



SSRL SIG Times Magazine

Vol. 3, Issue 4 April 2020

NEW SSRL SIG OFFICERS: PASSIONATE AGENTS PROMOTING SELF-REGULATED LEARNING

**Solidarity
Messages to
SSRL SIG
Members &
Friends during
This Pandemic**

**"I believe, it is
our collective
sense of efficacy
for why we are in
this fight against
the virus
together and will
conquer it
together."**

Mimi Bong

**"I write to you with
the prayer that you
and yours all stay
well during this
difficult time."**

Karen Harris

**"I am going to consider
this week a victory."**

Jill D. Salisbury-Glennon

**Dr. Taylor W. Acee (Senior Chair)
Dr. Pamela F. Murphy (Junior Chair)**

**Dr. Héfer Bembenuddy
(Editor-in-Chief, Content & Graphic Editor)**





SSRL SIG

Times Magazine

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Outgoing Message from the SIG Chair: Solidarity with SIG Members during the Pandemic Taylor W. Acee (SSRL SIG Senior Chair, *Texas State University*)

Outgoing Message from SIG Chair

It is with mixed emotions that I write this message. While I am very excited about our new SSRL SIG leadership team to take the helm, it is hard to step down from a position that has been so incredibly meaningful and fulfilling. However, stepping down from the SSRL SIG Chair position does not mean stepping away from our SIG. Our community means a great deal to me on a personal level because of the social relationships we have developed. On an academic level, I see the value in the work we do for improving scholarly inquiry, education, and society.

I firmly believe that our field of studying and self-regulated learning contributes invaluable scholarly knowledge that helps to advance our understanding of the fundamentally mysterious inner and outer worlds in which we live—this to me is inherently valuable. Moreover, our work contributes directly and indirectly to the learning and well-being of students and the overall quality of education, society, and life. I am proud to be a part of our SIG, and I am confident that we will continue to fulfill its mission and expand beyond our horizons.

We truly have a wonderful group of new and continuing leaders! In this issue of the Times Magazine, you will get to hear directly from them and learn more about their ideas and roles in our SIG. I want to send a big welcoming virtual hug to our new SIG leadership, and I applaud them for taking on their essential roles. I encourage them to lean on me and others in our community when they have questions, need help, or want to talk through some ideas.

Solidarity Message during this Pandemic

In a blink of an eye, our worlds got flipped upside down. Pervasive changes swept the world and our daily lives. Furthermore, we are still in the thick of it, as COVID-19 continues to threaten people's lives, loved ones, economic situations, and daily functioning. Although many elements are similar for everybody, people are facing very different situations and perceptions of those situations. Now is a time to recognize these differences with respect, understanding, and compassion. My purpose here is to share some of my experiences and how I have coped during this time and found silver linings in the storm clouds of COVID-19. Through sharing, we may learn from one another and feel more united during these times of isolation.

Thankfully, my family and extended families are all safe, and taking measures to stay that way. Danielle (my wife) and I have remained happy and optimistic. This pandemic has driven us to confront important issues and prioritize aspects of our lives. For instance, I find myself spending more quality time (virtually of course) with family and friends in other parts of the country, people whom I cherish, but have somewhat neglected. I have had a more meaningful and profoundly loving conversation with my parents, as we have confronted our mortality together and bonded more deeply. These are all healthy and long-overdue activities that would likely not have happened without this terrible virus.

Danielle and I have enjoyed our lives together at home during this time. Fortunately, transitioning to virtual work has been relatively seamless for both of us. The only difference with my classes is that my class meetings are held virtually through Zoom instead of face-to-face. Nevertheless, we have had to cope with isolation, cabin fever, and volitional struggles. To help cope during these times, I have found myself rereading Csikszentmihalyi's (1990) book *Flow: The Psychology of Optimal Experience*. This book provides a framework for generating happiness by controlling the contents of consciousness. Csikszentmihalyi stresses the importance of intentionally engaging in optimally challenging activities that allow for skill development and improvement.

Although we all need to chill out and do nothing or something mindless from time to time, it can be tempting to overdo it, especially during these times. Seeking effortful flow experiences may not always sound so great at first, but I have found that they ultimately make me happier and more fulfilled. To illustrate, I have certainly uncontrollably binge-watched my fair share of television, but this has never left me with a sense of fulfillment as do intentionally chosen flow experiences such as writing a song, meditation, losing myself in focused academic work, and dancing Saturday nights away with my wife to DJ Mel's Livingroom Dance Party. Rereading Csikszentmihalyi has reminded me that to be happy in isolation, I must proactively seek flow experiences, even when the task seems daunting or undesirable. With self-compassion and self-care in mind, I have also found it valuable to permit myself to mess up, and space to cope, so as long as I never quit trying to be a better person.



Taylor W. Acee



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Messages of Solidarity to Studying and Self-Regulated Learning SIG Members and Friends

Karen R. Harris
(The Mary Emily Warner
Professor of Education,
Arizona State University)

"Dear SSRL SIG Members and Friends, we have long been connected by our commitment to improving life for all children and adults through research and implementation of effective studying and self-regulated learning and performance. Now, we are connected in a new way, as we all face active outbreaks of COVID-19 or the threat of active outbreaks. I write to you with the prayer that you and yours all stay well during this difficult time. Further, let's all try to give ourselves a break when our daily work goals escape us. Let's take time to reinvent our goals! Let's allow ourselves more time talking, or being, with those we love and more time for safe walks or being outdoors when possible. I have set a goal to keep all things in perspective, and while at times it alludes me, at times it helps me. Most papers can wait to be written, but those close to us need time with us now virtually or face to face. I have found meditation music to listen to while I work and can feel myself relax as it plays. I have given myself some quiet time in the morning, and set a "quitting time" I try to honor each day. Listen to your favorite music, read a book, play games with loved ones and friends (virtually works!), and have virtual cocktail hours - whatever works. See you on the other side of this."

Steve Graham (The Mary Emily Warner Professor of
Education, Arizona State University)

"I can think of no other time in my career and maybe in my life where being self-regulated was so important. I am a very active person - some would say hyperactive. I have had to bring all of the will I possess as well as whatever self-regulation skills I have acquired to the job of staying put. No easy task for one who can also be impulsive. There is a payoff though: more time with my wife Karen and our dog Lark. I hope everyone who reads this is doing well and is safe, enjoying more time with those they are sheltered with."

