

SPECIAL INTEREST GROUP

Studying and Self-Regulated Learning



American Educational Research Association

2020 Summer Newsletter

Weaving Self-Regulated Learning
Practices into Online Classes

EDITED BY

ALOYSIUS C. ANYICHIE AND ROBIN AKAWI

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Chair's Message

Dr. Pamela F. Murphy (Senior SSRL Chair), Ashford University
Dr. Jill D. Salisbury-Glennon (Junior SSRL Chair), Auburn University

Dear Colleagues,

Welcome to the Summer 2020 edition of the SSRL SIG Newsletter! Jill Salisbury-Glennon and I are happy to serve as your new junior and senior SIG Chairs. Please contact us with your ideas, interests, questions, or concerns pertaining to the work of the SIG. Contact information is at the end of this newsletter.

What a challenging year this has been so far! The COVID-19 pandemic has disrupted our lives in many ways. Planned activities and events, including the 2020 AERA annual meeting, were altered, postponed, or cancelled. Faculty who had never planned to teach online have been obliged to do so. Likewise, parents who had not intended to homeschool their children found themselves doing just that. Many had to adjust to working from home, while others were furloughed or laid off, and those whose jobs were deemed essential had to assume a high risk of exposure to the virus.

Our experiences over the last several months have underscored the importance of assessing and strengthening our own and our students' self-regulation. In a virtual classroom, it is vital for self-regulated learning strategies to be embraced and taught. Our children, especially, need to be able to use these strategies to optimize their learning, and to regain ground that was lost during the emergency transition to distance learning in the early days of the current situation.

Our newsletter editors, Aloysius Anyichie and Robin Akawi, have put together a timely and informative summer newsletter for us. Articles in this issue present different aspects of and viewpoints on online teaching and learning. As we approach the fall semester, it remains uncertain when face-to-face classes and other customary educational activities will resume. It appears likely that much teaching and social activity will stay in the online modality for some time. You may find it useful to read this issue of the newsletter in conjunction with the May issue of the SSRL SIG Times Magazine. These two publications provide many insights into how we can successfully navigate this ongoing challenge.

We want to recognize and thank our colleagues who have provided service to the SIG, including the committee chairs for our three awards, the Outstanding Poster Award, the Graduate Student Research Award, and the Barry J. Zimmerman Award. The 2019-2020 awards committee chairs were Roger Azevedo, Gregory Callan, and Linda Bol. Awards committee chairs for 2020-2021 are Roger Azevedo, Marie White, and Anastasia Kitsantas.

Our program chairs, Aubrey Whitehead and Abraham Flanigan, have established the review panels for proposals for the 2021 annual meeting. We want to thank those who volunteered to review! With the extension of the proposal submission deadline until August 14, reviewing will be a bit later than usual this year. Graduate students, keep in mind that you can volunteer next year to review proposals. This is a good opportunity to gain professional experience.

Our Treasurers/Membership Chairs, Darolyn Flaggs and Gregory Callan, have been working on plans for recruiting new professional and student members. Historians are Amarilis Castillo and Katelyn Durham. Charles Raffaele continues as our Webmaster, and we welcome Melissa Quackenbush as our new Social Media Coordinator, taking over from Yuting Lin who took care of our Facebook group last year. D. Jake Follmer continues as the Graduate Student Committee Mentor. The new Graduate Student Committee Chair is Joseph Tise, and this year's committee members are Elizabeth Cloude, Kate Durham, and Ying Wang. The Graduate Student Mentoring Program Chair is Matthew Bernacki.

Héfer Bembenuddy continues as the editor-in-chief of the monthly SSRL SIG Times Magazine. If you have missed past issues of the SIG newsletter and the Times Magazine, they can be found on our website at <https://ssrlsig.org>.

Stay safe and well!
Pam and Jill



Dr. Pamela F. Murphy



Dr. Jill Salisbury-Glennon

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Editors' Letter

Dr. Aloysius C. Anyichie, Bishop's University, Sherbrooke

Dr. Robin Akawi, Sierra College

The current COVID-19 pandemic has warranted the migration of most classes to the online environment. Online teaching and learning can be challenging to both educators and students. For example, many educators are not trained in designing and facilitating students' active learning in online classes. Similarly, students tend to experience more challenges navigating the time requirements and self-regulated nature of online learning compared to that of face-face classes. Thus, there is need to foster students' development of SRL skills to be successful in navigating the challenges of online classes. In response to these challenges, we invited SRL scholars from North America and Europe who graciously described how they are weaving SRL strategies and practices in support of students strategic learning into their online classes to support their students.



