps down as Area 1 Program Chair, Department of Educational Psychology, UT.
- **2014:** Professor Emeritus, University of Texas at Austin.
- **2016:** publishes the *LASSI 3<sup>rd</sup> Edition* (Weinstein, Palmer, & Acee, 2016).
- **June 23, 2016:** Died, Austin, Texas.





### In Memoriam: Claire Ellen Weinstein

<https://apadiv15.org/awards/memorial-awards/in-memoriam-claire-ellen-weinstein/>

Claire Ellen exemplifies the spirit of this award. Her intellectual leadership of both the Division and Educational Psychology is evident by her election to President of the Division (1997-1998) and her editorship of *Educational Psychology* from 1987-1991. The list of her work with the Division is long and impressive. From serving as the division's co-program chair in 1984 to serving as the Division's representative to the APA council in 2005, she has been a consistent and dedicated member of the Division's leadership.

As President of the Division in 1997, she initiated the Graduate Student Seminar. The Graduate Student Seminar has become a highlight of APA meetings for students and mentors alike. It would have never been possible if not for Claire Ellen's leadership. As President, she initiated the program, provided intellectual guidance, mentored students, and provided the program with the financial resources to support the program at a time when these resources were slim. She even provided thousands of dollars of her own money to ensure the program was a success. Since 1998 this program has served as the primary introduction to the Division for many of our current members and most of the Division's leadership.

Claire Ellen has been, without question, one of the primary intellectual leaders in Educational Psychology for more than 30 years. Her early work created the empirical foundation for all future research on Strategic Learning. She demonstrated that many students, especially first generation students, do not come to post-secondary education with the skills and strategies they need to be successful. Her basic research provided evidence that explicit instruction in learning strategies can change students' aptitudes for learning. This work served as a direct challenge to the idea that by the time students enter university their aptitudes for learning are "set". Although her empirical work was ground breaking, she was most proud of her work applying basic research in psychology to post-secondary education.

She dedicated her life to ensuring that students who came into post-secondary education without the strategies and skills they needed to succeed would have access to the instruction they needed to be successful. The Learning and Study Strategies Inventory she developed is the premier normed assessment of study strategies in the world. Most importantly, this tool provides students with a path to improve their learning. The tools and curricula she developed to teach students how to improve their learning opened up the world of higher education to tens of thousands of undergraduates. Her mentorship, sponsorship, leadership, and impact are second to none.

#### Says Barry J. Zimmerman:

Claire Ellen was a very special person who I will greatly miss. She was kind, funny, and a master story teller. When I visited her strategic learning lab at the UT, I could see all of these elements in action. Greeting each of her graduate student tutors with a hug, she patiently gave

corrective feedback to assist struggling students. For a student with a time management problem, Claire Ellen recommended setting more realistic time goals... Claire Ellen just embraced life with such enthusiasm and good will that it infected anyone around her. I treasure these memories of Claire Ellen.

#### Says Karen Johnston-Ashton:

I met Claire Ellen through Dr. Taylor Acee and Dr. Russ Hodges. Claire Ellen instantly welcomed me and asked about my research interests. She warmly carried on a delightful conversation and gave me one of her patented hugs when leaving. At her funeral service Sunday, I listened to stories of her generosity and love, her kindness and love of ice cream and bluebonnets. She will be greatly missed and I am honored to have met her.

#### Says Barbara L. McCombs:

Claire Ellen was a dear friend and colleague since the early 70's when we were still grad students — she at University of Texas at Austin and me at Florida State University in Tallahassee. We became instant sister friends and shared our life stories to that point as young ambitious professional women. We each had hopes and dreams and we were among the only females researching learning strategies for DARPA. Over the years of our friendship, I met her parents, visited in her home in Austin, met her young adopted daughter, Leona, and shared our families ups and downs as my young children and her daughter grew into adulthood. Her sudden passing has saddened me deeply. We have lost not only a leading figure in the field of educational psychology, but one of the most positive person throughout her lifelong struggle with many medical issues. I will miss her greatly and know her daughter and students all over the world will grieve at this loss of a truly great woman and friend not afraid to go that extra mile to help others who might need her help with things from food to eat, a place to stay, or a shoulder to cry on. May you rest in peace my dear friend Claire Ellen.

#### Says Eric Anderman:

Claire Ellen was one of the kindest, most supportive scholars in our field. I remember her visiting the University of Michigan when I was a graduate student, and being extremely supportive of grad students who weren't even her own; she continued to follow many of our careers and support us throughout the years. Her impact on college student success has been and continues to be profound.

#### Says Karen R. Harris:

Claire Ellen Weinstein had a profound effect on me as a doctoral student in the late 1970s. Her leading work on learning strategies and her Model of Strategic Learning were significant contributors to development of the Self-Regulated Strategy Development model for instruction in the 1980s. I have followed her work my entire career, and will continue sharing her insights and work with students for many years to come.

