

AERA SSRL SIG TIMES MAGAZINE

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Content &
Graphic Editor

Vol 3
Issue 9
September 2020

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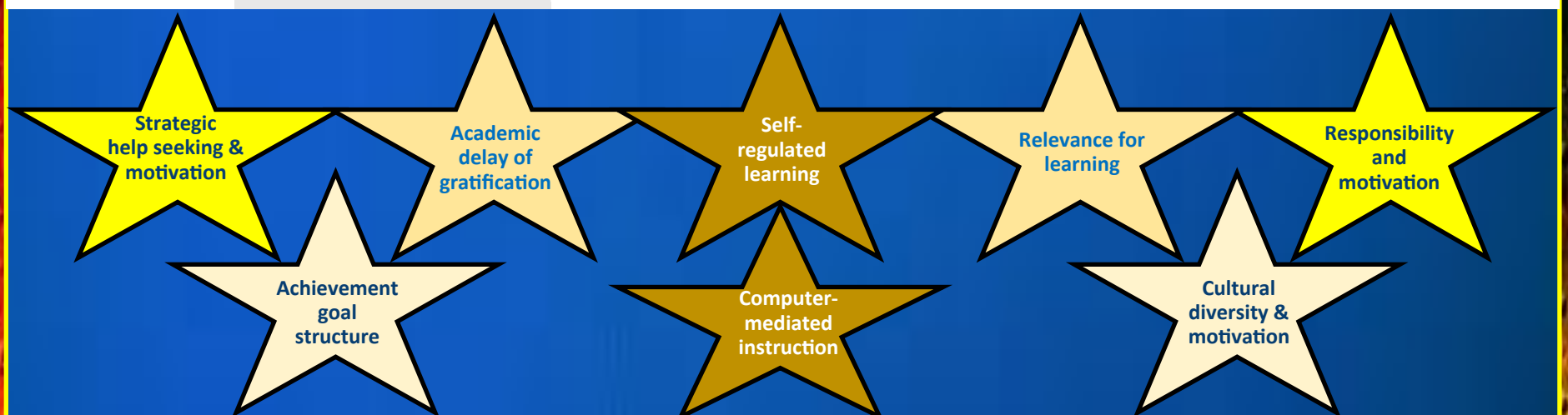
Dr. Stuart A. Karabenick

A Pioneer in Motivation and Regulated Learning Research



1940-2020

A Scholar with Wide-Ranging Interests Who Significantly Contributed to Understanding the Role of Motivation, Help Seeking, and Self-Regulated Learning





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Vol 3
Issue 9
September 2020

OBITUARY

Professor Stuart A. Karabenick 1940-2020

Professor Stuart A. Karabenick died peacefully in the company of his four loving children on August 1, 2020. He was 80 years old. He was born on March 27, 1940, to George and Florence Karabenick. Professor Karabenick was a devoted family man, who loved jazz music and spending time with friends.

Professor Karabenick earned a bachelor's degree in psychology with honors in 1962 and a PhD in 1967 from the University of Michigan. He was an Emeritus Professor at Eastern Michigan and a Research Professor Emeritus of Education at the Combined Program of Education and Psychology, School of Education, and Adjunct Professor of Psychology, College of Literature, Science, and the Arts, at the University of Michigan.

Professor Karabenick was a scholar with wide-ranging interests, who significantly contributed to understanding the role of motivation and self-regulated learning. He regularly presented his research and was frequently a discussant and invited speaker at national and international conferences. He was recently an associate editor of *Learning and Instruction* and coordinator of the Motivation and Emotion Special Interest Group of the European Association for Research on Learning and Instruction (EARLI). Professor Karabenick was an active member of the American Educational Research Association's (AERA) Motivation in Education and Studying and Self-Regulated Learning Special Interest Groups and Learning and Instruction (Division C).

A prolific writer, some of Professor Karabenick's influential books include *Strategic Help Seeking: Implications for Learning and Teaching* (1998), *Help Seeking in Academic Settings: Goals, Groups, and Contexts* (with Richard Newman, 2013), *Decade Ahead: Theoretical Perspectives on Motivation and Achievement* (with Timothy C. Urdan, 2010), and *Teacher Motivation: Theory and Practice* (with Paul W. Richardson and Helen M. G. Watt, 2014). Professor Karabenick is the recipient of numerous grants, including funding from National Science Foundation (NSF), US Department of Education (USDOE), and the Spencer Foundation. Just this year, while in retirement, he received a new NSF grant.