Dr. Aloysius Anyichie

In this newsletter, you will read about how Dr. Douglas DiStefano (*Concordia College, Bronxville, NY*) offers choices in online instruction to foster SRL; Dr. Abraham E. Flanigan (*Georgia Southern University*) describes strategies for *Checking Comprehension in Online Courses*; Drs. Hanna Järvenoja & Jonna Malmberg (*University of Oulu, Finland*) modified 8hr lecture into series of independent and collaborative learning activities; Dr. Michelle Taub (*University of Central Florida*) narrated practical ways of *Embedding SRL Practices in Online Graduate Courses*; and Dr. Marie C. White (*Center for Advocacy and Learning*) highlights *The Strategic Role of Self-Efficacy in Monitoring the Conflicting Roles of Teaching and Parenting*.

In memory of Professor Wilbert J. (Bill) McKeachie's life, Dr. Héfer Bembenuitty contributes to this newsletter by presenting some of Prof. McKeachie's works and memoriam from his friends. Also, Dr. D. Jake Follmer, our Graduate Student Committee (GSC) mentor introduces the new Co-Chair (Mr. Joseph Tise) and new committee members. Our GSC features an interesting research report from Melissa Quackenbush (*Old Dominion University*) and a Lab Spotlight of "Brain and Motivation Research Institute (bMRI)" at Korea University by Drs. Mimi Bong and Sung-il Kim.



Dr. Robin Akawi

Finally, this summer newsletter contains very important announcements including the extension of the call for submission of articles for the 2021 AERA annual meeting, Graduate Student Mentoring Program, Graduate Research Award and Zimmerman Award. It closes with the update on our current executive members.

We thank you, our amazing SIG members for the different ways you promote research and teaching around SRL and our SIG. We believe that this newsletter will serve as a resource and guide to instructors on how to foster students' development of SRL in an online learning environment. We hope that you find this newsletter so informative that you consider sharing it with instructors that might gain from it.

We hope that we shall all come out of this unprecedented time as better SRL scholars.

Have a happy read and a lovely summer!

Aloy and Robin Newsletter Co-Editors



CALL FOR 2021 ANNUAL MEETING SUBMISSIONS

Extended Deadline: August 14, 2020, 11:59 pm PDT

On July 30, AERA announced it is shifting from holding a place-based 2021 Annual Meeting to delivering the meeting completely virtually. Read the [letter](#) from AERA Executive Director Felice J. Levine and AERA President Shaun Harper.

AERA 2021 SSRL SIG SUBMISSIONS

Kindly consider submitting your research to the AERA Studying and Self-Regulated Learning SIG.

SIG Submissions: We have a number of outlets for research (symposium, paper sessions, poster sessions, and round tables), and we invite research addressing areas broadly related to studying and self-regulated learning (e.g., cognitive, metacognitive, motivational, affective, and behavioral factors related to learning and achievement across the lifespan).

Outstanding Poster Award: Each year, the SSRL SIG presents an award for the most outstanding poster presented at the poster session sponsored by the SIG. The recipient of the award will receive a plaque from AERA in recognition of the outstanding poster and will be honored at the SSRL SIG business meeting. The winning poster will also receive special designation at the poster session. Those submitting proposals to the SSRL SIG are encouraged to select poster as one of the preferred presentation formats for their work. Proposals should be sent to the SSRL SIG using the AERA Online Proposal Submission System at <http://www.aera.net/>. All proposals that are selected for the poster session will be considered for this award. The Chair of this committee is Roger Azevedo:

(Roger.Azevedo@ucf.edu)

Check out the SIG website!

<https://ssrlsig.org/>

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Offering Choices in Online Instruction Fosters Self Regulated Learning

Dr. Douglas DiStefano, Concordia College, Bronxville, NY

As I finish my 23rd year of teaching elementary school, I continue to keep myself challenged with new projects, like raising my 3-year-old daughter. I enjoy teaching and learning from undergraduate and graduate students who are entering teaching as a career.

I did not realize that I was integrating Self-Regulated Learning strategies into my online classes until I was asked to write about how I did it. I followed my instincts from teaching kindergarten for 23 years. I thought about empowering my college students the same way I do my kindergarten children. I know, it's usually the reverse thinking, but this was not the case for me. Every learner wants to have choices and feel in control of what they are learning. The more control they feel, the more they learn. The more they learn, the more in control they feel.

I teach several hybrid, graduate level college classes which meet online and in person. I was teaching a Foundations of Education and a Math for Children with Special Needs when the COVID-19 virus changed the method of instruction for both courses to all online, remote learning. There were 6 students enrolled in each course when I restructured both classes to online, self-directed learning. I formatted the online classes in a straightforward 5- part manner and gave several choices within each stage of the process. I also embedded all necessary resources onto BlackBoard.