## Claire Ellen Weinstein's Model of Strategic Learning

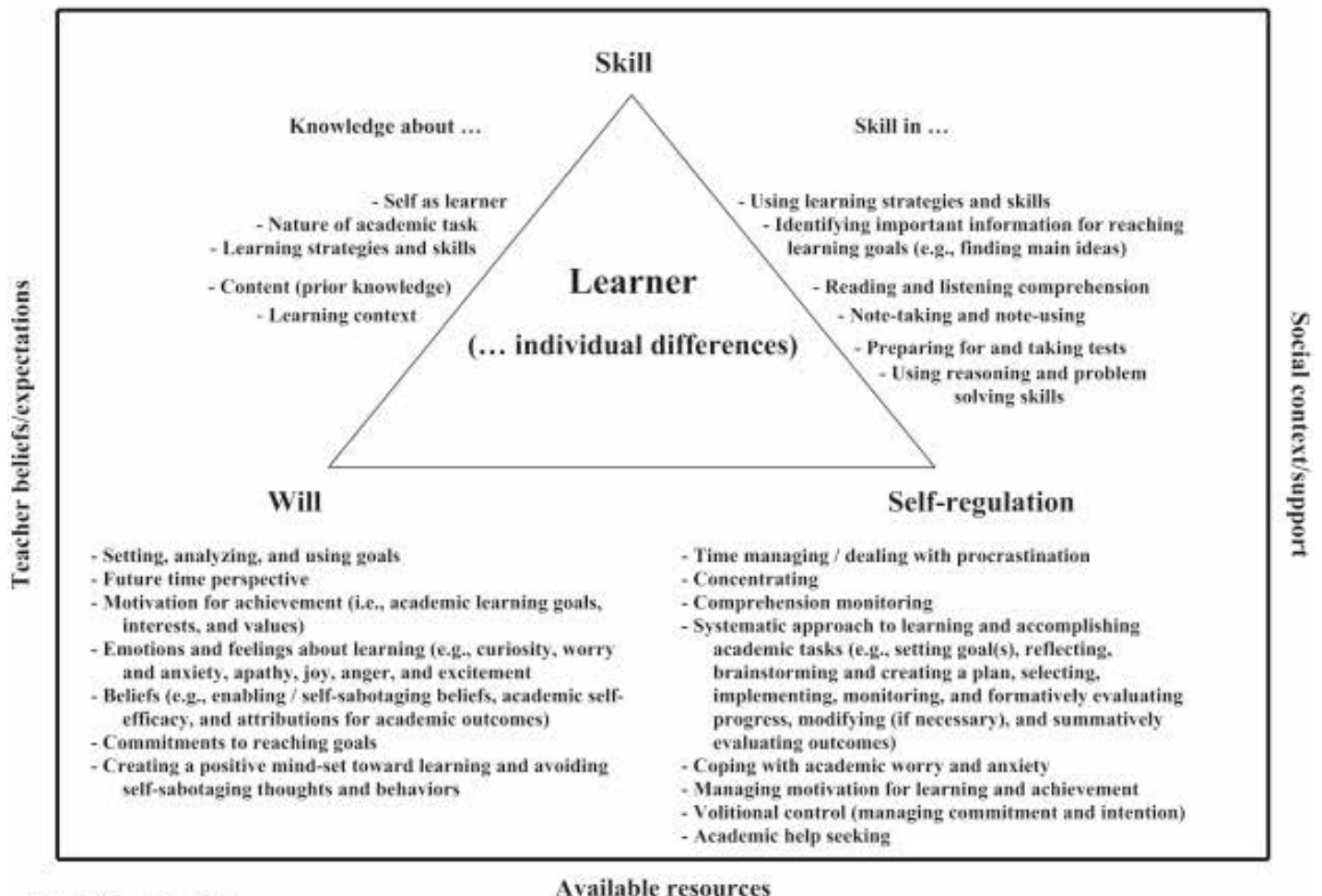
"Weinstein's model emphasizes interactions among the skill, will, and self-regulation and academic environment components of strategic learning and the importance of developing and using a repertoire of strategies related to each component. Weinstein's model is an emergent model of strategic learning (i.e., successful learning is what emerges in the interaction of skill, will, and self-regulation elements within an academic and classroom environment much like a gestalt), and Zimmerman's model is a cyclical process model of self-regulation that is situated within a social-cognitive perspective that emphasizes reciprocal interactions among personal, environmental, and behavioral factors. Students' use of cognitive learning strategies is an important aspect of both strategic and self-regulated learning. The skill component of the MSL is strongly focused on cognitive learning strategies and differentiates the following forms of strategy knowledge:

- declarative knowledge—knowing about a variety of learning strategies,
- procedural knowledge—knowing how to effectively and efficiently use a variety of learning strategies
- conditional knowledge—knowing when and under what circumstances it may be useful to use particular learning strategies."

(Weinstein & Acee, 2013)

### Model of strategic learning

Requirements of the current learning activity, assignment or test







### Claire Ellen Weinstein: My Mother, My Mentor

Ms. Leona S. Weinstein

Murchison Middle School, Austin Independent School District

When I was young, I would travel around the country visiting places where my mom, Aunt Claire Ellen, gave speeches for faculty, program administrators, learning support specialists, and researchers. I would attend her speeches, and I learned a lot about strategic and self-regulated learning from listening to her.

As an opening activity, my mom would give the audience a list of words to remember. The words included bed, rest, tired, night, alarm, cover, pillow, nap, blanket, alarm, sheet, and dream. She would ask the audience members to write down as many words as they could remember, after pausing for a minute of announcements (to distract them and allow forgetting to set in). As she read the word list back to the audience so that they could score their memory performance, she inserted a word that was not on the list: sleep. Many of the audience members would raise their hands, showing that they had sleep on their list. When she told them that sleep was not on the list, they would have a good laugh. Her message was that learning is not passive—we actively construct meaning. Then she would go on to explain the strategy behind using sleep as a way to make meaning out of all of the words.

As a middle-school teacher, I use this activity to make the same points to my students. My mom always spoke about the need to teach learning and study strategies to students within their content area. She would stress that most schools do not formally teach students how to learn and that this type of instruction was necessary to help students perform well, especially for those who were struggling.

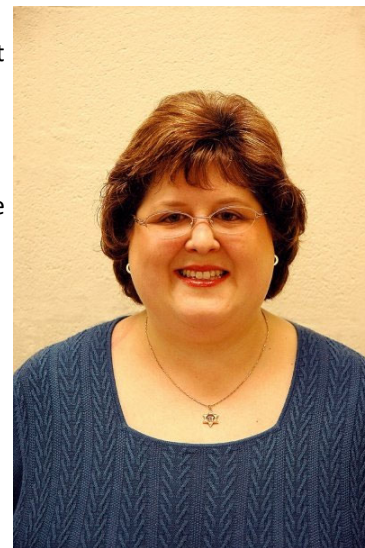
When I first started teaching mathematics, I taught my students how to take notes and how to study for tests. We also talked about goals and what they wanted to get out of my class that year. Most of the students just wanted to pass 7th grade. Nevertheless, some of them had goals about what they wanted to be when they grew up, and I was able to use their goals to motivate them to learn math in 7th grade.

