SPECIAL INTEREST GROUP

Studying and Self-Regulated Learning

American Educational Research Association

2019 Fall Newsletter

How do graduate students apply self-regulated learning strategies to their own learning and coursework?

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

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Letter From The Chairs

Dr. Taylor W. Acee (Senior SSRL Chair), *Texas State University*

Dr. Pamela F. Murphy (Junior SSRL Chair), *Ashford University*

Welcome to the 2019 fall edition of the SSRL SIG Newsletter! Our Secretary / Newsletter Chairs, Abe Flanigan and Aloy Anyichie, put together an excellent edition focused on SRL strategies for succeeding in graduate school. It includes recommendations from graduate students and reflections on their personal experiences using these strategies. This newsletter theme aligns with our SIG's stated goal in our bylaws to provide "…support and mentoring to graduate students…" (p. 2). Correspondingly, the November Issue of the Times Magazine is focused on mentoring. It includes reflections from mentors and mentees on their experiences during the AERA 2019 Graduate Student Mentoring Program (GSMP). If you are a graduate student, please consider applying to the GSMP for the 2020 AERA Annual Meeting (more details on the GSMP are provided later in this newsletter).

Dr. Taylor W. Acee

With the tremendous assistance of our review panel (endless thanks to our reviewers), our Program Chairs, Alexis Battista and Aubrey Whitehead, have put together an incredible program for the AERA 2020 annual meeting. Your submissions are the substance of our program. Thanks to those of you who decided to submit to our SSRL SIG this year!

Our Treasurer / Membership Chairs, Divya Varier and Darolyn Flaggs, have been combing through the AERA 2019 program to identify those who may be interested in joining our SIG and sending them invitations to join. We could also use your help with this process. Reach out to others and let them know about our SIG. For those who might be interested, recommend that they join. If you are feeling charitable and want to donate to our SIG, you may consider paying for a student's SIG membership or making a direct donation via mail (see the announcement on donations in this newsletter for more details).

Final Comment from the Senior Chair

I am very thankful to have had the opportunity to serve the SSRL SIG through various positions including student reviewer, Outstanding Poster Award Chair, Secretary / Newsletter Coordinator, Program Chair, and now SIG Chair. Working with the SIG officers, contributors, graduate student committee, and members has been extremely fulfilling. We live all over the world and somehow manage to have a fairly tight-knit community. Our passion to help others, improve education, and advance our understanding of SRL may be what brought us together, but our relationships and commitments to one another are the glue that binds us. We are fortunate to have this community, and I am in awe at the service we give to one another. Each year we have new faces joining in and helping us continue the legacy Barry Zimmerman, Linda Bol, and many others established when they created this SIG. I will be stepping down as Chair in April 2020 (and hopefully going on Sabbatical the following fall!). I am thankful to say that the SIG is in great hands and that we are cushioned with many layers of support from our generous members and past officers. If you have not had an opportunity to serve our SIG in a formal capacity, I highly recommend it! Thanks for giving me the opportunity to serve!

Dr. Pamela F. Murphy

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

Our goal for the 2019-2020 newsletter cycle has been to highlight how members of our SIG community incorporate the principles of self-regulated learning into their teaching, learning, and scholarship. Our present newsletter treats you seven essays written by current graduate students who describe how they employ SRL strategies to effectively manage their time, study for exams, balance their teaching and research responsibilities, and more. Reading the essays written by these talented graduate students really gives you a sense of how impactful the techniques uncovered and advocated by our community of researchers are for helping students reach their goals. Furthermore, you'll hear about the exciting research taking place in Dr. Susanne Lajoie's *Advanced Technologies for Learning in Authentic Settings (ATLAS) Lab* and be introduced to the innovative open access *Self-Regulated Learning Lab*, which is a tool to help students as they embark upon their journey to become self-regulated learners.

Dr. Aloysius Anyichie

The present newsletter is an extension of the summer newsletter, in which we heard from a talented pool of international faculty members who shared how students at their respective universities are trained to become autonomous, self-regulated learners. Eight college instructors from seven different countries shared how they personally embed SRL strategy instruction into their courses or how their respective universities have implemented university-wide and college-wide initiatives to help their students become more effective at taking ownership over their learning process. In many ways, these essays were a testament to how often our research informs our practice, and vice-a-versa.

As always, we are indebted to our contributors who sacrificed their time and energy to provide us with informative and exciting essays and announcements that will give readers a truly enjoyable and informative experience. We couldn't be more excited about the newsletter you're about to read!

We hope you're all having a productive, fulfilling, and memorable year!

Abe and Aloy

Graduate Student Mentoring Program—2020

Dr. Mathew L. Bernacki, University of North Carolina—Chapel Hill

At the 2019 AERA Annual Meeting in Toronto this past Spring, the SSRL SIG sponsored its 7th 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 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 way 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.