Fully devoting his professional life to research and mentoring, Professor Karabenick published with his students and a lengthy list of collaborators throughout the world. With his kindness, professionalism, wisdom, positive disposition, and open mindset, he shaped the growth of countless graduate students and colleagues. He was a remarkable scholar who left an indelible mark on the fields of strategic help seeking, self-regulated learning, relevance for learning and motivation in education, academic delay of gratification, perceived achievement goal structures, teacher responsibility and motivation for professional development, culturally diverse instructional practices, and computer-mediated instruction. For instance, *Education Week* (2014) quoted Professor Karabenick as emphasizing that "help seeking suggests a deficit, but we need students to think of it as managing resources to solve a problem" (p. 1).

In 2019, Professor Karabenick was a [keynote speaker at EARLI](#) in Aachen, Germany. In 2016, he was [keynote speaker at the International Conference of Motivation](#) and he granted an [interview](#) in Thessaloniki, Greece, and in 2014 at the [Studying and Self-Regulated Learning SIG](#) at AERA. Recently, he offered [advice to graduate students](#) during an interview conducted by Jeffrey Albrecht, and he shared his acquired wisdom from a five-decade career in [Education Review](#).

Kara Makara offered a tender tribute to Professor Karabenick in these terms, "Stuart was a dedicated, supportive, inspiring, and generous PhD advisor and mentor. He achieved the very rare accomplishment of having both breadth and depth—in his knowledge, his expertise in different psychological and educational areas, his mentoring, his writing, his connections to others, and in his life interests. Stuart will be greatly missed." Proudly, Jeffrey Albrecht rendered these words about his compassionate and caring mentor, "Stuart was epistemologically courageous, always encouraging us to ask difficult conceptual and methodological questions. He was never afraid to earnestly confront the limitations of our understanding in educational and psychological research." Similarly, Melissa C. Gilbert expressed heartfelt and moving words about her mentor in these words, "Stuart was a wonderful mentor and person who warmly welcomed everyone he met to share a drink, meal, conversation, music, and their passion. His collegial approach, love of learning, and boundless intellectual engagement provide a model for so many of us."

Professor Karabenick was preceded in death by his mother, Florence, and father, George. He was the loving husband of the late Julie Karabenick. He is survived by his son Scott, daughters Robin, Rachel and Leah and grandchildren Zoe and Anthony.

A [funeral service](#) was held on Monday, August 3, at 11:00 am at the Machpelah Cemetery in Ferndale, Michigan. His family has suggested that those who wish to honor the memory of Professor Karabenick further may do so by making a contribution to the University of Michigan Education and Psychology Department (610 E. University Avenue, Room 1413, Ann Arbor, MI 48109; telephone: 734-763-0680). Click "[Donate Online](#)," and then the donors are directed to where they will see Combined Program in Education and Psychology (CPEP) listed there as a giving option.

About his professional legacy, in an interview conducted by Héfer Bembenutty (2015), Professor Karabenick stated, "I would like to be remembered as someone who contributed to advances in theory and research that has relevance for teaching and learning... An essential and rewarding part of that role involves mentoring and, in many cases, being enlightened by students, younger scholars, and researchers with their own areas of expertise and interests... In many respects, I think there is no more important legacy" (p. 62).