1. Read: Journal Articles (read 2).

I ask the students to read 2 of 4 peer-reviewed journal articles. The articles present different viewpoints on the related class topic. Practitioner- (read 2). I ask the students to read 2 of 4 practitioner journal articles. The articles present different ways of putting theory into practice.

2. Watch: Students must watch the first video. In a methods course, it is the actual topic being demonstrated by a professional.

A choice of several experts in the field. These experts were introduced in the readings.

3. Research: An aspect or viewpoint the student is interested in learning more about.

4. Write: Create a thread, addressing key issues on the topic- include the articles read or researched as references.

5. Respond – to another thread that is/not their own point of view.

I tried to offer as much choice as possible and to also offer a virtual think-pair-share in the writing and response components. The small class size, and the inability to meet face to face, allowed me to make larger, long-term assignments, such as creating lesson plans and researching a philosophy of education, due in a GoogleDoc format. This allowed us to collaborate on the assignments while they were being researched and written. My comments and guidance were formative and the result was a much deeper understanding of the topic and less anxiety for the learner. We were able to edit, revise and collaborate throughout the whole process.

Student reaction to this structure was interesting. I was asked if they have to do all the reading and if there was a “right” answer to a topic being explored. Students wanted the correct answers, whether it was the creation of charter schools, or constructivist approach to math instruction. As the semester evolved there was a subtle shift away from the need to be correct to the enjoyment of choosing their own stance, researching for support and getting feedback from their classmates and me.

The response was the same to the long-term assignments. At first, students were shy about sharing work in progress. I think they felt I was evaluating them from the beginning. But, when they saw that I was not grading or judging, but rather guiding them and helping them find resources to learn more, they relaxed and I hope they enjoyed the process of taking more control over their own learning. I know I did.

Checking Comprehension in Online Courses

Dr. Abraham E. Flanigan – Georgia Southern University

Many students complain about a lack of clarity in the weekly learning targets of their online courses. Without this clarity, many students struggle to monitor their comprehension and often feel uncertain about “where they are at” in their understanding of course content. I take a proactive approach to help students remedy this anxiety by creating and distributing *comprehension checks* in the undergraduate-level human development course I teach online. These handouts overview the learning targets of each unit and include about 10-15 questions students can use to gauge their mastery of the unit content.



Dr. Abraham E. Flanigan

The questions included on each unit’s comprehension check are purposefully crafted to span the different levels of the updated Bloom’s taxonomy (Anderson & Krathwohl, 2001). Fact-level questions help students gauge their understanding of foundational terms and concepts; comprehension-level questions help students gauge their ability to elaborate on important concepts; application-level questions allow students to see if they are comfortable putting unit concepts “into action;” and so on. Students are encouraged to familiarize themselves with the comprehension check when we start the unit (to give themselves a roadmap of what is to come), but to wait to answer the questions until *after* they finish the unit’s required readings and activities. If they can answer these questions, then they can feel comfortable in their progress towards our learning targets. If they struggle to answer the questions, then that’s a signal that proactive steps should be taken to fill the gaps in their understanding.

I like to give students a toolbox of strategies that they can turn to when they struggle. One way that I accomplish this is by modeling how students can apply the four steps in Kiewra’s (2009) SOAR approach. Although a detailed description of this four-step approach towards self-regulating one’s learning isn’t practical for the present essay, it can be summarized as an approach that values (a) taking, organizing, and reviewing notes, (b) looking for relationships among the concepts you are currently learning about, (c) connecting new knowledge to your prior knowledge, and (d) checking your understanding through self-testing. Introducing students to this four-step approach arms them with practical strategies they can easily apply.

Comments written in students’ course evaluations have shown me that students enjoy the structure and clarity the comprehension checks provide. They’ve noted that the comprehension checks alleviate their anxiety and help them feel in control over their learning outcomes. And, students have expressed appreciation for me taking the time to model and make recommendations for how I’d approach learning and reviewing our course’s concepts. Overall, these strategies don’t add too much to my own plate and seem to boost student confidence and performance.

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Learning Physically Alone But Socially Together Dr. Hanna Järvenoja & Dr. Jonna Malmberg University of Oulu, Finland



Dr. Jonna Malmberg

The global COVID-19 crisis rapidly forced our Learning and Educational Technology master's program online. Although our students are fluent in technology, moving all courses online and restricting face-to-face social contact to an absolute minimum proved challenging for students and teachers, not least on socio-emotional and motivational levels, even for many good self-regulated learners. To support students in maintaining their studies, the original teaching schedules generally remained, but we planned for freedom and flexibility so that as many students as possible could adjust.