Gregory Callan (Assistant Professor, Utah State University)

"Many of us in the self-regulated learning community view challenges as an opportunity for growth. We indeed are facing challenges, but I have also witnessed incredible growth. For instance, people are giving of their talents selflessly, such as the elementary-aged student sewing facemasks for medical workers or the voice actor of Spiderman recording personalized messages for children. Even if we do not shoot spiderwebs, we can all be heroes by sharing our talents, listening to each other, validating challenges, having empathy, and ultimately persevering through these challenges. I believe that validating challenges and having empathy are especially important right now. The good news is that validation and empathy are free and limitless. So, let us not get caught up in determining whose stressors are deserving of validation and empathy. Also, remember to show empathy to ourselves. We are high achievers, but it is okay if we are not performing at our typical 100%. With that said, many of us want to maintain some normalcy. As members of the SSRL, we are familiar with approaches to facilitate our perseverance, such as identifying healthy goals, making plans, being strategic, maintaining our motivation and emotional states, and reflecting systematically. We are efficacious and have high outcome expectancy that carefully maintaining appropriate social distance and supporting each other will enable us to persevere through these challenges."





**A Message of Solidarity to Studying and Self-Regulated Learning SIG Members and Friends:
“I Am Going To Consider This Week a Victory”
Jill D. Salisbury-Glennon (Associate Professor, Auburn University)**

On Friday, March 6, 2020, we all received the somewhat shocking email from AERA that our Annual Meeting in San Francisco will be shifting to a virtual meeting. Then on March 23, we were informed that the AERA meeting was canceled. Next, we got word that Auburn University was now closed through the Summer and that we are all teaching remotely; and our kids are now home, learning via distance education on our dining room table for the rest of this academic year. In this midst of this unexpected chaos, I am now suddenly finding myself trying to “work” from home, via numerous Zoom meetings while spraying everyone down with Lysol, and trying to keep everyone alive by social distancing.

Coincidentally on that Friday, March 6, 2020, I had submitted an IRB protocol proposing to study the effects of peer and parental support on college students’ learning, motivation, self-regulated learning, and academic achievement. I was a little down that even that was now affected by COVID-19 as we no longer had students on campus. Thankfully, it then occurred to me that this is the perfect context in which to study the impact of a pandemic on college students’ learning and studying. I have modified my IRB, and I am planning to carry this research out at the end of this semester.

I think we are all beginning to reflect on our new normal and to see things in a different light. Ultimately, at the end of this semester, we will all be living very different lives than the ones that we were leading at the beginning of the semester. Upon further reflection, it was all very overwhelming at first, and I often found myself questioning how I was going to get all my tasks done. However, I think we are all settling into our new normal, and at times, I think our family is even beginning to enjoy our current state of life.

We have spent a lot of family time together, which was not always possible given our prior rat-race of a schedule. We had gone back and watched our unwatched home movies from when the kids were little. We have had family game nights and walks in the neighborhood. I was initially feeling down that this mass campus evacuation had disrupted even my coveted research sabbatical. However, as I dug a little deeper and broadened my study to investigate the effects of this COVID-19 Pandemic, I think this study may also have the potential to lead to some of the most important research that I have ever had the privilege to conduct.

Last week, our 13-year-old son was in the basement, making plastic supports on his 3-D printer that could be used by medical professionals at our local hospital on their facemasks. My knowledge of technology has increased exponentially because frankly, it had to. Zoom and Web-Ex are now household terms along with pandemic, flatten-the-curve, unprecedented, shelter-in-place, and Dr. Anthony Fauci. I hope that we will all have more appreciation for what we had in our past lives, in terms of activities, and most importantly, I hope that we will all have a renewed appreciation for our social relationships when we are finally allowed to venture out and to interact socially. While the family Zoom on Easter with relatives from across the country was nice, I was also reminded that technology could never entirely replace the importance of quality social relationships and human connection.

I hope that we will also have a renewed appreciation for our health, a health care system that was readily available to meet our needs, and that we can learn from this pandemic to better prepare for a significant increase in the need for hospital beds, ICU wings, respirators, medical personnel in the future, if needed. As I now say to my family at the end of each week, “I have managed to keep everyone alive; I am going to consider this week a victory.”

Hopefully, this pandemic has helped us all to see and to appreciate the value of our health and life itself, as they are both so easy to take for granted in this complex world in which we have grown accustomed. It is my sincere hope that I get to see and to personally interact with you all next year at AERA in Orlando.





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Messages of Solidarity to Studying and Self-Regulated Learning SIG Members and Friends

Matthew L. Bernacki (Assistant Professor, University of North Carolina-Chapel Hill)

"What a time to self-regulate! I hope you are each doing well, and that you are translating your academic expertise into healthy daily practices while we bide our time in our homes. For our part, the Bernacki 5 are working on knowing when and how to self-regulate our learning *and* when to cope with our underlying needs and feelings of depletion as we try to learn and work remotely (a grateful hat tip to Monique Boekaerts here). We're also working on regulating ourselves and one another as we share a novel and challenging new task (thanks, Allyson Hadwin and colleagues!). It's been a blessing to rely upon the good sense and tremendous scholarship of our community, and to share it with our schools and communities. I look forward to seeing you all again soon."



Pamela Ford Murphy (Associate Professor, Ashford University)

"One would think that because I have worked from home on a full-time basis for seven years, this stay at home order would be business as usual. It is not. I have been accustomed to being in the house by myself during the day, but the kitchen, bathroom, and internet bandwidth must now be shared with my family not only during off-hours but also during work hours. Fortunately, long before this happened, I upgraded the internet service. We have found the bandwidth to be surprisingly sufficient for my family members' live streaming or video conferencing at the same time.

My dining room table has become a mask factory as the younger generation has found a worthy use for their fabric stashes. When not working from home at their regular jobs, my daughter and niece make washable fabric masks to donate to hospitals and also for us to wear on the rare occasions when we must venture out of the house for essential supplies.

We have lost loved ones. The enormity of the pandemic hits home when someone you know becomes a casualty. Nevertheless, we have hope. The ability to delay gratification is a good SRL skill. During this time, it is also a survival skill. Our ability and willingness to stay at home and follow the social distancing guidelines will make a difference in the long run. We can reach out to others by phone or video to maintain connections even though there is physical distance.