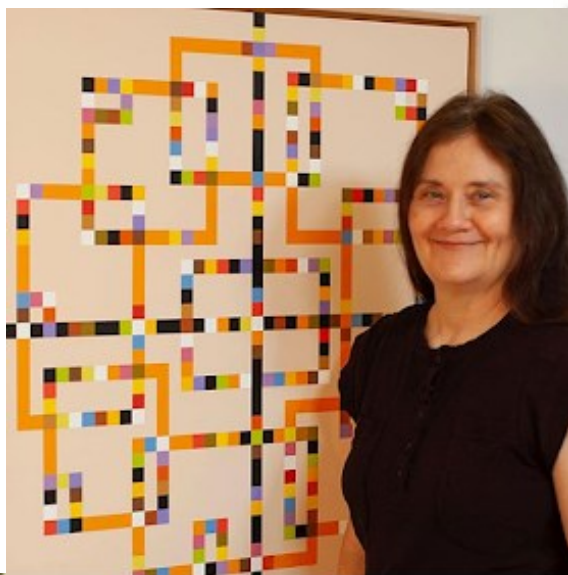
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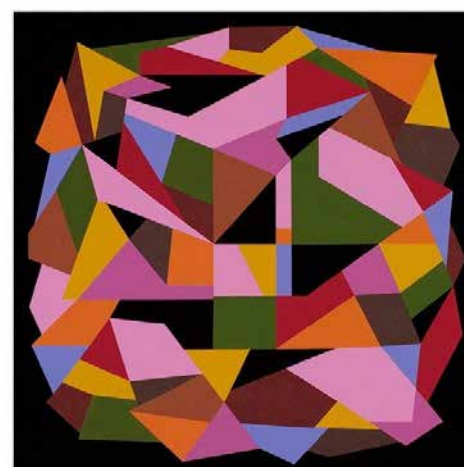
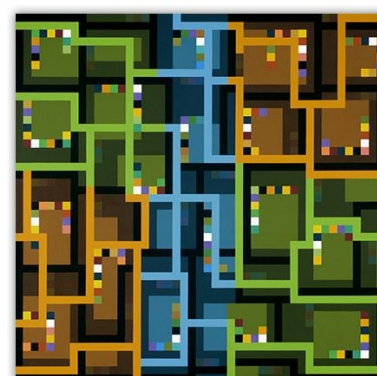
A Tribute to Julie Karabenick (1947-2020)

Julie Karabenick, PhD, 73, of Ann Arbor, Michigan, died on August 8, 2020. She was the beloved wife of the late Stuart Karabenick, and the loving mother of Rachel Karabenick and Leah Karabenick. Her sister was Wendy (Byron) Dyke, and she was the aunt of Emily Dyke, Justin (Barby Moro) Dyke Moro, and Ambrose Moro. She is survived by her daughters, Rachel and Leah and by Stuart's children, Robin Leavy and Scott (Brenda) Karabenick, and Stuart's grandchildren, Zoe and Anthony Karabenick. She was the loving daughter of the late Ambrose and the late Virginia Drew. A funeral service was held on August 10 at the Machpelah Cemetery in Ferndale, Michigan.

She was an artist (<https://juliekarabenick.com/>; <https://geoform.net/artists/julie-karabenick/>).



**We love you,
Julie!**





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An Interview with Dr. Stuart A. Karabenick: You Are a Part of Me, As I Am a Part of You HÉFER BEMBENUTTY (Editor-in-Chief)

Dr. Stuart A. Karabenick was the friend of friends, the inspiration of motivators, the helper of help seekers, and the source of those seeking research guides. Dr. Karabenick was a mentor, teacher, researcher, a family man, and a friend to whom we all could go.

Within Dr. Karabenick's exciting research areas, help seeking had a predominant focus, along with motivation and self-regulated learning. He researched many areas, such as relevance for learning in education, academic delay of gratification, achievement goal structures, teacher responsibility, cultural diversity, and computer-mediated instruction.

The Studying and Self-Regulated Learning Special Interest Group (SIG) of the American Educational Research Association (AERA) renders tribute to Dr. Karabenick, and his wife Julie, in this special issue of the *Times Magazine*. We collaborated with AERA Division C, the Motivation in Education SIG, the European Association for Research on Learning and Instruction (EARLI) and its SIG 08 – Motivation and Emotion, the University of Michigan's School of Education, Combined Program in Education and Psychology, and Department of Psychology. We also collaborated with colleagues at Eastern Michigan University, the University of California, Irvine, and with his many colleagues, students, and friends worldwide.

We honor our great friend, collaborator, and mentor. We celebrate his elegance of thought, ethics and professionalism, caring disposition, open mind, and love for diversity, equity, inclusion, and social justice. We make a tribute to Dr. Karabenick for his self-regulation and charismatic personality, willingness to delay gratification for others' sake, and disciplined judgment. We recognize his accuracy of assessment and measurements, his love for his family, and his ability to identify intuitively theoretical and research flaws. We value his ability to challenge us to our highest potentials without implicit bias or a preconceived agenda, and we celebrate the elegant research agenda he developed for himself, his students, and his collaborators.