My mom also spoke a lot about students who felt like they could not learn. She used to say that many students believe that learning math is like walking up a wall—it cannot be done. However, I was able to help change my students' outlook on

learning math by helping them develop study skills that made learning math possible, so it was not like trying to walk up a wall.

I also learned from my mom that there was more than one way to solve a problem, and that defining the problem was a significant part of the solution. She often used the analogy of a carpenter with many different tools in her tool belt; each tool was essential to have available depending on the type of problem. I learned from my mom that each student is unique and must determine for themselves which strategies work best in different conditions. For example, I learned there were multiple ways to solve multiplication problems and that using the algorithm was not the only way to solve a problem.

I share my mom's wisdom about strategic and self-regulated learning with my students each day. I remember how she ended her speeches using a proverb from the Talmud, "If you give a person a fish, you fed him for a day, but if you teach the person to fish, you fed him for a lifetime." I do not teach to the test; I teach my students the skills and mindsets they need to learn math—not just so they do well in my class, but so they can become lifelong learners in mathematics.



**Ms. Leona S. Weinstein**  
is a math teacher,  
Murchison Middle  
School, Austin  
Independent School  
District.



Ms. Leona S. Weinstein with Claire Ellen Weinstein



### Reflections on the Remarkable Life of Claire Ellen Weinstein Dr. Taylor W. Acee, *Texas State University*

I am honored to have this chance to share some of my fondest memories and insights on the beautiful and remarkable life of Claire Ellen Weinstein. Claire Ellen was my dissertation advisor, colleague, life mentor, Jewish Mother, and close friend. She helped shape me into the person I am today. From the classroom to the dinner table, I was captivated by Claire Ellen's reasoning about things, her knowledge about the world, and her insights about human behavior. In so many ways, she has shaped my worldview, and for the better. She took me under her wing, guided me through graduate school, into my career in academia, and through the tenure and promotion process. I may have only known Claire Ellen for 14 years, but we spent much time together. Through her sharing of so many life stories, I feel like I was part of her entire life.

One story that exemplifies Claire Ellen's resourcefulness, cleverness, and ability to lead is the story about her worm business. When Claire Ellen was only seven years old, she knew her family needed more money, so she decided to start a business selling worms. She organized her *older* brothers to dig up worms from the backyard and cut them in half to increase her yield. Claire Ellen would travel down to local fishing areas (by bike or bus) and sell her worms by the handful. She offered lower prices than her adult competitors and mostly took over a considerable piece of worm market in these areas, and ultimately helped put food on the table for her family.

If you did not know Claire Ellen, it would not take long. She was incredibly warm and approachable—she would never shy away from a hug, and she expected the same! There was nothing she enjoyed more than bringing colleagues, friends, and family together to share stories over a delicious meal that had no time limit. She was cheerful and loved laughing, playing games, and being silly. Yet, at the same time, she could be incredibly serious. She had strong views about civil rights, human rights, and basic human decency—and she would not let injustice go unaddressed. As a mentor, she practiced tough love. Although she believed in second, third, and fourth chances, she was relentless in her pursuit to help her mentees fulfill their potential. Claire Ellen was also very serious about work. She wanted to make a difference in students' lives, and she worked long hours laboring over her ideas and plans.

Claire Ellen devoted her life to leading individuals,

groups, and large organizations towards a more strategic and ethical way of behaving and thinking about things. This includes perfect strangers, professional colleagues, students, friends, family, extended family, and numerous local, national, and international organizations, especially in the areas of education and psychology, but also in many other areas, including civil rights, women's issues, and Judaism.

Claire Ellen had an outstanding career as a professor of educational psychology at the University of Texas at Austin, where she helped establish and chair the doctoral program area in learning, cognition, and instruction. Through her groundbreaking research on learning strategies, the development of her Model of Strategic Learning, the Learning and Study Strategies Inventory (LASSI), and her 3-credit course designed to teach students how to learn, she has transformed scholarly thinking and educational practice, literally, around the world.

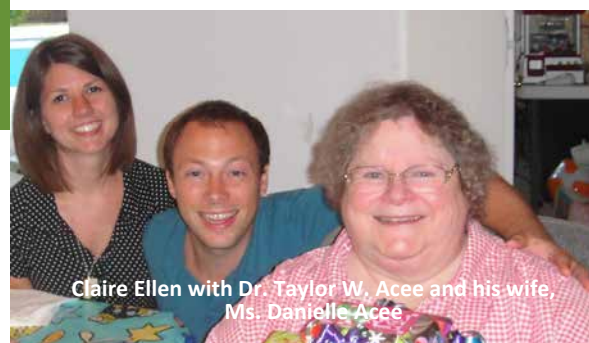
Claire Ellen's work has helped hundreds of thousands of students, especially students who are underprepared or at-risk, develop the skills they need to succeed in college and become lifelong learners. Even with Claire Ellen gone, this work continues through the legacy she established in her colleagues, students, and friends. Claire Ellen often said that her legacy was in her students, and she often finished that thought by quoting the Talmud, "Much have I learned from my teachers, more from my colleagues, but most from my students."



**Dr. Taylor W. Acee**  
is an Associate  
Professor in the  
Graduate Program in  
Developmental  
Education at Texas  
State University. His  
program of research is  
focused on cognitive,  
metacognitive,  
motivational, and  
affective factors that  
contribute to and  
detract from student  
success in  
postsecondary  
education.



Claire Ellen with Dr. Taylor W. Acee and her daughter, Ms. Leona Weinstein



Claire Ellen with Dr. Taylor W. Acee and his wife, Ms. Danielle Acee



## Claire Ellen Weinstein's Multiple Legacies

### Dr. Dale H. Schunk

#### *The University of North Carolina at Greensboro*

**M**uch has been written about Claire Ellen Weinstein's legacy to the field of self-regulation and about her being a pillar of the Studying and Self-Regulated Learning (SSRL) SIG. Those points are accurate, but I will not belabor them here. Instead, I will focus on what she meant to me, and I am sure many others.