Here is a free resource compiled by some of my colleagues at Ashford University, which you may find helpful. It includes tips on working from home, homeschooling, and much more: www.OpenSourceEDResources4U.com Stay safe and well!

Avi Kaplan (Professor, Temple University) & Joanna K. Garner (Executive Director for Educational Partnerships & Research Associate Professor, Old Dominion University)

"Dear friends and colleagues, this is a challenging time. Many of us have had to change the way we live, work, and relate to each other. We are experiencing changes and new tensions between different life roles such as working professional, caregiver, and home manager. The circumstances require us to change the way we enact each of these roles AND to negotiate new tensions among them, while interacting with others who are experiencing similar challenges. This is a time for reflection and compassion, for reconsidering the content and meaning of different roles, and for seeking new convergences among them. Reinventing our identities is always challenging; all the more so when it is so all encompassing. But, doing it together with others who are supportive can also lead to growth. Wishing you the strength and support to find this constructive balance."



SSRL SIG

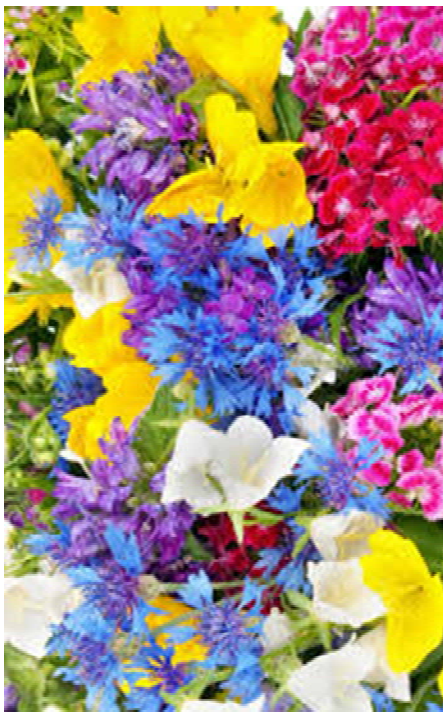
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Evely Boruchovitch
(Professor of Educational Psychology, *The University of Campinas, Brazil*)

“I hope everybody is fine and at home! I am sure better days will come! Do not forget to be self-regulated! I believe that self-regulation will help us a lot at this tough time. Let us help each other. Let us think about what we can do to help people in need. Be safe, stay home! Virtual hugs and warm regards from Brazil.”



Jesús de la Fuente (Professor of Educational and Developmental Psychology, *University of Navarra, Pamplona, Spain*)

“As we are verifying in Spain, Europe, the USA, and the world, the COVID-19 is an unprecedented Health and Behavioral Emergency. It is an excellent time to understand that self-regulation learning is nuclear for the change and adjustment that the situation demands in our habits of self-care and health. Also, to understand that Psychology, as a Behavioral Science, it must have an essential role in our lives and the prevention programs of this pandemic. It is an excellent time to practice self-regulation. With my best and solidarity.”

Robin Akawi (Professor of Psychology, *Sierra College*)

In the midst of unprecedented times, namely all the changes being experienced due to this pandemic, you are not alone, and I want you to know that you matter, and you can do this--so can our students! I am confident in the role we have all had as researchers and learners of self-regulation that we have the tools to not only succeed but to pave the way for others through our understanding, drive, and grit. It is a matter of us remaining “learners.” I have been teaching on-ground, hybrid, and online courses for years, though moving courses to the virtual setting has been a challenge. However, my life motto is “no challenge, no change.” I am continuing to persist through daily glitches using what is known about goal setting, monitoring goals, help seeking, and so forth, allowing me to experience silver linings in all that is happening. I have noticed this mindset also resonates with students who are very much appreciating the silver linings. Here are at least a few silver linings:

- We get to revamp our lessons, which helps us grow professionally.
- Students get to benefit from our continuous efforts to find ways to reach them.
- In the online/virtual format, think about this, we get to hear EACH student's voice!
- Students love the random appearances of our pets during class sessions, and they get to have their pets with them too.

So even though there are a lot of new challenges for us, as well as our students and the world in general, search for these silver linings, or try to make one happen. If you find it tricky on any day to find what the silver lining was for that day, please reach out to your peers, colleagues, students, family, and friends. We can do it!



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Messages of Solidarity to Studying and Self-Regulated Learning SIG Members and Friends

Mimi Bong (Professor of Educational Psychology, Korea University)

South Korean Experience with the Pandemic

"I think South Koreans have gone through what many people around the globe have experienced and are still experiencing during this incredibly challenging time... just a couple of weeks earlier. We panicked, were angry at the sect known to be responsible for the outbreak in the country, blamed the government for being slow in reducing the spread of the virus, and, most of all, were worried sick for the safety of our loved ones. Nevertheless, here we are now – successfully containing the virus and even having held the national election that many thought would be impossible not too long ago. True, our lives have not gone back to complete normalcy as schools offer their classes online, and everyone wears a mask in public places. Still, South Koreans, who used to wear masks to protect themselves, are now wearing masks to protect others, just in case, they are a silent spreader. COVID-19 has painfully reminded us how closely we are connected and taught us how we should live together. In South Korea, the initial fear and feelings of helplessness have largely subsided. What replaced them, I believe, is our collective sense of efficacy for why we are in this fight against the virus together and will conquer it together. When the worst is over, and it will definitely be over soon, I cautiously hope we can all witness the same wherever we live."

Abraham E. Flanigan (Assistant Professor, Georgia Southern University)

"I hope that readers of this month's *Times Magazine* have found ways to settle into something resembling a comfortable routine while transitioning into our temporary "new normal." Please remember to be kind to yourselves during these challenging times. You do not need other people's permission to take time to care for yourself and your mental and emotional health. One day (hopefully soon), this shared experience will be a memory. I cannot wait for that day to arrive. Until then, I hope that readers of the *Times Magazine* (and their family and friends) can stay healthy and happy. Although we all might feel a desire to use this newfound "free time" spent in quarantine to boost our scholarly productivity, please do not do so at the expense of your mental and emotional health."



Dale H. Schunk (Professor of Educational Psychology, The University of North Carolina at Greensboro)

"There are terrible stories coming out of hospitals and other places, but there also are stories being told of remarkable heroism. This is a time to remember that we are not alone, rely on our collective strength, and look forward to a brighter future."