- 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.

How to Make a Charitable Donation to the SSRL SIG

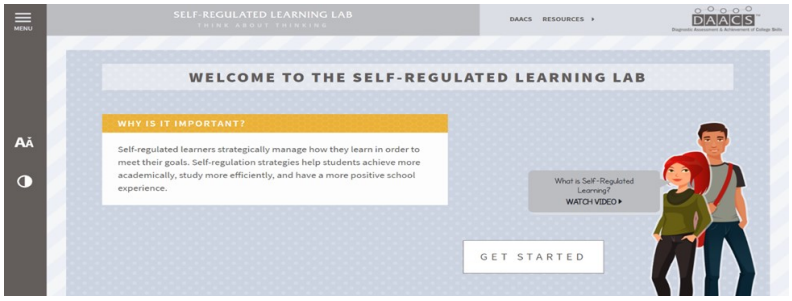
If you are looking for organizations to donate to this year, consider our SSRL SIG. In addition to basic operating costs, we use funds to support our three awards and the Graduate Student Mentoring Program. With your help, we can continue to support initiatives like these and possibly expand them in the future. If you are interested in making a charitable donation to our SSRL SIG, follow these steps:

- Write a check payable to "AERA" and in the notes field on the check write: "Donation to Studying and Self-Regulated Learning SIG #121".
- Include a brief cover letter explaining your intent to donate to our SIG. Also, include the address where you want AERA to send you a receipt for tax purposes.

American Educational Research Association
Attn: Norman Tenorio, Director of Finance and Administration
1430 K St., NW, Suite 1200
Washington, DC 20005

SRL Lab Announcement

David Franklin, Diana Akhmedjanova, Angela Lui, Heidi Andrade, Timothy Cleary, Jason Bryer



We are pleased to announce the release of the new Self-Regulated Learning (SRL) Lab (srl.daacs.net), an open access resource designed to provide college students with information about and strategies for developing their SRL. The SRL Lab is a toolkit for understanding and improving motivation, metacognition, and learning strategies. It provides detailed information about what SRL is and how it is related to success in college, as well as task-specific strategies students can use, and case scenarios that demonstrate their value and utility.

The SRL Lab was created as part of the Diagnostic Assessment and Achievement of College Skills project (DAACS; daacs.net). DAACS is a suite of open source, online assessments and supports (both technological and social) designed to optimize student success in college. A defining feature of DAACS is the SRL assessment, a self-report survey that measures students' motivation, metacognition, learning strategies, and several sub-domains within each of those domains. The DAACS SRL assessment has been found to have strong reliability and validity for measuring students' SRL (Lui et al., 2019). Once students complete the assessment, they are directed to individualized feedback on their results, and connected to resources such as the SRL Lab.

After taking the SRL survey, students are prompted by the writing assessment to commit to improving their SRL skills. For example, many students decide to work on time management, which is one of the sub-domains of the learning strategies domain. Students can go to the SRL Lab and easily navigate to the time management, where they can learn more about what time management is and why it is important for college success. The Lab includes descriptions of and likely outcomes for people who often, sometimes, or rarely manage their time. Students can then read a brief case scenario about a hypothetical student and his struggles with learning before he managed his time, the actions he took to improve his time management, and the positive effects these improvements had. Students are then provided with six effective time management strategies, each of which they can click on to learn more about.

We are currently in the process of empirically testing the efficacy of the DAACS. There is emerging evidence that the DAACS can significantly improve students' academic achievement. Students are often skeptical that taking the SRL survey and visiting the Lab can help them improve their learning in a meaningful way. However, once they take the assessment, view their feedback, and commit to using the suggested strategies, many of them have found that their learning has improved significantly by the end of the semester. Even months after they took the DAACS, students have told us that they still use the strategies they learned at the Lab for self-regulating their learning.

We invite any feedback, comments, or questions you might have about the SRL Lab. Please email David Franklin at (dfranklin@albany.edu).

Reference

Lui, A., Franklin, D., Akhmedjanova, D., Gorgun, G., Bryer, J., Andrade, H., & Cleary, T. (2018). Validity evidence of the internal structure of the DAACS self-regulated learning survey. *Future Review: International Journal of Transition, College, and Career Success, 1*(1), 1-18.

Graduate Student Research Spotlight Series

The "Graduate Student Research" Spotlight highlights the current work of graduate students engaged in the AERA SSRL SIG. A major goal of the "Graduate Student Research" Series is to provide an opportunity for the readership of the Studying and Self-Regulated Learning SIG to learn about the ongoing work being completed by graduate students of the SIG. Co-chairs of the Graduate Student Committee identify and solicit summaries of graduate student work that span a range of topics as well as a range of areas and contexts pertinent to self-regulated learning research. Summaries of graduate student work may be based on students' thesis and/or dissertation research as well as their work (completed or ongoing) in professional and practice-oriented settings.