In this piece, we describe an originally eight-hour lecture on process-oriented methods that we modified into a series of learning events. These lectures were part of a larger research methodology course that aimed to provide a basic understanding of the different ways to study the learning process and an update on the latest process analysis trends. The students were not practicing analytical skills but gaining familiarity with different methods and learning to read related research literature. The course switched between individual and group work and whether the work was time-bound and was split into four phases: (1) solo learning to gain foundational knowledge (flexible timing), (2) a joint checkpoint to ensure understanding (time-bound and following the original schedule), (3) group learning to share understanding and provide opportunities for co- and socially shared regulation (partly time-bound, partly negotiable among group members), and (4) final sharing, reflection, and a joint lecture with multiple points of discussion (time-bound). We chose the pedagogically varying implementation because we knew that our students would struggle with SRL challenges in solo work supported only by traditional lectures online, and we wanted to provide opportunities for social interaction and socially shared regulation (SSRL) and activate the students as much as possible throughout the process.

In the various phases, we focused on different aspects of SRL and SSRL (Hadwin, Järvelä & Miller, 2018). Though the students had much autonomy to plan their work within each phase, we provided structure for the subtasks to support planning and progress monitoring. We did not provide all the readings at once but created checkpoints through structured tasks

and knowledge sharing.

One important aspect was creating social support and dependency through collaborative work to increase emotional and cognitive commitment (Järvenoja et al., 2015). When other group members depend on your progress, it is important to follow the schedule and regulate motivated learning to complete subtasks according to course goals.

Solo work included watching video lectures, reading scientific articles, and completing related individual tasks that demanded SRL self-regulated learning and created grounds for collaborative learning and knowledge sharing (Malmberg et al., 2017). Collaborative learning was implemented in small groups formed around shared interests to increase joint commitment and opportunities for SSRL. The class-level discussions allowed for monitoring and evaluating understanding and encouraged students to share specific expertise and search for clarification.

While online learning provides freedom and flexibility for the student, it can be demanding and lonely and easily lead to superficial, last-minute work or total disengagement. For example, some of our students felt that COVID-19 provided them more time for learning, while others struggled to find time or to concentrate. In every case, we believe it is worthwhile to vary the pedagogical implementation to provide frame and structure for students' independent work and not leave all the regulatory responsibility to the student. Pedagogical implementation that switches between solo and group work provides not only variation but also chances for SSRL in addition to SRL self-regulated learning while minimizing the challenges associated with certain types of implementation.

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Dr. Hanna Järvenoja

Embedding SRL Practices in Online Graduate Courses

Dr. Michelle Taub — University of Central Florida

Online learning has become the new norm for students due to our current global pandemic. This has led to quickly turning face-to-face courses into online ones. I currently teach graduate-level courses online at UCF, which require students to take an even more active role in their learning than in face-to-face classes. These courses are in Learning Sciences and in Educational Psychology, ranging from five students who engage in synchronous discussion to 27 students who engage in asynchronous discussions in an online discussion forum. Although slightly different, there are always opportunities to foster planning, monitoring, and reflection; all components of SRL (Pintrich, 2000; Winne & Hadwin, 1998, 2008; Zimmerman & Schunk, 2011).

I foster planning in my courses, in the sense that students are required to submit a research proposal, which I believe serves as planning for their future goals beyond the classroom. In addition, I include discussions where students are required to generate their own thought-provoking questions to weekly course readings. This fosters metacognitive monitoring to ensure content understanding as well as critical thinking of the papers they are reading. This past summer semester, I assigned a weekly reflection in my class on human development and learning, which required students to reflect on that week's readings, and suggest an ideal methodology for examining learning (or a learning-related process) within a specific developmental group. This required students to reflect on different kinds of methodologies and their use across contexts.

In addition to specific SRL processes, I also believe in fostering student agency (Bandura, 2001) during online learning. Providing agency is beneficial because it requires students to engage in active decision-making in the course. In my courses, I allow students to select from a list of readings, as opposed to requiring them to read all of the assigned readings. I believe this is advantageous because it allows students to select their readings based on their own interests, which sustains motivation.

However, as research indicates, students often face challenges in self-regulating their learning. Students are frequently accustomed to following an instructor's specific guidelines (e.g., via a rubric) with a main goal of receiving a desirable grade in the course (i.e., performance goal oriented; Elliot & Murayama, 2008). Therefore, it has been challenging to encourage students to 'think outside the box' instead of worrying solely about their grade in the course.