I knew Claire Ellen for over 30 years. I would visit with her at professional conferences and during my occasional trips to Austin, TX, where she lived. Claire Ellen was a wonderful colleague and friend.

She was a pioneer in the field of self-regulated learning (SRL) and a major influence on my becoming interested in it. We had many conversations about the importance of SRL in school and life. She also was a pioneer in the application of a cognitive perspective to SRL as, at least in the early days, the field was dominated by behavioral perspectives. Her work on learning strategies was ground-breaking and highly influential. During our conversations, we discussed how I could easily adapt my research approach to capture students' SRL and on interventions to help improve it. Because of her, I also increasingly incorporated SRL into my teaching and helped my students become better self-regulated learners. Claire Ellen would be pleased to know that currently, I teach a freshman seminar on self-regulation that stresses learning strategies. The students—fresh out of high school—definitely need improvement at self-regulation!

Equally importantly, Claire Ellen was a good friend. We socialized whenever possible over a meal or coffee, where we brought each other up to date on what was happening in our lives. Claire Ellen first met my daughter when she was a young child. I am sure that Claire Ellen would be happy that recently, my daughter was married. Time marches on!

There are many qualities about Claire Ellen that I admired. She was a staunch advocate of the importance of topics near and dear to my heart—educational psychology, learning, motivation, and self-regulation. Not only a staunch advocate but also an enthusiastic one! She did not just talk; she talked excitedly. Her enthusiasm for what she believed in was contagious. To whatever extent enthusiasm influences teaching ratings, I am sure that hers were outstanding!



**Dr. Dale H. Schunk** is a professor of education in the Department of Teacher Education and Higher Education at The University of North Carolina at Greensboro. His research interests are the areas of learning, motivation, and self-regulation.

She also loved working with and mentoring students. It seemed that she always was thinking about the future and preparing the next generation of educational leaders. She did not want students to have a degree but rather be able to make productive contributions to improve society. She mentored learners to do that.

Claire Ellen genuinely cared about people and befriended them. I always had the feeling that she would give me the "shirt off her back" if she felt I needed it more than she did. She was a kind and generous person who always thought about the welfare of others. She took me under her wing even though I never asked her to do it, but I appreciated it so much.

In short, Claire Ellen helped advance our field by developing a cognitive perspective on SRL and stressing the importance of learning strategies. Moreover, she also helped to advance our lives through her care and concern, which showed in her interactions with others. I miss her so much as a good colleague but even better as a friend. Furthermore, I am forever grateful to her for the many good times we spent enjoying Texas barbeque!



Claire Ellen with Dr. Dale H. Schunk and his daughter, Ms. Laura Schunk



Dr. Dale H. Schunk with his daughter, Ms. Laura Schunk

## Claire Ellen Weinstein: A Pioneer of the Self-Regulated Learning Culturally Proactive Pedagogy Dr. Héfer Bembenutty, *Queens College, CUNY*

Imagine an educational world with the belief that learning was developmental and could not be improved, where skill, will, and self-regulation were believed to be fixed, not malleable, where rote learning was king and critical thinking and creative problem solving had little place in the classroom. That was the world and classroom that Claire Ellen Weinstein worked very hard in her professional life to ensure would never exist.

Back in 1986, Claire Ellen Weinstein and Richard Mayer wrote a chapter in *Handbook of Research on Teaching* (p. 316) in which they asked, “Why should there be a chapter on “learning strategies” in a handbook of research on teaching? The rationale is that good teaching includes teaching students how to learn, how to remember, and how to motivate themselves.” This was not obvious to teachers back then. Claire Ellen believed that:

“A learner can be taught to use (learning strategies) during learning. These techniques, referred to as learning strategies, can be defined as behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process. Thus, the goal of any particular learning strategy may be to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge. For example, in preparing for a learning situation, a learner may use positive self-talk to reduce feelings of anxiety; in learning paired-associates, a learner may form a mental image to help associate the objects represented by the members of each pair; in learning from an expository passage a learner may generate summaries for each section; in learning about a scientific concept, a learner may take notes about the material. Each of these activities-coaching, imaging, summarizing, and note-taking-are examples of learning strategies.” (Weinstein & Mayer, 1986, p. 316).

Claire Ellen worked to create an educational world in which both teachers and students were empowered with will, skills, and self-regulation. That is why she developed her *Model of Strategy Learning* centered on learners' differences with an emphasis on enhancing their will, skills, and self-regulation. With her charm, magnetism, charisma, and caring and thoughtful disposition, Claire Ellen was a pioneer of the *self-regulated learning culturally proactive pedagogy* (Bembenutty, 2019, White & Bembenutty, 2014, 2016).

When I met Claire Ellen, I was immediately impressed by her kindness, genuine affection, and in-depth knowledge. Dr. Wilbert (Bill) J. McKeachie and Dr. Barry J. Zimmerman introduced Claire Ellen to me. Claire Ellen and I shared two mentors, Dr. McKeachie and Dr. Zimmerman. We were together at Dr. McKeachie's home, and on sad occasions, such as at the funeral of Dr. Paul R. Pintrich. I used her Learning and Study Strategies Inventory (LASSI) as a diagnostic instrument in a research project I worked on with Dr. Zimmerman. LASSI has been widely used as a diagnostic tool that serves for “implementing strategic learning interventions in college contexts” (Weinstein & Acee, 2013, p. 200). I served as the discussant of an American Educational Research Association (AERA) session she chaired, and I also

served as the editor of two book chapters she wrote.

Without a doubt, Claire Ellen dedicated all her career to improving education. Her contributions to research and practice of self-regulation are recognized all around the world. For instance, in Belgium, the late Professor Willy Lens highly regarded her as a leading scholar and collaborator, and professed strong admiration and respect for her scholarly work. Throughout her academic career, Claire Ellen produced groundbreaking research on learning strategies and self-regulation.