In this inaugural spotlight, Joseph Tise (The Pennsylvania State University) shares his current and upcoming research projects as well as, more broadly, his interests in self-regulated learning work.

If you are a graduate student engaged in the SSRL SIG and are interested in having your work featured, please contact either Laith Jumah (allaeth1@gmail.com) or Sarah Davis (skdavis@uvic.ca).

Graduate Student Spotlight

Joseph Tise (jzt58@psu.edu), The Pennsylvania State University

Joseph Tise

I believe that one of the most important responsibilities educators have is to help develop students' abilities to learn more effectively. To this end, my research focuses on how self-regulated learning (SRL) can best be promoted within real-world educational contexts. Although SRL comprises multiple subprocesses and constructs, I view the role of learning strategy use and metacognition as crucial. Therefore, recently, my research has focused specifically on cognitive learning strategies interventions and metacognition.

My emerging program of learning strategies intervention research began with my master's thesis. Briefly, this study sought to teach post-secondary students enrolled in a biology course to use elaborative interrogation and analogies as two generative, elaborative learning strategies. A current research project builds from that study and focuses specifically on the use of analogies to learn biology content. In this study, I examine the *quality* of the analogies that students produce to help explain student outcomes. I am also working with John Nietfeld and Rayne Sperling on an NSF-funded project focused on developing an educational game to scaffold fifth-grade students' metacognitive monitoring, learning strategies, and science content based on the Next Generation Science Standards. Once developed, this game can be utilized widely to teach not only curriculum, but also key aspects of SRL to many fifth-grade students.

My future research will continue to focus on SRL and the associated subprocesses and constructs, with an eye always toward real-world applicability. I would like to investigate how we can best promote SRL broadly, and specifically through interventions that target key subprocesses.

Self-Regulating the Academic Writing Process

Alana Kennedy, *University of Southern California*

Alana Kennedy

My name is Alana Kennedy and I am a PhD student in Educational Psychology at the University of Southern California. Prior to the program, I worked at a college access non-profit and designed financial education curriculum for first-generation students of color who wanted to pursue a college degree. Even then, I was curious about how students managed their energy and time to achieve our program goals – essentially how they engaged in self-regulated learning (SRL). Fast forward ten years and my research interests continue to center around SRL strategies used by students of color in academic contexts.

Metacognition, a key aspect of SRL, emphasizes self-management behaviors (e.g., planning, implementing, monitoring efforts, evaluating progress) to ensure efforts and progress are aligned to goal attainment (Boekaerts & Cascallar, 2006; Dignath & Büttner, 2008; Zimmerman, 1990). In reflecting on how I apply SRL strategies to my coursework, I immediately thought of how I construct class papers – an iterative, metacognitive process that always begins with a simple bullet outline. In my first semester of the program, I took a course taught by a professor known for his outstanding writing caliber. Paper prompts were posted and we were required to submit a one-page outline two weeks before the paper deadline. Although I created an outline before, I had neither been limited in page quantity, nor thought about a paper two weeks before the due date. By the end of the semester, I solidified an outline-to-paper process that I continue to use. The steps are as follows:

1. **Consult the prompt** carefully and break it down into key sections.
2. **Create bullets** under each section that captures initial thoughts or ideas. Ask yourself: What is the key argument I want to make in this paper?
3. **Revise those bullets** after doing additional reading. Add citations to support your key points.
4. **Convert the bullets** into coherent sentences to create a first draft.
5. **Revise the draft** for cohesiveness. As part of this process, consult the prompt. If a worked example is available, note the section lengths, formatting, and depth of ideas.
6. **Write the introduction** last after a solid draft of the paper is completed.
7. **Revise from start to finish**, preferably with the help of a peer.

Although this process is more elaborate than the strategy I used as an undergrad, namely – sit-and-write-until-you-meet-the-page-requirements, I find it to be incredibly helpful. The reality is we are all pressed for time. By using this process, I think about my paper content in advance and break my writing into smaller chunks to make it more manageable. I'll continue to use this process as I prepare for qualifying exams, write manuscripts, and yes, even to write this piece! Although life as a graduate student is full of classwork, research projects, and a host of meetings, I have felt more productive (and less stressed) because of the variety of SRL strategies I employ to support my learning and development.

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How am I Learning?

Eetu Haataja, *Learning and Educational Technology Research Unit (LET), University of Oulu*

Eetu Haataja

I am a 2nd year PhD researcher in the LET Research Unit. My research aims to reveal the characteristics of metacognitive processes in collaborative learning. In my own learning, I employ cognitive and social learning strategies, which I've found to be useful.