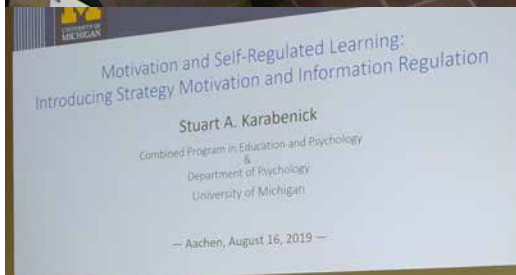
Next, I envisage the last interview after he passed away, featuring the answers to my questions, as I heard them in my heart.

HOW ARE YOU DOING TODAY?

I am doing well. I am happy. I have ego integrity. Remember, Eric Erikson talked about that. I contemplate my accomplishments, and I do not have despair. I lived a fulfilled life. I loved my family, work, colleagues, students, and you, Héfer. You were one of my last classroom students, and you stayed with me for four decades.

Editorial Note: Amanda Ferrara from The Pennsylvania State University, generously and efficiently, served as the copyeditor of this issue of the *Time Magazine*. Thanks, Amanda!

Eleftheria N. Gonida, from the Aristotle University of Thessaloniki, Greece, thank you so much for your editorial assistance!



Editorial Note: This editorial contains a fictional interview consistent with the AERA value of freedom of expression but its content should not be construed as reflecting the beliefs of AERA, the SSRL SIG or its members.

I have designed my best research project, and it is the lives of my children. They are successful, live moral lives, are responsible, and yes, they are self-regulated. I even included the *academic delay of gratification* scale in that family research design, and they have waited for the two marshmallows.

I have Julie with me, and she is having fun, too. A few days ago, I saw Bill McKeachie. He misses you. Paul Pintrich and Marty Maehr are also around. They all look great. Don't worry; we all continue watching after you. You are a part of us, as we are a part of you.

In the photo to the left, I was six feet down, but now I am up. I practiced being up when you took the other photo in Michigan. I am up! And, in the other photo taken last year at Aachen, Germany, I was trying to say to all how much I love them. Do you have time for me to tell you the names of all the people I loved--and, I still love? They are too many.

AS YOU KNOW, IN ALL MY INTERVIEWS, I ASK THIS QUESTION, HOW WOULD YOU LIKE YOUR STUDENTS AND COLLEAGUES TO REMEMBER YOU? YOU ANSWERED THAT IN 2015 FOR MY INTERVIEW BOOK, BUT I ASK YOU AGAIN.

Oh, Héfer, you know that it was the only question I did not want to answer in 2015, and today, I do not want to answer it, but I know how insistent you are, so let me try. This is part of my answer, "I would like to be remembered as someone who contributed to advances in theory and research that has relevance for teaching and learning... An essential and rewarding part of that role involves mentoring and, in many cases, being enlightened by students, younger scholars, and researchers with their own areas of expertise and interests... In many respects, I think there is no more important legacy" (Bembenutty, 2015, p. 62).

DR. KARABENICK, THAT IS THE SAME ANSWER YOU GAVE ME IN 2015. PLEASE TELL ME SOMETHING ELSE.

I would like to be remembered by my children, friends, colleagues, and students, as a part of them as they are a part of me. I remember when you spoke at AERA in Toronto and cited the poem *Theme for English B* by Langston Hughes, the line of "...a part of me, as I am a part of you." I immediately went to you, to tell you that it was one of the most impressive talks I had ever heard from you. You told us that the essence of the teacher-student and the mentor-mentee relationships in self-regulation research is that students and mentees should feel that they are a part of us and we are a part of them. Héfer, a vision of who we are is found in that poem. After it, I understood so much. Thus, I repeat, I would like to be remembered by my children, friends, colleagues, and students as a part of them as they are a part of me. They will always be a part of me.

THANKS, DR. KARABENICK. YOU WILL ALWAYS BE A PART OF US. WE LOVE YOU!