Certainly, Claire Ellen inspired and motivated thousands of students to refocus their academic and career goals by acquiring the necessary cognitive learning strategies. Claire Ellen understood that without the interaction among skills, will, and self-regulation within a healthy academic environment, learners would not be empowered to take a culturally proactive approach that could help them adopt a future time perspective with a commitment to reaching goals. Claire Ellen understood that when teachers' beliefs and expectations and learners' differences are ignored in a pluralistic society, teachers could sabotage students' beliefs, academic self-efficacy, and attributions for academic outcomes.

With a firm conviction, Claire Ellen believed in the essential function of creating a positive mindset toward learning and promoting students' sense of agency for sustaining positive emotions and feelings about learning, curiosity, and excitement. Claire Ellen imagined an educational world where skills, will, and self-regulation are crucial for learners' academic success, acquiring content knowledge, and mastering learning strategies. She worked hard to have an educational system with available resources, positive teacher beliefs and expectations, and social context and support.

What Claire Ellen started is achievable by all contemporary educators. Claire Ellen believed that when both teachers and learners embrace self-regulation and understand the vital function of individual differences, learning and development would not be handicapped.

Yes, Claire Ellen was a pioneer in self-regulation research. Claire Ellen was a pioneer of the *self-regulated learning culturally proactive pedagogy*. Her legacy calls us to continue her vision and to ingrain innovatively the *self-regulated learning culturally proactive pedagogy* in our teaching, research, and professional practices.

**Dr. Héfer Bembenutty**  
is an Associate Professor in the  
Department of Secondary  
Education and Youth Services at  
Queens College. His research  
focuses on the development and  
applications of self-regulated  
learning, self-efficacy, and  
academic delay of gratification  
among teachers, teacher candidates,  
and students.



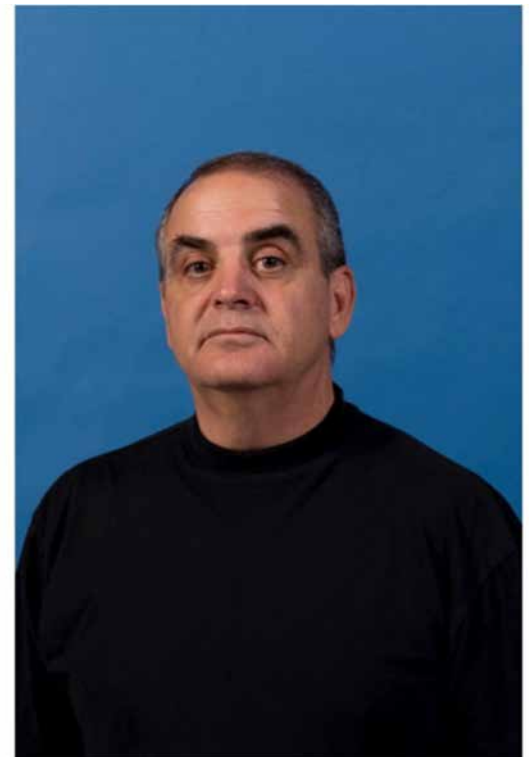
## Remember Claire Ellen Weinstein Dr. Paul Schutz, *University of Arizona*

**L**et me begin with a story that some of you might recognize about my first conference dinner with Claire Ellen and her crew. It was early in my doctoral career, and she simply told me to be in the hotel lobby at 7:00 pm. She strolled in at 7:20 pm. I could see her coming across the room. She was talking to everyone along the way. When she got there, the group consisted of several graduate students and a couple of guys named Barry Zimmerman and Dale Schunk (yes – the song from sesame street was playing in the back of my mind: “One of these things is not like the other, one of these things doesn’t belong”). At about 7:30 or 7:45 pm, we started making a move towards the front door of the hotel. This took another 30 minutes. Did I mentioned she talked to everyone! By the time we got out the door, our group had grown, and we ended up at a restaurant that Claire Ellen heard about from a taxi driver. This scenario, or ones like it, played out many times over the years, and it was through Claire Ellen that I met scholars like Bill McKeachie, Paul Pintrich, Anita Woolfolk-Hoy, Lyn Corno, Pat Alexander, and many more.

Academically, Claire Ellen Weinstein had an important influence on how we think about self-regulated learning and the importance of learning strategies. For me, one important and unique aspect of Claire Ellen’s work was her focus on learning what successful learners were doing with the idea that we could teach those strategies to less successful learners. This approach was successful for her. To this day, my teaching involves trying to help students make connections among concepts they are trying to learn (e.g., organizing the information), make connections among what they are trying to learn and their knowledge and experiences (e.g., analogies, elaboration strategies), and become intentional about their approaches to learning (e.g., reflective thinking).

On a more personal note, I am forever grateful to Claire Ellen. She took my rough, unspectacular graduate school application and found a little glimmer of something. I was that less-than-successful academic learner. As such, any successes I have had or will have in this profession are, in part, a result of Claire Ellen’s mentoring. Overall, the two most important things she taught me were (1) how to be a professional scholar and (2) how to help others to become scholars. So, in memory of Claire Ellen, as you move through your career, make sure to look out for graduate students and early-career scholars who are trying to get started in the business. Introduce yourself, your colleagues, and your students and see if you can be the critical connection that will help them along in their careers. Pay it forward!

**Dr. Paul A. Schutz** is an interim chair of the Department of Educational Psychology at the University of Arizona. He is a past president of the American Psychological Associations Division 15: Educational Psychology, a former co-editor of the *Educational Researcher: Research News and Comments*, and a co-editor of the upcoming *Handbook of Educational Psychology*, Volume 4.