As part of my strategic learning I deliberatively deploy diverse cognitive strategies. For example, when I see the goals the teacher has set for a course, I activate my prior knowledge about the topic (Spires & Donley, 1998), determine what is familiar (e.g., concepts) and plan what I need to learn in relation to set goals. During the course I'm regularly monitoring how my skills and knowledge are developing in relation the goal and standards I originally set for the course and change the learning strategies if needed (Winne & Hadwin, 1998). Whenever there is a test or a quiz, I'll use it as a learning opportunity and a chance to recalibrate my metacognition and evaluate the effectiveness of my learning strategies.

The strategy which I currently find maybe the most interesting is use of an informal study group. This is an idea one of my colleagues had for one of our statistics courses, where the course content was very challenging. We planned a schedule and gathered each week to discuss about the weekly tasks needed for the course. First we went briefly through how we had understood each of the tasks, how we had solved those and what was the rationale behind our solutions. Then we focused to discuss and solve the ones we found to be extremely difficult. We also shared if we had found some useful resources in relation to the course content. Overall, this strategy gave a nice rhythm for learning and gave motivation supporting sub-goals for each week. It also triggered some of the beneficial processes which are apparent in collaborative learning, such as elaboration, argumentation and questioning, and helped us to regulate our motivation and emotions with tasks which were difficult (Järvelä, Volet, & Järvenoja, 2010). I'll recommend you try this if you haven't tried it yet.

Finally, I have found self-regulated learning strategies (e.g., strategic learning, study group) to be very influential in my learning. They help me to meet my learning goals while navigating the challenges of graduate school.

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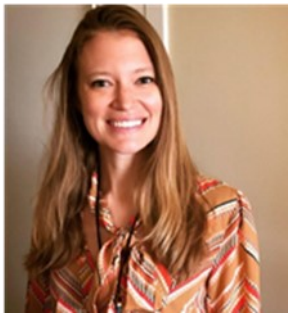
Use of Apps and Goal Setting to Self-Regulate Writing and More!

Meagan Hoff, *Texas State University*

I am a doctoral student in the Developmental Education Program at Texas State University and I'm interested in how students from refugee backgrounds navigate American postsecondary programs. As I reflected on my past course work and semester schedules, I found that I needed to be more strategic in my use of self-regulated learning strategies if I was going to reach a defense date. I turned to technology.



Meagan Hoff

The hardest part of writing has been starting. To alleviate this dread, I use a Pomodoro timer. This is a free app that allows you to set interval times and breaks in between. Every morning, I set a goal for the amount of time I want to work and what projects I want to work on. Then, the timer counts up intervals of 25 minutes with a 5-minute break. Aside from re minding me to stand up and stretch, this timer has helped me get started. I can do anything for 25 minutes and usually by the time that interval is up, I am fully engrossed in my research and excited to continue writing. The short breaks give me a brief moment to move around but also offer a built-in reminder to reflect and reassess my work. The Pomodoro timer is also a good tool when reading. The breaks give me a moment to check in with myself and make sure that I am focused on the reading. There is nothing worse than finishing a chapter only to realize my mind was somewhere else. I plan to continue using the Pomodoro timer to keep myself focused and to track how I am spending my working time. At the end of the week, I can see where most of my time was spent and adapt my work schedule as needed.

The dissertation writing phase can be lonely. I work best with other people, but this process has been mostly self-paced. To build in accountability, I started using the website Habitica.com with two fellow graduate students. This is a free website where you can track daily and long-term tasks and turn them into a game. You go on quests with your friends by working through your to-do list. Every morning, I set goals for the day and determine which projects I need to prioritize. As I check them off, my team earns points. If I miss tasks, my team loses points. This has helped me learn to set more realistic daily goals. The site tracks which tasks are completed regularly—and which ones are neglected—which allows me to re assess my priorities and to be more realistic about how much I can finish in a day.

I have cycled through strategies over my years as a graduate student. Learning to set attainable goals has been something that I have struggled with most. These two apps have given me a fun way to set daily goals and track my progress. Both apps give me feedback about where my energy is being spent which has helped me manage my time and prioritize goals. As a result, I have become a more strategic learner and am on the path to be a more strategic scholar.

Adapting Self-Regulation Strategies to Write Manuscripts

Jaana Isohätälä, *University of Oulu, Finland*

Jaana Isohätälä

I am Jaana Isohätälä, a graduate student at the Learning and Educational Technology research unit of the University of Oulu, Finland. I am currently finalizing my PhD about the interplay between cognitive and socio-emotional interaction in collaborative learning. Looking back on my PhD progress, I can recall one of the specific moments in which I had to self-regulate my learning.