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My Father: Toasting Us All Scott Karabenick

Speaking for my sisters and myself...we are very appreciative to all of you. If you find yourself reading this, you were lucky enough to have our father in your lives. Your horse won, you picked the high card, and your numbers came in; only later would you realize it wasn't luck, he chose you.

He had an imperceptible ability, to see your glass, hold it to the light, see all of its flaws, wash off its smudges, polish its scratches, and fill it half full before you even thought to sip from it. Then, he'd patiently fill it the rest of the way to the top, and send you on your way, quenched and prepared for your next hike through life. He had a fixed, unremovable soft smile.

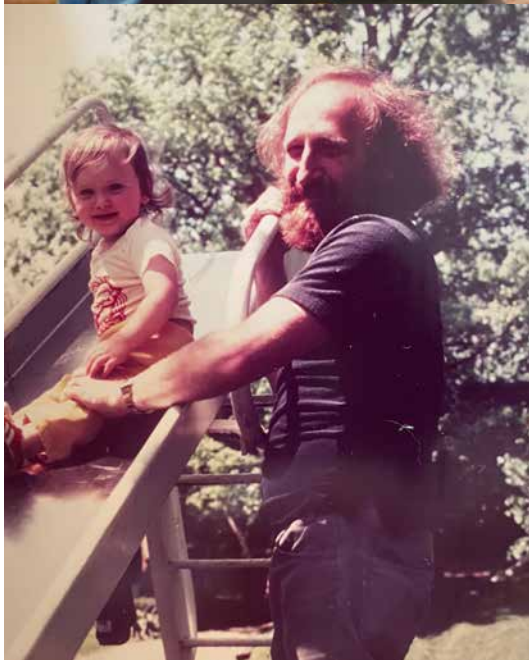
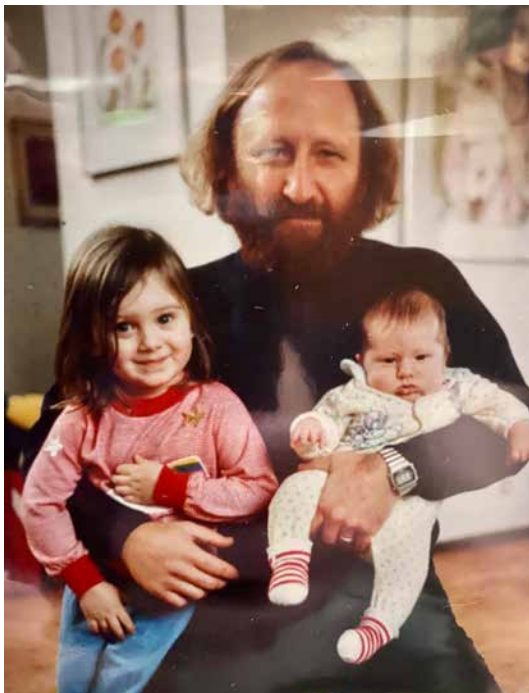
Loud was his opinion and knowledge. He was soft-spoken, never, never raising his voice. He was the bandleader, but carrying no instrument of booming power, no shiny cymbals, no whistle, only a soft gloved hand to point you straight when you only saw a winding road.

A lover of jazz and improvisation, yet he was always polished and rehearsed, prepared, yet eager to hand you the spotlight, to play the lead, for your turn to shine. A brilliant man of some means he abhorred the ostentatious and braggadocios...

He wore an "S" on his chest, not for "Super" but for "Selfless." No cape, yet able to fly, fly you to your destination, your goals, faster than you'd ever imagine possible. He was an educator, obsessed with his calling, tireless, and accelerating to his finish line, a line he always made sure was receding away from him.

He had a tough time outwardly expressing love, but I think it's because he didn't need to. He had already polished your glass with it, straightened your winding road with it, led your band with it, and filled your heart with it. He was put here for us. So please, raise an imaginary glass and imagine him toasting us all....May nothing in your life be half empty.

Cheers Stu from all of your jazz friends, Stu ... Laissez Les Bon Temps Roulez. And, let the Second Line begin.



Lucky Rachel Karabenick

Today I feel so lucky. At some point, over the past few days, I realized that it would not be possible for me to feel such profound grief if I had not first experienced profound love.