I believe that even though it can seem cumbersome to include components of SRL in a course, there

is empirical research that demonstrates students who are active, as opposed to passive learners achieve greater learning outcomes and demonstrate a higher motivation to learn (Azevedo et al., 2018, 2019; Winne, 2018). In addition, research shows providing agency leads to better learning outcomes and greater affective responses than providing no agency at all (Taub et al., 2020). Therefore, I encourage educators to foster SRL, at least to some capacity, if we want to provide students with a positive online learning experience that ensures high sustained levels of motivation during online learning.



Dr. Michelle Taub

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The Strategic Role of Self-Efficacy in Monitoring the Conflicting Roles of Teaching and Parenting

Dr. Marie C. White - Center for Advocacy and Learning



Twenty years ago, before the pandemic necessitated global virtual learning, it was rightly noted that the Internet had become a place of unique learning opportunities within which learners and teachers engaged in interaction, communication, and collaboration (Burbules & Callister, 2000).

Dr. Marie C. White

These findings were based in a context where participating in virtual learning was a choice and not a requirement. Once schools closed, increased demands for virtual learning changed the nature of teaching quickly. Educators and parents found themselves in situations that were not ready to provide support for teachers and students alike. Teachers, who are parents, shared with me the impossibilities of stretching themselves between the learners in their homes and the learners in their classrooms. Without exception, their self-efficacy for filling multiple roles was shattered, and they needed to set a *reset* button to strategically manage their new responsibilities.

My support group for educators has focused on how to consider social and emotional learning (SEL) needs when setting goals for tasks that require strategies for fulfilling multiple, often competing, roles. This strategic approach has caused us to focus on how educators measure and calibrate self-efficacy as they move through the process of teaching, learning, parenting, and managing everyday life experiences. In the context of self-regulation, self-efficacy and self-awareness are at the core of the success or failure of all learning experiences. Linking self-regulated learning (SRL) and SEL is a task for future research, however, in order to provide support to those who attend my group sessions, I decided to focus the participants on assessing their levels of self-efficacy for each role, and calibrating their effectiveness, with an emphasis on attaining proximal goals. This method of intervention, when self-monitored, was an effective strategy for educators who no longer had the defining lines between work and home, and were suddenly thrust into the situation of virtual teaching and learning.

SEL requires a strong emphasis on human

agency and self-regulated behaviors that are cyclically evaluated within the context of teaching, learning, and parenting. Human agency has been the core of social cognitive theory (Bandura, 1997), and a significant part of how we are able to self-regulate to manage the environment, personal challenges, and our behavior (White, 2017; Zimmerman, 2013; Zimmerman et al., 2017).

Teachers and parents, who are at the center of the increasing demand and pressure to teach online, are being challenged to rethink their underlying assumptions about teaching and learning, and the roles they take as educators and parents (Wiesenberg & Stacey, 2008). My support group has focused on a strategic approach to assess strengths and weaknesses for doing a specific task, and accounting for the significant changes in environmental factors.

Once members of the group attributed their low self-efficacy to the significant changes in the environment, and not their professional abilities, their success at managing multiple roles increased, and their stress level decreased. Consequently, the participants in the group have begun to strategically self-monitor their anxiety and frustrations, and better manage the challenges of their environments while maintaining a higher level of self-efficacy. The result is a successful online collaboration with their students while they maintain a strong presence in their homes.

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Wilbert J. (Bill) McKeachie: The Only One Who Will Come To Mind Dr. Héfer Bembenuitty (*Queens College, CUNY*)

When anyone thinks about student motivation, cognition, self-regulation, test anxiety, and learning to learn, undoubtedly, only one person at once will come to mind. It would be like anyone's brains are wired or have a Pavlovian's classical conditioning experience. Likewise, when anyone thinks about an effective teacher, considers how to improve and evaluate teaching and learning, uses the students' rating of teachers or thinks about teaching tips, only one person will come to mind. Further, when anyone thinks to emulate a humble, caring, simple, modest, unassuming, generous, organized, respectful, and altruistic individual, one person will come to mind. When anyone thinks about a dedicated husband, father, friend, teacher, motivator, innovator, mentor, pitcher, writer, veteran, researcher, card player, chairperson, benefactor, pianist, singer, and self-regulated, one person will come to mind.