I was in a situation where I was simultaneously preparing two article manuscripts for submission. As I was revising the manuscripts, I noticed that I had used one of the key concepts of the articles inconsistently. This observation triggered metacognitive monitoring: if I have defined the concept in different ways in the two articles, do I have a discrepancy in my conceptual understanding? This realization further triggered an emotional reaction: I felt confused and self-conscious because of the challenge in my conceptual understanding. I was also frustrated because I needed more time to work on the manuscripts than I had originally anticipated.

However, I was able to adapt. First, I regulated my emotion by re-appraising the situation and consciously approaching the challenge as a valuable learning opportunity. Second, I looked for information by reading more about the concept and I sought help by discussing the issue with a colleague. Next, I analyzed the manuscripts in relation to the literature. Once I had a sufficient understanding of the concept, I systematically worked through the two manuscripts in order to align the definitions. These strategies helped me overcome the challenge and finalize the two manuscripts, which were ultimately published. Had I not taken the time to revise the manuscripts thoroughly, I would have faced bigger problems in publishing and reporting the results of my thesis.

I believe that the strategies I described will be useful in the future. Much of the work of a learning scientist requires working with concepts that are abstract, theoretically developing and even defined in various ways. Thus, our work requires continuously monitoring one's conceptual understanding in relation to one's own work and to the literature. If one observes discrepancies, re-appraising the challenge as a learning opportunity is a valuable emotional regulation strategy. For a researcher, this strategy is particularly handy whenever a manuscript comes back from review!

Much of our work aims to support learners' awareness and use of self-regulated learning skills. I hope that researchers also devote time to reflect upon their own strategic learning skills. In other words, we should practice what we preach.

Planning Ahead to Reduce Stress and Anxiety as a Teacher and Student

Kim McLeod, *George Mason University*

Kim McLeod

My name is Kim McLeod and I am a student in the PhD in Education program at George Mason University (GMU) in Fairfax, Virginia. I have a dual role as a self-regulated learner, working full-time as a fourth grade teacher and attending GMU part-time as a PhD student. As both a teacher and student, I am interested in finding ways to support students' social skills like forming relationships and learning social norms (Wentzel, 1999). I want to explore how goal-setting, the process of choosing and pursuing a desired target (Zimmerman, 2000), may be enhanced with technology and used to support social growth in students.

Balancing my roles as a teacher and student would be nearly impossible without effective time management through goal-setting and strategic planning, whereby I determine particular outcomes for myself to achieve and determine out how I will go about accomplishing them (Zimmerman & Martinez-Pons, 1986). Across all my coursework thus far, I have found these strategies imperative to producing quality work while managing the stress that can accompany coursework. Below, I will first describe an example of what these self-regulatory processes look like in my role as a teacher and then as a graduate student.

One example of a context in which I have successfully managed time though goal-setting and planning as a teacher is in communicating with my students' families. Forming partnerships with the families is essential for each student's success but can be a time consuming task. I set a goal to send a purposeful, personal email to each family twice annually, giving them an overview of their students' progress and asking for any feedback. To do this, I set my due date, typically about a month ahead, and plan out how many families I should email per week. If I have not met that goal by Friday, I stay at work until I finish sending every email. By the end of the month, I have enhanced parent partnerships and effectively self-regulated.

As a PhD student, I engage in similar self-regulatory routines; for example, I set a goal and plan to complete weekly readings and reflections. I set a goal to complete all of my class readings, notes, and reflections before I go to sleep on Fridays and plan out on which weeknights I will prepare for courses. In this way, I can then spend all of my available work time over the weekend writing and working on assignments. In my dual role my available work time is limited and self-regulation allows me to better manage it.

Currently in my fifth semester, I have honed these self-regulatory processes to most effectively meet my needs. This careful time management through goal-setting and planning enables me to produce higher quality assignments and assign time for self-care, friends, and family. Balancing my roles as a teacher and a PhD student through self-regulation enables me to manage my stress, produce work that exemplifies my learning, and gives me back some time to spend on activities outside of teaching and learning.

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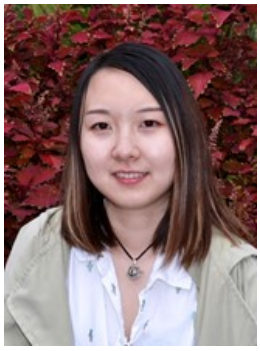
Using Schedules and Goal Setting to Manage Short– and Long-Term Goals

Junrong Lu, *University of Nebraska-Lincoln*



Junrong Lu

As a doctoral student in the Department of Educational Psychology at the University of Nebraska-Lincoln, I am interested in learning strategies and self-regulated learning. I am also expanding my research program by investigating how listening to music while studying influences students' academic performance. During the 2019 fall semester, I am teaching an undergraduate course called "Strategies for Academic Success." As I teach this course, I also reflect on my experience as a student – realizing that time management and goal setting strategies are important to succeed in graduate-level coursework.