My mom worked so hard to fill our lives with love, support, acceptance, and encouragement. Together, she and my dad built more than a home. They built a whole world where we were free to explore, create, inquire, and imagine. In this world, we danced, painted, asked questions, and wrote stories. They created an environment in which we were free to explore every facet of ourselves and to become strong, authentic, and compassionate individuals.

I could go on and on about all of the things I have lost this past week. But instead, I'd like to focus on the things that I will never lose:

- I will never stop caring about this planet and how we take care of it.
- I will never stop believing that we have a responsibility to leave this world better than we found it.
- I will never lose my sense of empathy and compassion for friends and strangers alike.
- I will never stop supporting people and organizations that are working to improve the lives of others.
- I will never lose my belief that we are stronger because of our differences and that diversity is not only beautiful but essential.
- I will never lose my willingness to drop everything to help a friend in need.
- I will never take the things I have for granted.
- I will never lose sight of the privilege I have in this world and my responsibility to use that privilege to lift people up.
- I will never stop thinking critically and asking questions.
- I will never be afraid to be my true, authentic self.

If I am strong, it is because my parents helped me find my strength. If I am kind, it is because they embodied kindness. If I am moral, it is because they taught me to do the right thing. If I am creative, it is because they made the space for me to create. If I am good, it's because they were better.

Today, I am talking about how lucky I am, because Julie Karabenick was my mother, and Stuart Karabenick was my father.

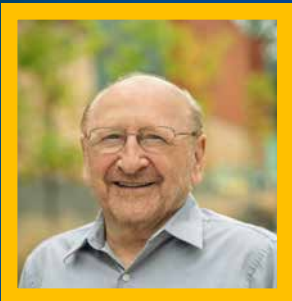


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Photohistory (1) Dr. Stuart A. Karabenick

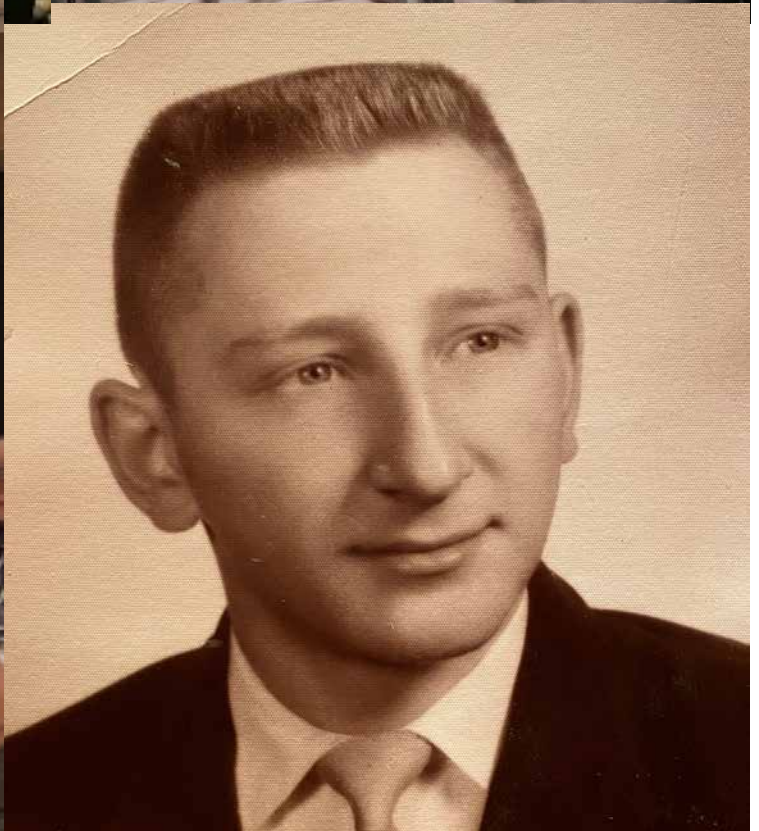
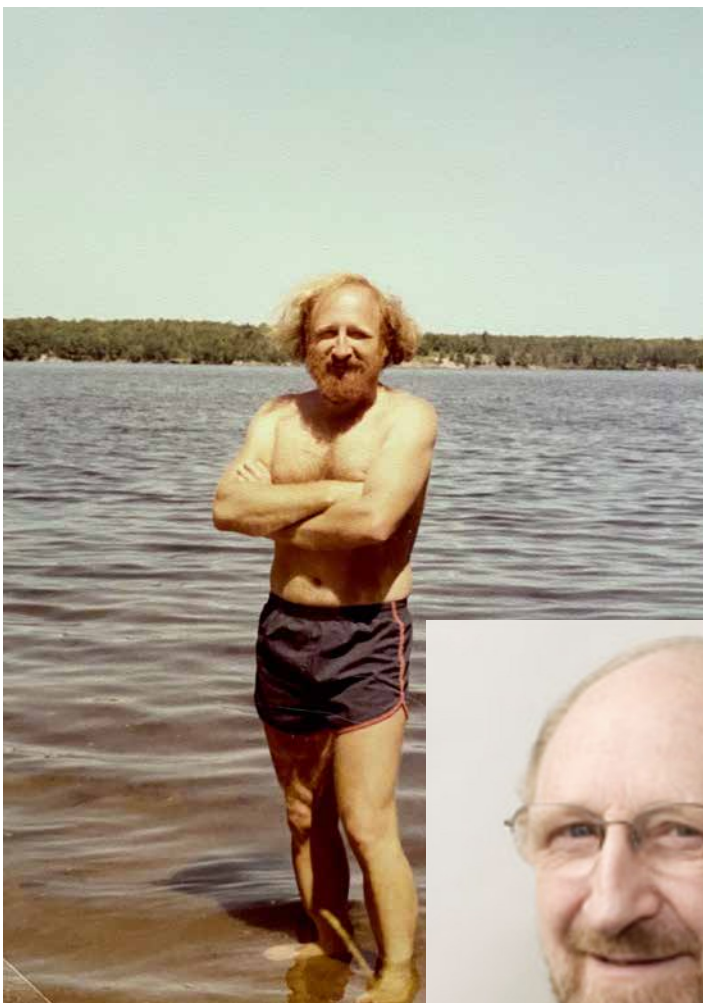