Prof. McKeachie & Dr. Bembenuitty

That person is Wilbert J. (Bill) McKeachie, *el maestro de maestros* (Bembenuitty, 2008). He was a Professor Emeritus of Psychology at the University of Michigan, where he received his PhD in 1949. He was a president of the American Psychological Association (APA), the American Association of Higher Education, the American Psychological Foundation, the Division of Educational Instruction and School Psychology of the International Association of Applied Psychology, and APA's Divisions 2 and 15. Professor McKeachie served as chair of the Psychology Department at the University of Michigan from 1961 to 1971. He received eight honorary degrees, the American Psychological Foundation Gold Medal for Lifetime Contributions to Psychology, and the APA Presidential Citation for exemplary service to the academic and scientific community. His classic book, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, is now in its 14th edition, now co-authored with Marilla D. Svinicki.

Professor McKeachie gave to the psychology and educational communities many teaching tips. For instance, he suggested ways to countdown for course preparation, how to meet a class for the first time, how to make reading an active learning process, how to facilitate a class discussion, and how to make lectures more effective. He also shared his view about how to assess, test, evaluate, provide effective feedback, assign grades, motivate students, and teach culturally diverse students. He explained how to integrate technology with teaching, and how to teach students to become more strategic and self-regulated learners.

Sadly, psychology and education lost one of their most respected members. Professor McKeachie was loved by all individuals who met him and was very active in AERA and APA. Below are memoriams from R. Eric Landrum and Jane Halonen, and a video of a symposium celebration of Professor McKeachie's life at the University of Michigan. Professor McKeachie is the only one who will come to mind.

Landrum, R. E., & Halonen, J. S. (2020). Wilbert ("Bill") James McKeachie (1921–2019). *American Psychologist*, 75(4), 590–591. <https://doi.org/10.1037/amp0000595>

Halonen, J. S., & Landrum, R. E. (2020). In Memoriam: Wilbert J. McKeachie. *Teaching of Psychology*, 47(1), 3–4. <https://doi.org/10.1177/0098628319884476>

McKeachie Symposium and Memorial Dinner, U-M LSA Department of Psychology <https://lsa.umich.edu/psych/people/memorials/mckeachie-symposium-and-memorial-dinner.html>

Reference

Bembenuitty, H. (2008). The teacher of teachers talks about learning to learn: An interview with Wilbert (Bill) J. McKeachie. *Teaching of Psychology*, 35(4), 363–372. <https://doi.org/10.1080/00986280802390787>

Call for Nomination for the Barry J. Zimmerman Award for Outstanding Contributions

Purpose and Description

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

Eligibility and Nomination Process

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

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

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

The nominator will also be asked to provide a letter of support (no more than 1,000 words) detailing the primary contributions and scholarly impact of the nominee on the field of self-regulated learning.

All nomination materials, including the nomination letter, the CV, the journal articles and the personal statement, are submitted electronically to Anastasia Kitsantas (akitsant@gmu.edu) by **November 20, 2020**.

Recognition

The winner of the Barry J. Zimmerman Award for Outstanding Contributions will be informed via email by March 2021. The winner will be officially recognized at the SSRL SIG business meeting at AERA.



“Like” the SSRL SIG on Facebook!

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

Check out the SIG website!

<https://ssrlsig.org/>

Graduate Student Committee Update

As mentor of the SSRL SIG Graduate Student Committee (GSC), I am pleased to announce the new chair and members of the GSC:

Chair: Joseph Tise, The Pennsylvania State University
 Member: Elizabeth Cloude, University of Central Florida
 Member: Kate Durham, Auburn University
 Member: Ying Wang, The Pennsylvania State University



Joseph Tise

Joseph Tise is a Ph.D. candidate in the Educational Psychology program at Penn State. His research interests center around strategic processing and metacognition. His dissertation will harness daily-life methodology to examine post-secondary students' SRL strategy use within an authentic learning environment.

I look forward to working with this group as we continue and strengthen existing initiatives and develop new initiatives to move the work of the GSC forward.

The purpose of the SSRL SIG GSC is to represent the voice, interests, and needs of graduate students and to promote graduate students' professional development within and beyond the SIG. If you would like to become involved in the GSC, I encourage you to reach out to either myself (djakefollmer@gmail.com) or Joseph (tise.joseph@gmail.com).

Finally, the GSC would like to sincerely thank all the faculty and students for their support and important contributions to our different initiatives over this past year. We look forward to continued work and conversations with scholars and students over the next year.

- Dr. Jake Follmer

Graduate Student Research Award

Each year the SSRL SIG presents the Graduate Student Research Award to selected graduate students who have completed exemplary research. The awardees are included in the regular program, and honored at the SIG business meeting. To be considered for this award, graduate students must be the first authors of a proposal that has been accepted as an SSRL session at the annual meeting of AERA. Papers that are not selected for a Graduate Student Research Award are still considered for general sessions sponsored by the SIG. Eligible applicants will be asked to send a copy of their proposal via email to the Graduate Student Research Award Committee chair, Dr. Marie C. White, (Marie.White@gordon.edu).