I use a set of schedules that help me organize my short-term and long-term activities. First, I have a two-year schedule for course registration. After gathering information on the courses in the program, I made a plan for when to take each course based on my program requirements and my interests. Planning ahead of time helps have a manageable workload for each semester. Meanwhile, I check the prerequisite courses required for advanced courses. When I make the plan, I make sure that I take the courses in a proper order and use the time of each semester efficiently. This schedule can be made in the first year and be adjusted along the way. Second, I use a calendar app to keep track of all my daily and weekly events, including courses and meetings, as well as other life events such as watching movies. The app is accessible on smart phones and computers, which allows me to create new events and check my schedules anytime. The electronic calendar is easy to revise and manage. I usually put all of my important deadlines into my calendar. It is clear to see which weeks that I have more due dates and to budget my time accordingly. Third, I use to-do lists on my laptop. There are electronic sticky notes on my desktop. The contents of the to-do lists are very specific compared to the calendar. For example, I write "study at the library" on my calendar for Monday from 3:00-6:00 p.m.; I write "Finish Assignment 3 of EDPS 961 by searching literature and writing a summary" on my to-do list. There are several advantages of creating detailed to-do lists. The tasks that I need to finish are always visible, because I work with my laptop most of the time. Also, I have already started planning when I write down the actions or the steps to finish one task. Finally, I know how much work that I have done and to-be done by marking on the list. The habit of using these strategies helps me overcome procrastination and keeps me in control of my time. In the future, I will keep using these strategies to manage my time.

In summary, graduate students can benefit from using multiple time-management strategies. Short-term and long-term goals can be embedded in schedules, and different schedules have various advantages and compensate for each other. I find that these strategies promote distributed learning and reduce anxiety.

Using Learning Logs to Regulate Concentration

Xiaorong (Amber) Zhang, *George Mason University*

Xiaorong (Amber) Zhang

My name is Xiaorong (Amber) Zhang and I am a second-year doctoral student in Educational Psychology at George Mason University in Fairfax, Virginia. My adviser is Dr. Anastasia Kitsantas. I am interested in self-regulated learning and agency. Specifically, I want to develop interventions helping college students improve their self-regulated learning, and I also want to understand how teachers could support students' agency. Self-regulated learning plays a significant role in my graduate program. Here I am going to introduce a self-regulatory strategy I used to keep me more productive—using learning logs.

In the second semester of my doctoral program, I noticed that I sometimes got distracted by irrelevant activities or information online while studying, like social media. The distraction deprived me of consistent focus and deep engagement with my course assignments, which increased the amount of time I needed to complete them and also gave me a feeling of shame and guilt for wasting time. I concentrated my efforts on focusing all the time, but soon lost track of my goal. I noticed I was not thinking about staying on task when I was engaged with irrelevant activities.

I then decided to keep a daily log to record my distraction, including the frequency and duration of my distraction and the specific activities that distracted me. I created a spreadsheet on Google Sheets, where I divided the logs into three sections: goals for today, distraction logs, and reflections (see Table 1 below). In the goal section, I set a goal indicating my expected amount of time for distraction per day total, which was usually shorter than the total from the previous day. In the distraction logs, I divided my timeline from 8am, when I start working, to 10pm, when I finish for the night, by the hour. During the day, I filled in the duration and content of the distraction when it happened.

The reflection portion served to prompt me to evaluate whether I achieved my goal, identify the reason why I didn't achieve it, summarize what distracted me and why I got distracted, and recommend specific strategies to avoid distraction (e.g., leave the phone at home since I keep checking social media, take a walk after lunch as I seemed to have built an association between reading random blogs and lunch). These three sections of my chart were formed based on constructs in the cyclical phases of Zimmerman (2000)'s self-regulated learning theory: goal setting in the forethought phase, self-recording in the performance phase, and self-evaluation, causal attribution, and self-reaction in the self-reflection phase.

Daily Log to Reduce Distraction		
	Day 1	Day2…
Goals of Today (amount of distraction time)		
8:00-9:00 am		
...		
9:00-10:00pm		
Reflection		

Table 1. Daily Log Table to Reduce Distraction

Even though other confounding factors, like the amount of assignments for a day, may also have influenced the change of my total distraction time, an overall decline occurred during the one-month intervention. I remember feeling very satisfied with myself when I met my goal, which encouraged me to set more challenging goals, forming a loop as Zimmerman (2000) postulated. In this way, I got rid of the distraction habit and my negative emotions, and I became more efficient in my work and felt more positive about myself. Other than focusing attention, learning logs can also be used to change any bad habits either in learning or life, like procrastination, or to develop a good habit like eating healthy.