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Photohistory (2) Dr. Stuart A. Karabenick





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Dr. Stuart A. Karabenick's Great Time at Eastern Michigan University





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University of Michigan: His Alma Mater Tribute to Dr. Stuart A. Karabenick





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AERA & The University of Michigan Tribute to Dr. Stuart A. Karabenick

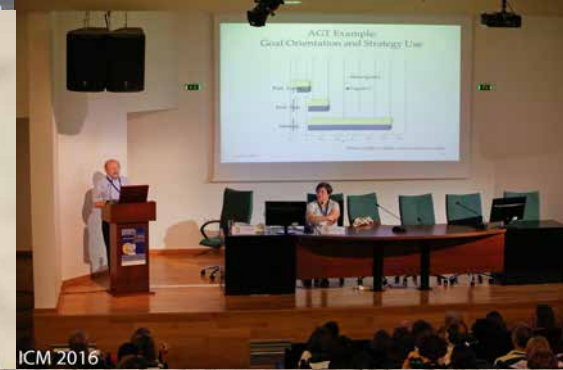




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EARLI — SIG 8 — ICM Celebration Tribute to Dr. Stuart A. Karabenick



Dear Colleagues,

We are writing with great sadness to inform you of the passing of our colleague, mentor, and friend Dr. Stuart Karabenick on August 1st at 2:30 pm ET. This is a tremendous loss for our community. Stuart was an exceptional scholar, a great thinker, a kind and generous person, a caring mentor, and a beloved colleague and friend. He is well known for his excellent scholarship in the fields of self-regulation and student and teacher motivation. Stuart was one of the worldwide leading experts on the motivational underpinnings and self-regulatory implications of help seeking in educational contexts. In 2016, SIG8 recognized Stuart's contributions to the profession and our community with a Lifetime Achievement Award—a well-deserved honor for his research excellence and mentorship.

Stuart received his PhD in Personality and Developmental Psychology from the University of Michigan in 1967 under the mentorship of John Atkinson. He was an Emeritus Professor of Education (University of Michigan) and Psychology (Eastern Michigan University) and an Adjunct Professor in the department of psychology (University of Michigan). He was an associate editor for EARLI's flagship journal *Learning and Instruction* (2007-2010) and a series editor for the *Advances in Motivation and Achievement* series (2014-2020).