### Transforming a Discipline with Learning Frameworks: One of Claire Ellen Weinstein's Many Legacies Dr. Russell B. Hodges, *Texas State University*

*"Much have I learned from my teachers, more from my colleagues, but most from my students." (Talmud, Ta'anit 7b)*

Dr. Claire Ellen Weinstein was that rare academician capable of reshaping and transforming a discipline not once but several times within a career. She is renowned for her groundbreaking research on learning strategies, her Model of Strategic Learning, and as senior author of the *Learning and Study Strategies Inventory*. She also created one of the nation's first theory- and research-based student success courses. First offered in 1975 at the University of Texas at Austin, EDP 310, *Individual Learning Skills*, was a college-level, 3-credit hour course open to all students wanting to improve their learning and study strategies. As the course developed over the years, Weinstein interwove behavioral, affective, and cognitive domains of learning theories and strategies to help increase students' self-regulatory abilities, self-efficacy, motivation, and use of deep learning processes (Hodges & Acee, 2017). Weinstein's model of strategic learning underpinned the course content; she posited that strategic learning emerges from the interactions among constructs within four major components: skill, will, self-regulation, and the academic environment (Weinstein & Acee, 2018). Weinstein attributed many of her ideas about strategic learning to one of her mentors, Wilbert J. McKeachie, and his research at the University of Michigan on strategic teaching (Weinstein, 1994).

In 1997, Cole, Babcock, Goetz, and Weinstein introduced the term *learning framework[s]* as a course fostering students' regulation of learning by developing perspectives of themselves as learners. Nevertheless, during this period, academic success courses, including learning frameworks courses, could be offered at higher education institutions in Texas, but all such courses could not generate formula funding. In October 1999, a proposal was submitted to the Texas Higher Education Coordinating Board (THECB) to change this funding policy based on the result of two learning framework course studies,

one from the University of Texas at Austin (focused on EDP 310, *Individual Learning Skills*) and the other from Texas State University (focused on EDP 1350, *Effective Learning*). The researchers from both studies reported statistically significant improved retention, GPA, and graduation rates for students completing the course compared to similar non-enrolled course-takers (Agee, Hodges, Castillo, 2018). Based on this research, the THECB authorized formula funding (of up to three semester credit hours per student) for learning frameworks courses which must focus on "1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies" (Hill, 2000, p. 1). The critical characteristic of such a course, according to the THECB, " ...is the presence of theoretical models as the curricular core" (Hill, 2000, p 1).

While learning frameworks courses are now being offered throughout the nation's post-secondary institutions, Texas has been at the forefront; approximately 90% of 2-year institutions and 70% of 4-year institutions offer multiple sections of these courses (Hodges et al., 2019). Many of Texas's 2-year institutions now require all first-year students to enroll in the course while 4-year institutions more typically offer the course to special populations such as conditionally-admitted probationary students. Early college high schools are also offering learning frameworks courses as dual-credit courses (Hodges et al., 2019).

Dr. Weinstein was a pioneer in post-secondary learning support; she knew that every student could learn, and she dedicated her life to that end. Learning frameworks courses are one of her many legacies touching the lives of thousands upon thousands of students in Texas, our nation, and abroad.

References are available upon request from [rh12@txstate.edu](mailto:rh12@txstate.edu)



**Dr. Russell B. Hodges** is Associate Professor in the Graduate Program in Developmental Education in the Department of Curriculum and Instruction at Texas State University. Dr. Hodges' research focuses on postsecondary learning support interventions, student success courses, and demographic changes in higher education.



## Claire Ellen Weinstein: First Generation Student, Mensch, and Mentor Dr. Jenefer Husman, *University of Oregon*

**D**r. Claire Ellen Weinstein made sure that my first day of graduate school included a big bear hug. She was the chair of the Learning and Cognition specialization within the Educational Psychology department at the University of Texas at Austin, and I had applied to work with her. I was intimidated and not sure I belonged in graduate school (as she used to say “imposter phenomena is real”). After that hug, I was sure everything was going to work out. Claire Ellen never forgot what it was like to be a first-generation college student coming into a large university for the first time. She took the time necessary to mentor students about not only the research she loved so deeply but the everyday things required to succeed in the Academy.

From teaching students how to shake hands, going over job talks at her kitchen table, and including us in writing and research projects, Claire Ellen made sure her students had all of the tools they needed to be successful. She did not just mentor the students in her program. She would mentor anyone within 500 feet of her.

As president of Division 15 of the American Psychological Association (APA), Claire Ellen’s signature project was the development of Division 15 annual graduate student seminar. The focus of the seminar, held during the APA annual meeting, was to provide students with opportunities to meet leading scholars in the field, make implicit knowledge explicit, and supporting students in the refining of their dissertation project. She initiated the project, allocated division funds to the project, and encouraged faculty to support the project. When the co-chair, an inexperienced newly minted Ph.D. (me) overspent her budget, she made up the difference with her funds. This seminar has now been a permanent feature of the conference for over 20 years. Fittingly, the seminars series is now the Claire Ellen Weinstein Annual Graduate Student



Seminar.

Claire Ellen’s devotion to providing all students with the tools they need to be successfully shaped her research. Her life’s work centered around the notion that students could be taught to be better learners, and once students were taught how to learn, they could learn faster than aptitude or prior knowledge tests would predict (Weinstein, Acee & Jung, 2011). The frameworks she developed provided researchers and instructional designers with a roadmap to study learning and design implementations (Weinstein, Husman, & Dierking 2000). She advanced basic research and introduced innovative changes to education.

Claire Ellen developed a learning strategy curriculum, a valid and nationally normed inventory, and conducted primary research on cognitive strategies instruction (Weinstein, Palmer, and Acee, 2016). These tools are the foundation of many of the first-year experience courses.

Her dedication to supporting students stemmed from her own experience as a Jewish girl from Brooklyn who found herself in a Texas graduate school. Claire Ellen often told us stories of her childhood. Both of her parents left school while they were elementary-school students to work for their families. As is true of so many poor and marginalized families, Claire Ellen learned self-regulation, creativity, and learning strategies from watching them work. She told stories of falling asleep watching her mother pluck chickens and spoke admiringly of her father’s mental representation of the streets and traffic flow as a professional driver in New York City. She used these lessons to succeed beyond her parents, wildest dreams, and taught us the importance of supporting the next generation.