Graduate Student Mentoring Program

In response to our winter call for applicants, 15 graduate students from 14 institutions spanning 3 countries applied to the SSRL SIG's graduate student mentoring program. In response to the growth of the program, 14 of the aspirational mentors that students named agreed to serve as members. While the AERA meeting was migrated to a digital format and then ultimately cancelled, students were paired with mentors, and those who had the ability to do so engaged informally. All students who applied to this year's program remain eligible to reapply next year, when we plan to deliver an enriched (and gamified!) mentoring experience in Orlando in Spring 2021. Thanks to these mentors, and committee members Stephen Aguilar, Nikki Lobczowski, Fernando Rodriguez, and Teya Rutherford for their responsiveness and flexibility as we worked to meet students' needs.

- Dr. Matthew Bernacki

Graduate Student Research Spotlight Series

My Beginnings as a Researcher in the Field of Self-Regulation of Learning

Melissa Quackenbush, Old Dominion University



Melissa Quackenbush

Prior to beginning my Ph.D. in Educational Psychology and Program Evaluation at Old Dominion University, I served in

public education for twelve years in various roles from classroom teacher and instructional technology coach to the Director of Curriculum and Assistant Superintendent. In these various roles, I came to see how human learning and growth were often stunted by the educational systems responsible for supporting academic achievement and beliefs in the value of life-long learning.

As a third-year graduate student, I now have the privilege of exploring these professional experiences in my research of metacognition, self-regulated learning (SRL), and teacher training. It is my hope to support school systems to develop greater institutional and organizational awareness and implement strategies to connect both teachers and students to the principles of SRL in order to foster personalized, meaningful learning experiences.

With the guidance and expertise of my mentor, Dr. Linda Bol, I have had the opportunity to contribute to a K-8 trauma-informed care pro-

gram evaluation with the United Way, The Up Center, and Norfolk Public Schools. This experience has shown me that my experiences in education have similar challenges regardless of state lines. Additionally, my research interests have allowed me to examine instructional strategies that are effectively supporting gifted and talented, and twice exceptional students' self-efficacy and academic achievement. I am also relishing the opportunity to facilitate several undergraduate and graduate courses in Education and Educational Psychology, which provides me with a plethora of questions for my future research in teacher training.

As the next steps of my career in education make themselves known, I look forward to continuing my collaboration with Dr. Bol in examining calibration accuracy among pre-service teachers. This line of research complements my dissertation focus, which examines teacher SRL knowledge and pedagogy in various training formats. I hope my research interests and endeavors will support the productivity of the field of studying and self-regulated learning and contribute to healthy learning environments that support students' and teachers' self-efficacy and motivation for life-long learning.

Lab Spotlight: Drs. Mimi Bong and Sung-il Kim's Brain and Motivation Research Institute (bMRI) at Korea University <https://bmri.korea.ac.kr/english/index.html>



Description and Purpose of the Lab

Led by Drs. Mimi Bong and Sung-il Kim at Korea University, the foremost mission of *bMRI* is to advance the theory and knowledge of human motivation and emotion with a particular interest in school-aged children and adolescents. We conduct interdisciplinary research on motivation using various designs and methods such as surveys, laboratory experiments, field interventions, statistical modeling, and *bMRI* studies (hence the abbreviation “*bMRI*”).

Lab Project: Math Intervention

For the past 3 years, we have been implementing an intervention in elementary school classrooms to strengthen students' competence beliefs in math. The intervention involves both students and parents. We found that students who participated in the intervention reported stronger growth mindset, gender-fair beliefs, and self-efficacy as well as lower anxiety, while their parents reported weaker gender-stereotypic beliefs and higher expectations for their child's future success in math, compared to the students and parents in the control condition.



A Peek into the Math Intervention Program



A Peek into the Science Intervention Program

Lab Project: Science Intervention

At *bMRI*, we also strive to enhance science motivation of elementary school students by implementing a utility value classroom intervention. This intervention emphasizes personal and communal utility of science in popular non-STEM careers. After the intervention, the students not only perceived greater utility value in science but also expressed stronger interest, self-efficacy, appreciation of the role of science, and willingness to pursue STEM careers.