Marie C. White (Professor of Educational Psychology, Nyack College)

"I remembered the first SSRL SIG Business meeting I attended in New Orleans. At that time, I became familiar with our SIG and soon came to love and respect the family of researchers that I was privileged to join and eventually serve. Our connections have remained strong, and in my heart, I know we are joined together in the work we do for our families, friends, colleagues, and students. The pandemic has impacted many with loss and anxiety. At this time, I have found my faith to be the substance of what matters when my self-efficacy to help my students and alumni begins to weaken. How many times have I encouraged my students to remain focused on their preset goals, look for assistance when needed, and self-monitor how they accomplished the task? It is through faith in what I know that I have been prepared to help them. My faith provides the strength and peace required to reach my goals, thus sustaining my self-efficacy for such a time as this.... So as each of us are challenged with a new way of living, teaching, researching, serving, and growing, I hope that we can remember that our SIG is about more than the research we do, it is about the friendships and connections that make us a family. In that light, I could offer whatever I can do to encourage and support my colleagues at SSRL during this time of great crisis."

Pamela Ford Murphy: Senior SIG Chair

Pamela Ford Murphy is an Associate Professor and the Faculty Research Fellow for the College of Arts and Sciences at Ashford University. Her PhD from Virginia Tech is in Educational Research and Evaluation with a Statistics Concentration. She develops and serves as the subject matter expert and lead faculty for research methods and statistics courses for the Psychology undergraduate and graduate programs.

Pam has an active research agenda, encompassing a variety of social sciences topics, from education to non-pharmacological treatments for dementia. She has co-authored research publications in peer-reviewed journals and has presented papers at research conferences on these topics. Pam's research also investigates ways of promoting engagement and self-regulation in adult online learners, as well as topics in nursing education.

Before enrolling in the doctoral program at Virginia Tech, Pam taught computer courses for community college students and other adult learners and mathematics at a rural high school. She became interested in learning how she might nurture academic motivation and self-regulation of learning in her students. Because Pam was living in a remote area at the time, she also became interested in the potential for using computer technology in distance learning. Self-regulated learning is an essential skill for any student, but it is especially vital for students learning in the online modality.

As a doctoral student and graduate assistant at Virginia Tech, Pam helped one of her professors develop the first online version of a master's level service course provided by the program. Her tasks included writing and editing scripts for recorded lectures, creating PowerPoint presentations with animations and narration, and devising assessments. When that course was launched, Pam assisted in teaching it. After graduating, she taught as an adjunct faculty member at her alma mater, both onsite and online, and was given the responsibility for updating and maintaining the first online course and developing an online version of a second course in the program.



Pamela Ford Murphy

In 2010, Pam began teaching online research and statistics courses part-time at Ashford University. Quality Matters certified all of the courses she developed at Virginia Tech and Ashford University. In the fall of 2012, she was hired to teach full-time at Ashford, at the rank of Assistant Professor. She earned promotion to Associate Professor in 2019.

Pam has been a member of AERA since 2006. Within AERA, she has been most active in the Studying and Self-Regulated Learning (SSRL) SIG, which she first joined as a graduate student in 2007. In 2009, she received a graduate student research award from the SSRL SIG for her dissertation research on independent learning and family structure. Since then, she has served the SSRL SIG as junior and senior secretary/newsletter editor, junior and senior program chair, and junior SIG chair.

This year, Pam will move into the role of senior SSRL SIG chair. With her passion for learning, teaching, researching, and serving, to Pam, it is a humble honor to serve the SSRL SIG. Pam has the confidence that research and theory on studying and self-regulated learning will continue empowering the lives, education, and professions of school children, teachers, graduate students, junior and senior scholars, and members of our pluralistic society.

Selected Publications

- George, T. P., DeCristofaro, C., & Murphy, P. F. (2020, in press). Self-efficacy and concerns of nursing students regarding clinical experiences. *Nurse Education Today*. <https://doi.org/10.1016/j.nedt.2020.104401>
- Pilotti, M., Anderson, S., Hardy, P., Murphy, P., & Vincent, P. (2017). Factors related to cognitive, emotional, and behavioral engagement in the online asynchronous classroom. *International Journal of Teaching and Learning in Higher Education*, 29(1), 145-153.

Pamela F. Murphy with Her Family and Friends



Jill Salisbury-Glennon: Junior SIG Chair

Jill Salisbury-Glennon received her M.S. and PhD in Educational Psychology from The Pennsylvania State University. She is an Associate Professor in Educational Psychology at Auburn University and has served as the Educational Psychology Program Chair. She teaches undergraduate educational psychology courses, as well as graduate courses in motivation, learning theories, theories of life-span human development, educational psychology, and cognition.

Jill has been a member of AERA, APA, EERA, NERA, and MSERA. Jill originally became a member of the Studying and Self-Regulated Learning SIG in 2000. She has served as a proposal reviewer for the SIG throughout the years and has served as the SIG Program Co-Chair from 2000-2002, 2011-2013, and 2014-2016.

Current Self-Regulated Learning Research

Jill's research focuses on college students' self-regulated learning and study strategies, metacognition, motivation, attachment, and academic achievement. Specifically, she is interested in how students' faculty/teacher, peer, and familial relationships affect their use of self-regulated learning strategies and motivation, and ultimately, their academic achievement. She is also engaged in research on college students' entitlement and resilience.

Self-Regulated Learning Teaching Philosophy

I am very fortunate to be in a field in which my research stems from my teaching experiences, and my teaching experiences are based on my research. In my teaching, I espouse a learner-centered approach to learning and instruction. This learner-centered perspective may be defined as one which couples a focus on individual learners, with an emphasis on the teaching processes that are most effective in producing the highest levels of motivation, learning, and achievement (McCombs & Lauer, 1997).

With regards to the learner, for optimal learning and academic achievement to occur, the learner must be both motivated to learn, and s/he must use effective cognitive and metacognitive learning strategies. This synthesis of motivation and cognitive learning strategies is referred to in the literature as self-regulated learning. The results of some of my research collaborations have demonstrated the importance of motivation (see Ross, Shannon, Salisbury-Glennon, & Guarino, 2002; Salisbury-Glennon & Stevens, 1999; Shannon, Salisbury-Glennon & Shores, 2012; Shepherd-Jones & Salisbury-Glennon, 2019); and self-regulated learning (see Evensen, Salisbury-Glennon, & Glenn, 2001; Kelley & Salisbury-Glennon, 2016; Ross, Salisbury-Glennon, Reed, & Marshall, 2003; Ross, Green, Salisbury-Glennon, & Tollefson, 2006; Salisbury-Glennon & Gorrell, 1999; Salisbury-Glennon, Young, & Stefanou, 2001; Shannon, Salisbury-Glennon & Shores, 2012) to college students' learning and academic performance (Salisbury-Glennon, Shepherd-Jones, & Mathies, 2017).