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- Weinstein, C. E., Husman, J., & Dierking, D. R. (2000). Self-regulation interventions with a focus on learning strategies. In *Handbook of self-regulation* (pp. 727-747). Academic Press.
- Weinstein, C. E., Palmer, D. R., & Acee, T. W. (2016). LASSI user's manual: Learning and study strategies. H & H Publishing, Clearwater, FL.

**Dr. Jenefer Husman**, a graduate of the University of Texas at Austin, is an associate professor and department head of Education Studies department at the University of Oregon. Husman has been a guest editor of *Educational Psychology Review*, has served on editorial board for top educational research journals. In 2006 she was awarded the U.S. National Science Foundation CAREER grant award and received the Presidential Early Career Award for Scientists and Engineers from the President of the United States. Husman has held both elected and appointed offices in the American Psychological Association (APA). She was a founding member and first President of the Southwest Consortium for Innovative Psychology in Education.

## LASSI's Great Adventure and Beyond! Dr. Carlton J. Fong, *Texas State University*

In the late 1980s, Dr. Claire Ellen Weinstein and her colleagues developed one of the most widely used and well-known educational assessments, the Learning and Study Strategies Inventory (LASSI; Weinstein, Schulte, & Palmer, 1987). I first was introduced to the LASSI when Claire Ellen was my research mentor during my doctoral studies at the University of Texas at Austin (UT). I also was teaching EDP 310—an undergraduate learning-to-learn course (based on the LASSI) that Claire Ellen developed and supervised—and researching the longitudinal associations between LASSI variables and student achievement/retention in community college settings along with Claire Ellen and her team of doctoral students. It was through these various experiences I received much care and mentorship from Claire Ellen, witnessing her supreme commitment to the students she directly mentored and the thousands of students she would influence indirectly with her scholarly contributions, mainly through the LASSI.

During AERA 2017 in San Antonio, I attended the special session remembering Claire Ellen, her impact on the many lives she touched, and the legacy she left behind. After that session, I brainstormed the idea of conducting a research synthesis and meta-analysis of studies on the LASSI and its relationship to academic outcomes. I intended for it to be a tribute to one of her most outstanding feats, which included the rigorous and thoughtful development of the LASSI.

After the conference, I began systematically searching for studies on the topic in the summer of 2017, and upon finding thousands of studies that used keywords associated with the LASSI, I knew it would be a viable and worthwhile research journey to embark on. In Fall 2017, I started my new position as an assistant professor in the Graduate Program in Developmental Education at Texas State University, and with the help of a new team of doctoral students, we hit the ground running.

Our research team double-screened almost 3000 potentially relevant titles and abstracts, located and evaluated over 700 full-text documents, and double-coded almost 160 studies that included a correlation between a LASSI subscale(s) and an academic outcome. (Note: Many additional studies used the LASSI but did not include a correlation with academic outcomes, which was the main topic of interest of our review). We also included studies written in other languages as one-third of the studies used student samples from countries

outside the U.S. See the figure below for a diagram of all the countries represented in our review:

Findings from this meta-analysis have been presented at conferences with the American Educational Research Association, the College Reading and Learning Association, and the College Academic Supports Programs – three of Claire Ellen's favorite organizations. The full manuscript is also currently under review at a top-tier educational psychology journal.

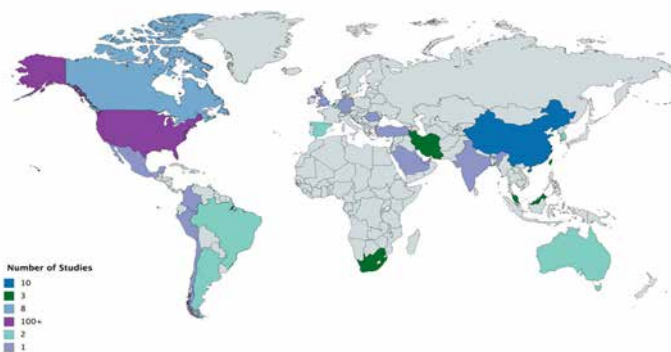
The systematic review revealed one major takeaway: the LASSI has been used as a research tool for hundreds of published studies worldwide, dozens of doctoral dissertations and master's theses, and multiple international investigations over the last 30 years and counting! Now in its third edition, the LASSI, perhaps one of Claire Ellen's notable accomplishments, has ripple effects that reverberate beyond even what our systematic review could capture. Our review is just one snapshot of how Claire Ellen's work has influenced the field of educational research (studying and self-regulation and developmental education, in particular) and points to how her scholarship will impact future generations of educators, scholars, and policymakers.

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Weinstein, C. E., Schulte, A. C., & Palmer, D. R. (1987). Learning and Study Strategies Inventory. Clearwater, FL: H&H Publishing.



**Dr. Carlton J. Fong** is an assistant professor at Texas State University and uses a sociocultural lens to study motivational and affective factors influencing postsecondary student achievement and persistence. Specifically, he examines the motivation factors associated with feedback and the psychosocial development of community college students.