Reference

Zimmerman, B.J. (2000). Attaining self-regulation: A social-cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), *Self-regulation: Theory, research, and applications (pp. 13-39). Orlando, FL: Academic Press.*

Lab Spotlight: Dr. Susanne Lajoie's The Advanced Technologies for Learning in Authentic Settings (ATLAS) Lab https://www.mcgill.ca/atlas-lab/

Description and Purpose of the Lab

The ATLAS Lab is led by Professor Susanne Lajoie at McGill University. The mission of the ATLAS research team is to design and assess new technologies that support learning and training across disciplines. Innovative computer-based learning environments are designed to support learning across the lifespan. Both individual learning and collaborative learning environments are designed to support best practices for the disciplines selected.

ATLAS Lab Fall 2019: Front row (left to right) - Lingyun Huang (Franco), Alejandra Ruiz Segura, Xiaoshan Huang, Susanne Lajoie, Juan Zheng (Jenny), Kirsten Nynych; Back row (left to right) - Imene Jraidi, Maher Chaouachi, Leo Holton, Sharlene Baksh, Shan Li, Tianshu Li

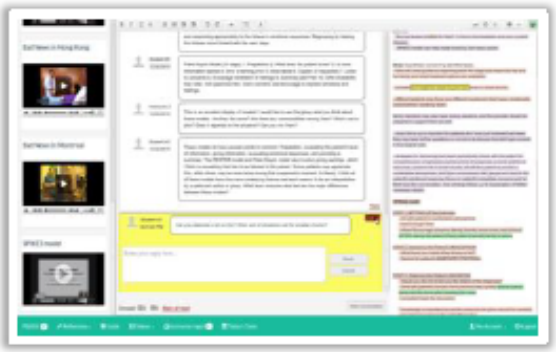
Professor Susanne Lajoie is a Canadian Research Chair, a member the Department of Educational and Counselling Psychology and member of the Institute for Health Sciences Education at McGill University. She is a Fellow of: the Royal Society of Canada; the American Psychological Association, and; the American Educational Research Association. She explores how theories of learning and affect can be used to guide the design of advanced technology rich learning environments in different domains, i.e. medicine, mathematics, history, etc.

Lab Project 1 - BioWorld

BioWorld is an intelligent tutoring system that helps medical students practice clinical reasoning skills in technology-rich environment (Lajoie 2009). We examine medical students' self-regulatory processes, emotions, motivation and achievement as they diagnose virtual patient cases in BioWorld. We use multimodal data sources (e.g., log files, EDA, eye-tracking, think-aloud, questionnaires, face reader) to investigate learning mechanisms, taking advantage of learning analytics and educational data mining algorithms.

Lab Project 2 - Deteriorating Patient

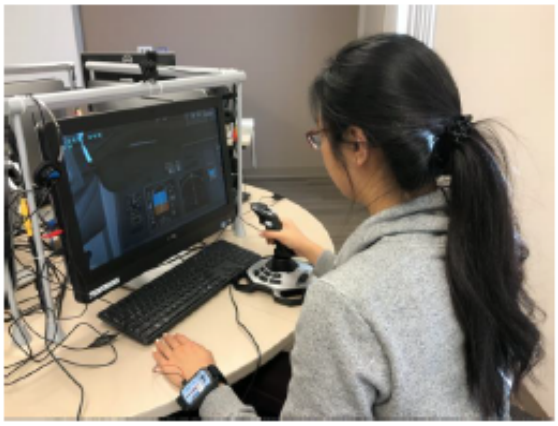
The Deteriorating Patient (Wiseman & Snell, 2008) is a low-fidelity simulation activity that provides medical students with opportunities for deliberate practice and feedback within a safe environment. Current work with the Deteriorating Patient activity includes examining the role of technology in supporting the collaborative aspects of this activity (Lu & Lajoie, 2008), as well as the roles of culture and emotion: We are designing and developing the Deteriorating Patient App, a smartphone-based simulation aimed at providing medical students with repetitive practice with feedback in support of the ERRAD (Early Recognition of and Response to the Acutely Deteriorating patient) course for 4th year McGill medical students.



Lab Project 3 - Helping Others With Argumentation and Reasoning Dashboard (HOWARD)

The ATLAS Lab, cooperating with researchers from Canada (Wiseman), the United States (Hmelo-Silver. Goldman, Lester) and Hong Kong (Chan), created an online learning environment entitled HOWARD that supports medical students learning appropriate communication strategies using the medical interview protocol known as SPIKES. HOWARD leverages problem-based learning (PBL) framework, triggering students to collaborate with peers to define problems, generate hypotheses, direct learning progress, as well as create new understanding. Learning analytics are used to create instructor Dashboards to support scaffolding.