Our goal is to prepare motivated, self-regulated, life-long learners who can make a difference in their fields or professions. However, the question then becomes, "How can we effectively teach to foster motivation and self-regulated learning amongst the students in our classrooms? I believe that we, as educators, cannot motivate students to learn, the motivation must come from within them. Thus, we must create opportunities for learning rather than didactically teach. I feel that we must move away from heavy reliance on the more traditional, teacher-centered, passive, lecture-transmission mode of instruction that has dominated the university setting for centuries, and foster more learner-centered approaches to learning and instruction.

Based on my research collaborations and my own experiences in the classroom, we should emphasize such learner-centered approaches to learning and instruction as problem-based learning (see Cisneros, Salisbury-Glennon, & Anderson-Harper, 2002; Evensen, Salisbury-Glennon, & Glenn, 2001; Faidley, Evensen, Salisbury-Glennon, & Glenn, 2000), cooperative learning (see Stevens & Salisbury-Glennon, 1997), case-based learning (see Carney & Salisbury-Glennon, 1999), learning communities (see Logan, Salisbury-Glennon, & Spence, 2000; Stefanou & Salisbury-Glennon, 2002), conceptual change teaching (see Salisbury-Glennon & Stevens, 1997), and experiential learning (see Parmer, Salisbury-Glennon, Shannon & Struempfer, 2009) to name but a few examples of these more learner-centered approaches to learning and instruction. It is through these more learner-centered approaches that I believe that we can create contexts that foster motivation and self-regulated learning within our students so that they can perform their best academically with the additional assistance of supportive parental, peer and faculty relationships (Salisbury-Glennon, Shepherd-Jones, & Mathies, 2017).

Selected References

- Salisbury-Glennon, J. D., Shepherd Jones, A. R., & Mathies, B. M. (2017, August). The effects of parental and peer relationships on college students' learning strategies. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Kelley, M. J., & Salisbury-Glennon, J. D. (2016). The role of self-regulation in doctoral students' status of all but dissertation (ABD). *Innovative Higher Education*, 41 (1), 87-100. <https://doi.org/10.1007/s10755-015-9336-5>



Jill Salisbury-Glennon

Darolyn A. Flaggs: Senior Treasurer Chair



Darolyn A. Flaggs

Dr. Darolyn A. Flaggs joined the Department of First-Year & Transition Studies at Kennesaw State University in fall 2018 as a tenure-track Assistant Professor of Education. She received her B.S. in Mathematics at Texas Southern University and her M.Ed. in Mathematics Education at Texas State University. Darolyn obtained her PhD in Developmental Education with a concentration in Developmental Mathematics from Texas State University under the mentorship of Dr. Taylor W. Acee in the Department of Curriculum and Instruction.

Darolyn's doctoral research was to expand theoretical models concerning college student retention and emphasize factors that may be particularly important for underrepresented minorities enrolled in developmental mathematics. The study explored campus racial climate (CRC), sense of belonging (SB), and resilience as predictors of students' academic achievement and persistence intentions. Using survey data from 207

students, mean comparisons showed African American students perceived the CRC as significantly more negative than students from other races/ethnicities. Path analyses suggested that SB was a significant mediator of the relationships between CRC and each outcome variable. Further, a significant interaction effect (i.e., SB x AA) was found, suggesting that SB played a more substantial role in influencing the persistence intentions of African American students, particularly those with low SB.

Currently, Darolyn's research interests span across two major strands; these are strategic learning and motivation and race issues in higher education. Much of her work in these two areas have been conducted within postsecondary mathematics and STEM contexts. Darolyn has a particular focus on studying historically underserved student populations within the mathematics setting and exploring variables affecting students' persistence to degree completion.

At Kennesaw State University, Darolyn has taught first-year seminar courses (including general sections and STEM-focused sections) for the Department of First-Year & Transition Studies and mathematics courses for the Department of Mathematics.

Darolyn has served within several professional organizations, including as a historian for the Studying and Self-Regulated Learning Special Interest Group (SSRL SIG). Darolyn has also served on the executive board of the SSRL SIG, performing the role of junior treasurer. Currently, she serves as the senior treasurer of the SSRL SIG.

Selected References

- Acee, T. W., Weinstein, C. E., Hoang, T. V., & Flaggs, D. A. (2018). Value reappraisal as a conceptual model for task-value interventions. *The Journal of Experimental Education*, 86(1), 69-85. <https://doi.org/10.1080/00220973.2017.1381830>
- Hodges, R., Acee, T. W., Jarrett, S. M., Leblanc, R., Lin, Y., Castillo, A. M., Cox, C. H. T., Lawson, C., Oelschlegel, C. P., Flaggs, D. A. (2019). Characteristics of learning frameworks courses in Texas public community colleges. *Journal of College Academic Support Programs*, 2(1), 7-23. <https://digital.library.txstate.edu/handle/10877/8562>
- Flaggs, D. A. (2018). *Campus racial climate matters, sense of belonging matters more: Modeling pathways to persistence for students in developmental mathematics* [Unpublished doctoral dissertation]. Texas State University - San Marcos.

"Perceptions of institutional characteristics have the potential to greatly influence students' sense of belonging and racial academic achievement gaps. Factors such as campus racial climate can act as either pathways to persistence or barriers to retention, particularly for African American students... Though the interaction with sense of belonging and African American students was statistically significant, it is unclear what other factors outside of their perceptions of the campus racial climate contributed to their feelings of belonging. Extending this research to include interviews and focus groups with study participants may yield more insight on the antecedents to African American students' perceptions and sense of belonging. Student voices add another layer of understanding and clarification that would be beneficial in unpacking the results more. Continued research in this area is imperative and increased attention is necessary to expand previous models of student persistence and account for social inequities that may go beyond academic under-preparedness. Future studies should not just explore ways to help students feel a stronger sense of belonging by using coping strategies, but also explore ways to change the campus racial climate to be less hostile and more supportive. Further, future research should examine this path model at different types of higher education institutions such as small liberal arts colleges, Historically Black Colleges and Universities (HBCU's), and community colleges. The culture of different institutional types may introduce other variables that may be more pertinent for some populations than others. In addition, studying the path between campus racial climate and sense of belonging at different levels (e.g., student-student, student-faculty, student-staff, student-major department, and student-dorm) may be fruitful avenues to explore in an attempt to more holistically understand the impact and influence of these variables." (Flaggs, 2018)

Gregory L. Callan: Junior Treasurer Chair



I am an Assistant Professor of Psychology at Utah State University. I have been actively involved with the AERA SSRL SIG since my time in graduate school (2011). In our SIG, I have served as a board member of the Graduate Student Mentoring Program (2019), and I am currently the chair of the Graduate Student Research Award Committee.