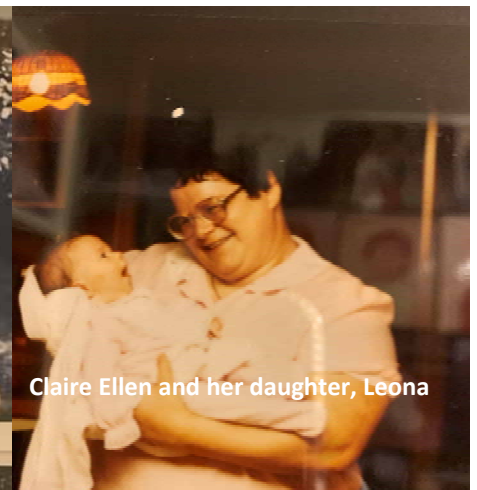
### Claire Ellen Weinstein with Her Family and Friends



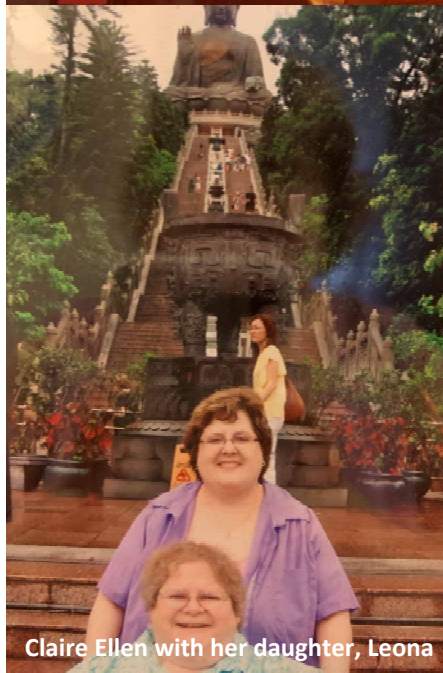
Claire Ellen with her parents  
Fannie and Sydney Weinstein



Claire Ellen



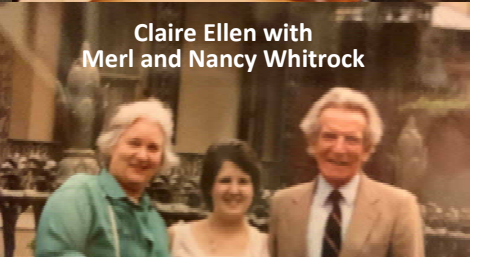
Claire Ellen and her daughter, Leona



Claire Ellen with her daughter, Leona



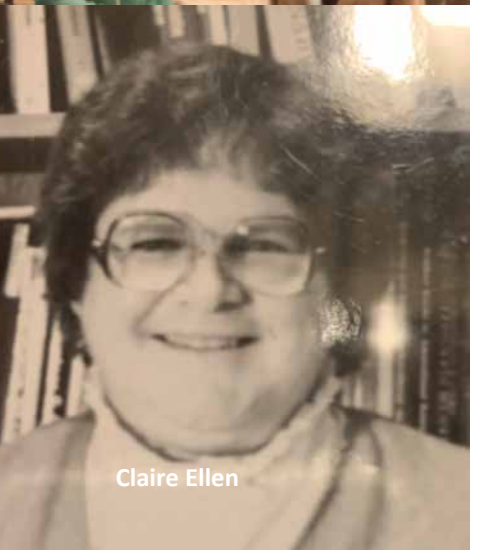
Claire Ellen



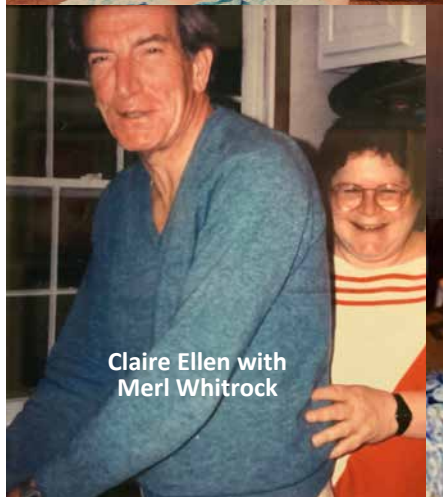
Claire Ellen with  
Merl and Nancy Whitrock



Claire Ellen with Leona, her brother  
Alvin Weinstein, and her parents,  
Fannie and Sydney Weinstein



Claire Ellen



Claire Ellen with  
Merl Whitrock



Claire Ellen with  
Frank Wicker



Claire Ellen with Leona, Angela and Andy  
Maloney, and Frank Wicker



### Claire Ellen Weinstein with Her Mentors

**Claire Ellen Weinstein (1994) said this about Dr. Wilbert J (Bill) McKeachie:**  
“However, I also want to acknowledge Bill’s role as a mentor and friend in my life. Whether it has been to offer professional advice, to bring me a wonderful sandwich from Zingerman’s deli in Ann Arbor, to advise some school that they really did want me as consultant, to review a paper, to introduce me to a wonderful restaurant, to sponsor me for the Spencer Fellowship from the National Academy of Education, to talk over ideas, or to stop in the middle of a conference to pack my bags and send me home on a plane because my mother took critically ill, Bill and Ginny McKeachie have always been for me with unconditional friendship, love, and support. The world truly is a better place because of people like Bill and Ginny McKeachie...thank you!”



Claire Ellen with Dr. Barry J. Zimmerman and Leona Weinstein



Claire Ellen with Dr. Wilbert (Bill) J. McKeachie and his wife, Ginny McKeachie

**Claire Ellen Weinstein (2013) said this about Dr. Barry J. Zimmerman:** “We all know that Barry’s work has had a profound influence on research and applied efforts in so many fields, but not everyone is aware of the profound effects he has had on his students, colleagues, friends and generations of students and medical patients who have benefited from his insightful theories, creative research, and constant efforts to positively impact their success and the quality of their lives. His awards are legendary, ranging from an outstanding contributions award from the American Lung Association for his work in medicine compliance for patients with long-term chronic diseases such as asthma (first non-physician to win the award) to his Thorndike Award for career achievement in educational psychology from the Division of Educational Psychology of the American Psychological Association. However, perhaps Barry’s greatest achievement is the warmth, concern, assistance, and support he offers to colleagues and friends. Barry is a great mentor who genuinely cares about his students and colleagues. For Barry, his work has been and is a magnificent obsession, and I am honored, proud, and delighted to call him my friend. L’chaim, Barry!”



Claire Ellen with Dr. Wilbert (Bill) J. McKeachie, his wife, Ginny McKeachie, and Leona Weinstein



Claire Ellen with Dr. Wilbert (Bill) J. McKeachie, his wife, Ginny McKeachie, and Leona Weinstein



**Claire Ellen Weinstein: A Joyful Life**