Lab Project 4 - Biometric Approaches to Inferring Pilot Trainee's Affective and Cognitive States



The ATLAS lab has extended the application of multimodal affect assessment in learning to the aviation-training context. This interdisciplinary project is a collaborative project with CAE inc., National Research Council, the Faubert lab in University of Montreal and Yong's Design Lab at Concordia University. The project aim is to understand the interplay between affect and learning in aviation training. Physiological, behavioral and expressive components of affect are assessed through electrodermal activity, facial expression and self-reports.

Recent PhD Dissertation- Socially-shared emotion regulation in physics teams (Kazemitabar)

The ATLAS laboratory is examining the role of socially-shared emotion regulation (SSER; Järvelä & Hadwin, 2013) as a key prerequisite for effective team coordination. In particular we examine the relationship between SSER, mutual trust, and shared cognition in terms of managing team challenges that if not addressed hinder performance. Kazemitabar examined physics teams who competed in a 24-hour international Physics hackathon. Several team challenges were identified using mixed methods analyses of multimodal data (team interaction videos, interview data, and questionnaires). The relationship between self, co- and shared emotion regulation strategies was studied with respect to addressing team challenges (cognitive, motivational, emotional, and behavioural challenges were identified). Findings revealed isomorphic patterns between the three forms of self, co- and shared emotion regulation. This model extends the emotion regulation model for individuals (Gross, 1998, 2015) to teams and serves as an important contribution to the field of collaborative learning. Findings have implications for enhancing team performance in teams with coordination breakdowns by focusing on SSER, as well as self, and co-regulation strategies that can lead to resolutions of challenges in complex collaborative settings.

Lab Members

Professor Lajoie's research team includes research collaborators, graduate students and postdoctoral fellows who are currently conducting research related to technology-rich learning environments.

1. Maher Chaouachi: Postdoctoral researcher
2. Imène Jrardi: Postdoctoral researcher
3. Lingyun Huang (Franco): Doctoral student
4. Shan Li: Doctoral student
5. Alexander Winkler-Schwartz: Doctoral student
6. Juan Zheng (Jenny): Doctoral student
7. Xiaoshan Huang: Masters student
8. Tianshu Li: Masters student
9. Alejandra Ruiz Segura: Masters student
10. Leo Holton: Undergraduate student
11. Kirsten Nynych: Undergraduate student
12. Sharlene Baksh: Lab manager

Recent Graduates

Tenzin Doleck, PhD; Maren Gube, PhD; Maedeh Kazemitabar, PhD; Amanda Jarrell, PhD

Message From The Graduate Student Committee

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

Dr. D. Jake Follmer (Committee Mentor)

Greetings! As the calendar turned to the end of the fall semester, the Graduate Student Committee continued to work on several initiatives to help facilitate the professional development of our SIG's graduate students and to promote the ground-breaking research taking place in our SIG community. As part of this continuous work, we are happy to introduce three video interviews with leading scholars in our field. The first interview conducted by Joseph Tise with Dr. Dale Schunk. The second interview conducted by Hyeyeon Lee with Dr. Jeffrey A. Greene. The third interview conducted by Melissa Quackenbush with Dr. Timothy Cleary.

These interviews are part of a project of interviewing world-class highly productive scholars in the Self-regulated Learning field. The purpose of this project is to foster the professional development of graduate students by introducing them to the works of excellent scholars. Scholars in these interviews are briefly: 1) introduce themselves (name, institution, research interests, etc.); 2) describe their program of research; and 3) share three tips for graduate students about how to become productive educational researchers. We hope that you will enjoy these interviews.

You can watch these interviews by following these links:

Interview with Dr. Dale Schunk

By: Joseph Tise

https://drive.google.com/file/d/1iYThanj22RvSOdDMvSmIrktgTQlRkBnI/view?ts=5cb4aea5

Interview with Dr. Jeffrey A. Greene

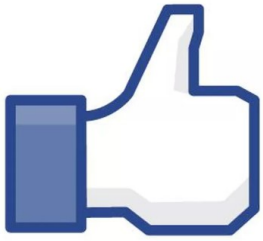
By: Hyeyeon Lee

https://drive.google.com/file/d/1DhisH33LF5w5Uv8u2c5z_bsqje7LsUYO/view

Interview with Dr. Timothy J. Cleary

By: Melissa Quackenbush

https://drive.google.com/file/d/1hQj8_-DGNIyBlwfmmaPt_qvnHPTOPTjg/view



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

Check out the SIG website!

https://ssrlsig.org/

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Barry J. Zimmerman Award for Outstanding Contributions

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