Current Self-Regulated Learning Research

My primary area of research has been the measurement of self-regulated learning (SRL) with an emphasis on structured interviews (i.e., SRL microanalysis interviews) that are administered while students engage in a single task of interest. I am also interested in translating research into practice. Before my academic career, I worked as a school psychologist and I was surprised that educators rarely use SRL practices. I also had limited opportunities to integrate SRL into my practice as a school psychologist. This sparked an interest in pursuing methods to connect educators and school psychologists with SRL supportive assessments and interventions. One approach I am exploring is melding SRL practices with frequent educational practices. For instance, school psychologists and teachers often provide reading interventions for struggling readers. Thus, I am developing SRL microanalysis interviews to track changes in SRL and motivation in response to reading interventions. I hope to illustrate the value-added of tracking SRL.

Self-Regulated Learning Teaching Philosophy

My philosophy of teaching is directly derived from SRL research. I believe that learners must (a) know how and when to deploy SRL practices, (b) be motivated to self-regulate their learning, and (c) manage their emotional states. Social cognitive theorists, such as Timothy Cleary and Barry Zimmerman, have shaped my philosophy regarding how to achieve those goals. To illustrate, Cleary's work regarding the Self-Regulation Empowerment Program (SREP) and measurement of task-specific SRL has helped me understand the critical interactions among the person, behavior, and environment. Moreover, I learned also that it is crucial to match supports to learner's skill level.

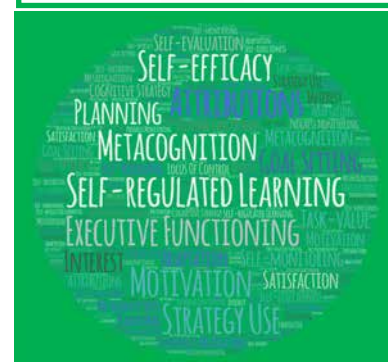
The work of Karen Harris, Steven Graham, and their colleagues regarding self-regulated strategy development and Dale Schunk's research examining shifts in SRL have influenced my thinking about the appropriate scaffolding of SRL development. I also believe that students can excel with classroom-based supports rather than formal intervention programs. My philosophy of teaching has been additionally influenced by the work of Deborah Butler and Nancy Perry, from whom I have learned to infuse SRL supports into learning environments.

My Role as the Junior Treasurer Chair

I value the mission of our SSRL SIG. Thus, as the junior treasurer, I want to facilitate the growth of the SSRL SIG in membership and presence at AERA. I believe this can be accomplished by reaching lapsed members, encouraging current members to recruit related researchers, and identifying potential SIG benefits that could attract new members. In addition, our presence at the annual AERA conference can be strengthened by increasing proposal submissions. I will examine methods to encourage researchers within related fields to submit proposals to our SIG.

Selected References

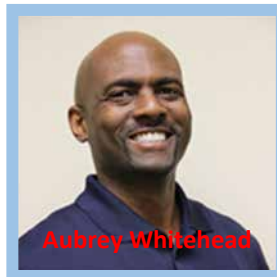
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- Callan G. L., Rubenstein, L. D., Ridgley, L. M., & McCall, J. M. (2019). Measuring the creative process with SRL microanalysis. Online first, *Psychology of Aesthetics, Creativity, and the Arts*. <https://doi.org/10.1037/aca0000238>



Aubrey Whitehead: Senior Program Chair

Dr. Aubrey Whitehead earned his PhD in educational psychology from George Mason University, with a secondary focus in research methodology. He holds an undergraduate degree in nursing, as well as a bachelor's degree in psychology from the University of Buffalo, and a master's degree in human resource development from Webster University. Aubrey currently serves as the Perry-Williams Postdoctoral Fellow in Psychology at The College of Wooster.

As a former Air Force officer, he became interested in the country's struggle to find qualified, interested, college-educated applicants for STEM positions while working for the federal government. As team lead for the Presidential Management Fellows (PMF) program, Aubrey developed a dedicated track for graduates with advanced degrees in STEM fields to fill public sector positions. For his efforts, Aubrey was selected as a President Management Council (PMC) fellow where he was handpicked to serve as NASA's Federal STEM Education project lead, and appointed to the Committee on STEM Education's subcommittee on communications.



With a focus on STEM degree persistence of undergraduate students, Aubrey's research concentrates on the effect of close social subgroups (i.e., family members, friend groups, and educators) on student motivational factors. By reflecting on their decision-making process for college major and career paths, his work seeks to leverage the influence of those whom students respect and trust to help maintain STEM degree pursuit.

In his research, Aubrey considers the difference between demographic groups such as students with learning disabilities, socioeconomic backgrounds, and gender and racial/cultural identities. Aubrey has worked on the NSF-funded *STEM Up* project, published, and presented research at AERA, APS, and NARST conferences.

Aubrey believes that gaining a better understanding of one's self (e.g., motivation, awareness, strengths, weaknesses) improves subsequent self-regulation. As such, he has developed and taught courses on learner motivation and self-regulated learning theories and practices. Aubrey teaches his courses such that the students explore psychological concepts by using themselves as a case study. First, students explore their motivational factors and learning methods to gain self-awareness and their current state of learning. Next, they explore different theories and techniques as relates to themselves and current topics.

With any course Aubrey instructs, he teaches students to become "better consumers of information." Thus, early in the semester, he encourages students to recognize their pre-existing stances, seek out and investigate primary sources, challenge assumptions, and consider contrary perspectives. Through thoughtful and systematic examination of information sources and sustained self-reflection, Aubrey instills in students the benefits of continued self-regulated learning.