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Lab Project: Achievement Goals, Performance, and Self-Regulation

The type of achievement goal that students pursue determines how they regulate their own learning and performance. Unfortunately, the literature has yet to agree on the achievement goal associated with the most adaptive pattern of motivational regulation. We are currently investigating the cross-cultural universality of achievement goal distinctions and their effects on students' motivation, performance, and self-regulation, especially after experiencing failure.



Research Meeting with Dr. Martin Daumiller



Diane Dajung Shin

Ph.D. Dissertation: Metacognitive Awareness and Motivation

Accurate calibration of one's current level of knowledge and the desire to expand their understanding are critical ingredients of self-regulated learning. An ongoing Ph.D. dissertation by Diane Dajung Shin examines the role of incomplete information on college students' metacognitive awareness and motivation to attain further information. Findings from her experiments are expected to produce novel insights into ways to design lessons that make students more curious and excited.

Faculty of bMRI

Dr. Sung-il Kim, the immediate past Director of bMRI, received his Ph.D. in Cognitive Psychology from Utah State University. He conducts laboratory experiments and fMRI studies to examine the function of curiosity and interest in learning. He is the Associate Editor for *Frontiers in Educational Psychology* and an editorial board member of *Motivation and Emotion*. He is the past President of the Korean Educational Psychology Association, Korean Society for Cognitive Science, and Korean Mind, Brain, and Education Society.



Celebrating Teachers' Day

Dr. Mimi Bong, the Director of bMRI, received her Ph.D. in Educational Psychology and Technology from the University of Southern California. She studies adolescent motivation and self-regulated learning with a focus on achievement goals and self-efficacy beliefs. She is the past Associate Editor for the *American Educational Research Journal* and currently serves on the editorial boards of *AERA Open*, *Contemporary Educational Psychology*, *Educational Psychologist*, and *Learning and Individual Differences*.

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2019 bMRI Year-End Party



Graduate Students of bMRI

In the Ph.D. Program

Diane Dajung Shin (ABD); Hyun Ji Lee; Yoonah Park; and Sungwha Kim

In the Master's Program

Sungwha Kim; Seoyeon Julie Jung; Jiamin Low Bein Lim; Seohye Park; and Dayeon Jeong

Recent Graduates of bMRI

Dr. Yi Jiang @East China Normal University

Dr. Juyeon Song @Korea National University of Education

Dr. YoonKyung Chung @Inha University

Dr. Sun-Young Lee @Korea Educational Development Institute

Dr. Soong Koo Kwon @Dankook University

Dr. Iris Hyun Seon Ahn @Korea University Graduate School of Education

Dr. Minhye Lee @Michigan State University

Dr. Sun Kyung Lee @Samsung Electronics and Dr. Jeesoo Lee @University of Tübingen

Dr. Minhye Lee @Daegu National University of Education



2018 AERA with a Self-Proclaimed Honorary bMRI Member, Dr. Allan Wigfield



2019 AERA with a Former bMRI Member, Dr. Johnmarshall Reeve



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2020-2021 Executive Board and Chairperson Contact Information

Chairs

Senior: Pamela Ford Murphy (pamela.murphy@ashford.edu)

Junior: Jill Salisbury-Glennon (salisji@auburn.edu)

Program Chairs

Senior: Aubrey Whitehead (awhiteh6@gmu.edu)

Junior: Abraham Flanigan (abrahamflanigan@gmail.com)

Secretary/Newsletter

Senior: Aloysius Anyichie (aloy.anyichie@alumni.ubc.ca)

Junior: Robin Akawi (rakawi@sierracollege.edu)

Treasurers/Membership

Senior: Darolyn A. Flaggs (dflaggs@kennesaw.edu)

Junior: Gregory Callan (greg.callan@usu.edu)

Award Committee Chairs

Outstanding Poster Award

Roger Azevedo (roger.azevedo@ucf.edu)

Graduate Student Research Award

Marie C. White (Marie.White@gordon.edu)

Barry J. Zimmerman Award for Outstanding Contributions

Anastasia Kitsantas (akitsant@gmu.edu)

Contributors

Graduate Student Committee Chairs

Co-Chair: Joseph Tise (tise.joseph@gmail.com)

D. Jake Follmer (Mentor) (djakefollmer@gmail.com)

Graduate Student Mentoring Program Chair

Matthew Bernacki (mlb@unc.edu)

Webmaster

Charles Raffaele (craffaele@gradcenter.cuny.edu)

Historian Chairs

Amarilis Castillo (amarilisc@txstate.edu)

Kate Durham (kzh0089@auburn.edu)

SSRL SIG Times Magazine Editor-in-Chief

Héfer Bembenutty

(hefer.bembenutty@qc.cuny.edu)