As the Senior Program Chair, Aubrey plans to ensure next year's (ideally, in-person) conference includes meaningful presentations from peers that address the range of SRL topics, including established and burgeoning areas of interest.

Selected References

- Berkeley, S., **Whitehead, A.**, Mischel, J., Kurz, L., Larsen, A., & Annetta, L. (in press). Student engagement while creating serious educational games in collaborative learning environments: Implications for STEM interest. In *Education Series. Gamification and Social Networks in Education*. MacroWorld.
- Hiller, S., **Whitehead, A.**, & Kitsantas, A. (2019). Enhancing STEM motivation through citizen science programs: A framework for educators and researchers. In S. Hiller & A. Kitsantas (Eds.), *Enhancing STEM motivation through citizen science programs* (pp. 3–26). Hauppauge, NY: Nova Science.

"By directing their own goal-specific behavior (e.g., effort to earn higher math grades) and selfregulatory behaviors (e.g., persevering through difficult tasks) at school, SCCT (Social cognitive career theory) offers that learners actively engage in behaviors which lead toward their career goal... Students believe on their motivation to earn a STEM degree was borne from inside themselves. However, those closest to students whose opinion they respect and trust influence their career decision-making process. Whether STEM influence from mothers, friends, and high school STEM teachers is subtle or obvious, these recommendations and suggestions encourage students to follow a path toward STEM careers." (Whitehead, 2019)

Abraham E. Flanigan: Junior Program Chair

My name is Abe Flanigan, and I am currently a first-year assistant professor in the College of Education at Georgia Southern University. I was recently elected to serve as the Junior Program Chair for the Studying and Self-Regulated Learning SIG.

My research interests reside at the intersection of self-regulated learning, academic motivation, and mobile technology. Specifically, I am interested in the impact that readily available mobile technology (i.e., mobile phones, laptop computers) has on student engagement and learning in the classroom—a phenomenon commonly referred to as *digital distraction*. Although considerable research has focused on the extent to which students demonstrate SRL tendencies, I believe that my research on digital distraction allows us to explore and understand what ineffective SRL looks like in today's contemporary classrooms—what it looks like when students abandon effective learning strategy use during class.

Going forward, I plan to continue to explore instructional strategies and classroom management practices that can curb the presence of student digital distraction in the classroom, with an emphasis on how instructors can curb student digital distraction while also maintaining healthy rapport with their students. I believe my research agenda will be of interest to any of our SIG members who are passionate about finding ways to improve student learning and engagement during class.

My teaching philosophy centers on helping my students take ownership of their learning outcomes. At the beginning of each unit, I build *comprehension check* handouts for my students that can be thought of as checklists of essential learning outcomes. Also embedded within these documents are self-testing items that allow students to assess their understanding of course content at the comprehension, analysis, application, or synthesis levels of Bloom's taxonomy of cognitive learning outcomes. Students are trained to use these handouts to guide them as they monitor their comprehension of course content. I have found that supplying students with these handouts gives them a greater sense of confidence and comfort as they feel more in control of monitoring their progress.

Although my instruction usually features the common elements of an active classroom, I believe that my implementation of comprehension checks is what helps me train my students to be self-guided learners. I have found that providing students with these guides leads to engaged class sessions, profound questions from the students, and increased motivation and achievement. At the end of our different units, I ask students to reflect on their learning strategy use during that unit to identify what they did well and what they could have done better. Pairing self-reflection with self-monitoring seems to work well for getting the students to be more deliberate in their learning strategy use.

As the junior program chair, I would love to hear thoughts from our community of international scholars regarding how to structure sessions in ways that allow for communication and connection amongst our SIG members. Additionally, I would be happy to engage in conversations with fellow SIG members through our organization's Facebook page about the implications digital distraction has for student success or about strategies for embedding SRL strategy instruction into our courses!

Selected References

- Flanigan, A. E. & Babchuk (in press). Digital distraction in the classroom: Instructor perceptions and reactions. *Teaching in Higher Education*. <https://doi.org/10.1080/13562517.2020.1724937>
- Flanigan, A. E. & Babchuk, W. A. (2015). Social media as academic quicksand: A phenomenological study of student experiences in and out of the classroom. *Learning and Individual Differences*, 44, 40-45. <https://doi.org/10.1016/j.lindif.2015.11.003>
- Flanigan, A. E. & Kiewra, K. A. (2018). What college instructors can do about student cyber-slacking. *Educational Psychology Review*, 30(2), 585-597. <https://doi.org/10.1007/s10648-017-9418-2>

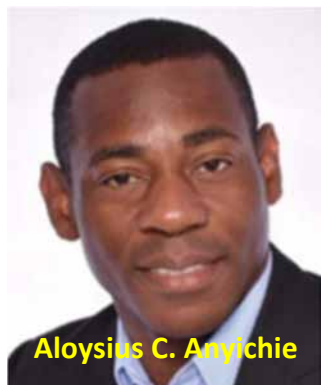
"Proposed strategies for curbing cyber-slacking include rejecting the digital native myth, adopting and enforcing technology policies, consciousness raising, motivating students to relinquish their devices, incorporating active learning in the classroom, using mobile technology as a teaching tool, teaching students to be self-regulated learners, and motivating students to delay gratification from their mobile devices." Flanigan & Kiewra



Abraham E. Flanigan

Aloysius C. Anyichie: Senior Secretary Chair

Research Interests



Aloysius C. Anyichie

My name is Aloysius C. Anyichie. I received my PhD in Human Development, Learning and Culture from the Department of Educational and Counselling Psychology, and Special Education at The University of British Columbia, Vancouver. I serve as the Senior Secretary Chair for the Studying and Self-Regulated Learning SIG.

My research applies situated and sociocultural perspectives on learning as sensitizing lenses. Through these lenses, with Deborah Butler, I developed “A Culturally Responsive Self-Regulated Learning Framework.” This framework integrates culturally responsive pedagogical practices (CRPPs) and SRL-promoting practices (SRLPPs), which has three interdependent dimensions: (1) *Classroom foundational practices* refer to all the practices teachers put in place for effective teaching and learning (e.g., creating a culturally inclusive environment), (2) *CR-SRL pedagogical practices* that involve the integration of CRPPs and SRLPPs in tandem (e.g., providing students opportunities to connect class activities to their cultural backgrounds); and (3) *Dynamic supportive practices* that describe all the available

supports for students as their learning unfolds (e.g., formative assessment).

I have co-designed classroom practices with educators to create supportive environments for *all* learners in multicultural classrooms and examined teachers’ perceptions of the integrated pedagogy and learners’ participation in them. I employ multiple, parallel case study design that embeds mixed-method approaches to data collection. The case study allows me to collect multiple sources of data (e.g., classroom video observations, students’ work samples, practice records, student surveys, an experience sampling method, teacher and student interviews) and understand student learning processes in context. The results reveal that (1) the CR-SRL framework was a successful guide to teacher practice design, (2) teachers perceived both benefits and challenges (e.g., designing an integrated inquiry project) of experimenting with the new framework; (3) how student learning processes were situated in their sociocultural contexts and associated with teacher practices, and (4) dynamic interaction between learner and context shaped students’ learning engagement, motivation, and SRL.

Teaching Philosophy and Approaches

My student-centered teaching philosophy focuses on supporting individual and social processes of learning in ways that are situated in learners’ sociocultural contexts. My teaching is guided by my framework (described above). First, I create a culturally inclusive classroom where students feel welcome and safe to learn (i.e., *foundational practices*). To illustrate, part of my first class involves students in completing a questionnaire about their histories and expectations for the class. Next, they are invited to share some of those with the class. Within this context, we co-construct ideas about participation structures. These activities facilitate students’ metacognitive awareness of who they are and what they are bringing to the classroom and provide backgrounds for creating a community of learners who are poised to succeed.

I weave both CRPPs and SRLPPs into class activities in ways that will accommodate the student diversity (i.e., *an integrated pedagogy*). To illustrate, class assignments (e.g., projects) are designed to allow students to choose a topic (SRLPP), within the context of the course, that is personally meaningful (CRPP). In this way, students are empowered to connect classroom activities to their experiences. Finally, as students’ learning unfolds, I offer multidimensional support (i.e., *dynamic supportive practices*). For instance, in addition to my feedback, I have students offer, receive, and integrate feedback from their peers before submitting their work. Through this feedback process, I foster student engagement in SRL, including self-assessment and monitoring of their learning progress.

Service

As our SIG’s senior secretary chair, I will continue to render my services to the best of my ability. Our editorial team will continue to generate relevant themes for our newsletter that will engage our community from all over the globe.

Selected References

- Anyichie, A. C. (2018). *Supporting all learners’ engagement in a multicultural classroom using a culturally responsive self-regulated learning framework* (T). University of British Columbia. <https://open.library.ubc.ca/collections/ubctheses/24/items/1.0375773>
- Anyichie, A. C., & Butler, D. L. (2017, April). A culturally responsive self-regulated learning framework. *Paper presented at the 2017 annual meeting of the American Educational Research Association*. San Antonio, TX. <http://www.aera.net/repository>

Robin Akawi: Junior Secretary Chair

My PhD in Educational Psychology focused on self-regulated learning, was obtained 2011 at SUNY Albany under the guidance of Dr. Heidi Andrade. I am a long-standing member of AERA and SSRL SIG. I am a reliable, dedicated, resilient, inquisitive, creative, and collaborative individual who values all voices being heard, respected, considered, and represented. My experience illustrating these can be seen below. I am very active on campus. As an adjunct professor, I teach various classes at two community colleges, such as General Principles of Psychology, Research Methods, Psychological Statistics, and others (usually developmental courses). I co-advise both the Psychology Club and Psi Beta Honor Society at both colleges. There are several committees/groups I am also currently on such as the Honors Committee, Early Alert Committee, 10+1 Workgroup, and Standing Leadership group (Academic Senate officers and the Exec team).

Additionally, I do workshops related to both teaching strategies and student strategies for success. These include Instructional Skills Workshops, Facilitator Trainings, Student Success Workshops (mostly related to self-regulation), Faculty Trainings for Early Alert, and others. With my commitment to contribute significantly to closing equity gaps, I am currently in an Equity and Inclusion training. I approach all of these roles with self-regulated learning in mind and continually implement what we know reaches students.

For my current SRL research, I am working with a colleague on two books. Both are set to be focused on how to implement self-regulated learning strategies that are empirically based and contribute to the closing of equity gaps. The purpose of there being two books is to ensure that instructors and students can be on the same page with the strategies. The instructor's book is geared at bringing to light recent research in education, most notably the SRL research, and how to incorporate best that into the classroom setting in ways that will help promote student success and help combat equity gaps that are still very evident in our education system. There is also a section on how instructors can increase the transparency of these strategies so that students understand their relevance. The other book has all of these same features though it is set to be more student-friendly language-wise, with clear to-do lists that help foster success in reaching their goals. A particular element of this second book is the self-advocacy piece, which includes breaking some common misconceptions that tend to keep students from self-advocating in the first place.

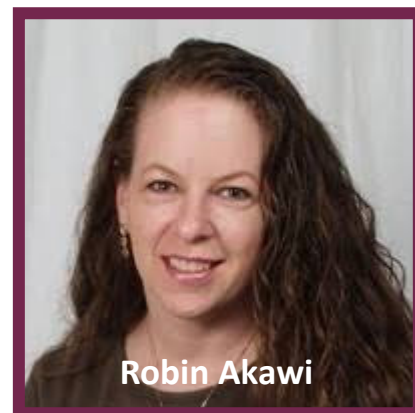
These books could impact our SIG in the sense that many of the scholars in this group are cited in the work so far, and in addition to instructors gaining insight from these excellent researchers, students should also know and understand this same literature to better understand how they have a role in their success. Many times it just takes wording it in a way that helps give them the a'ha moments about the strategies. Besides, even though both books are mostly applicable to "all students," there is a huge element in both geared toward community college students, primarily due to the diversity in this group and many need to succeed at this level before making it to the university level, and of course, helping them to set a strong foundation will help them carry those strategies into their higher education goals.

Selected Publications

Akawi, R. L., Andrade, H. L., Vellutino, F., & Tanzman, M. (submitted). Investigating the relation between self-regulation and academic readiness skills in Head Start children.

Andrade, H. L., Wang, X., Du, Y., & **Akawi, R. L.** (2009). Rubric-referenced self-assessment and self-efficacy for writing. *Journal of Educational Research*, 102(4), 287-301.

Akawi, R. L., & Keating, A. V. (in prep). *Student Strategies: Succeeding in College from Semester to Semester based on what Research Says Works Best.*



Robin Akawi