We are at a loss for words to express how much Stuart meant to our community. Stuart was a coordinator of SIG8 between 2005 and 2009 and was the first non-European coordinator of the SIG. Under his leadership, the Student Research Excellence Award (since 2007) and the Biannual Summer School of Motivation and Emotion (since 2006) were both introduced. He served as an invited Summer School Mentor and a Keynote multiple times. Stuart was committed to supporting others, especially young scholars. He was a generous and kind person.

Stuart, we will miss you.

Fani, Hanna, Julia, and Martin (on behalf of SIG8)

P.S. Below, we are sharing links to some of Stuart's most recent interviews and keynotes:

Just a few months ago (in June), Stuart shared some of his experiences and "lessons learned" in the Education Review, Acquired Wisdom Series; he was excited about this publication and the opportunity to reflect on some of his experiences (Karabenick, 2020):
<https://edrev.asu.edu/index.php/ER/article/viewFile/2965/979>

These are also shared in a recent interview we did with Stuart as a recipient of a SIG8 Lifetime Achievement Award: <http://motivation-emotion.eu/2020/06/16/interview-with-earli-motivation-and-emotion-sig-2016-lifetime-award-recipient-stuart-karabenick/>

Stuart's EARLI 2019 Keynote Address on SRL in Aachen:

<https://www.youtube.com/watch?v=IA55kx3ssM&t=403s>





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Stuart A. Karabenick's Contributions to Help Seeking:

A Meta-Analytic Investigation of Academic Help Seeking and Achievement Among Postsecondary Students

Carlton J. Fong, Cassandra Gonzales, Christie Hill-Troglin Cox, & Holly B. Shinn (Texas State University)

Stuart A. Karabenick was one of the most influential researchers in the topic area of help seeking, formalizing its unique relations with other motivational constructs, need for help, and other academic variables in a variety of educational contexts. To capture a portion of Dr. Karabenick's contributions to understanding help seeking behaviors and processes, my research team and I are finalizing a meta-analysis on the relationship between academic help seeking variables and achievement (GPA, grades) among postsecondary students. Rather than a dependent act, help seeking should be a self-regulated and mastery-oriented process; however, there are mixed findings regarding the relationship between academic help seeking and academic achievement.

Although most motivated strategies for learning tend to be positively associated with student performance, help seeking has been found to be a weak correlate to student outcomes such as grades or GPA. Some have suggested that help seeking is curvilinearly related to academic achievement, so high achievers do not actively seek help, but help seeking may be beneficial for those with lower achievement. Moreover, the quality and nature of help seeking behaviors are often overlooked but may illuminate under what circumstances help seeking can be maximally productive for students' academic performance.

THEORETICAL FRAMEWORK

Grounded in the literature on self-regulated learning and strategic learning, *academic help seeking* refers to the motivated process of recognizing a need for assistance and seeking assistance (Karabenick, 2006). Rather than focusing on a deficit-oriented view, contemporary perspectives of help seeking describe students as strategic managers of their educational resources. Underscoring the social nature of strategic learning, resource management strategies that encompass peer learning and help seeking are essential, particularly for college students as they navigate a new academic environment.

Several models describe the help seeking process for students (Karabenick & Dembo, 2011; Nelson-Le Gall, 1981). Karabenick and Dembo (2011) presented a multi-step model that is not necessarily sequential: (1) determine whether there is a problem; (2) determine whether help is needed/wanted; (3) decide whether to seek help; (4) decide on the type of help (goal); (5) decide on whom to ask; (6) solicit help; (7) obtain help; and (8) process the help received. This model relies on cognitive components of self-regulation to identify both the problem and the type of assistance needed. Then, students engage in a social learning process by obtaining help.

Students can seek academic help from both formal sources such as instructors or institutional support services and informal sources such as peers or internet searches (Karabenick, 2004; Makara & Karabenick, 2013). The source of help varies, and the quality of help seeking can be operationalized along a continuum from nonadaptive to adaptive (Alexitch, 1997, 2002, 2006; Karabenick & Knapp, 1991; Newman, 1991, 1994). A specific form of adaptive help seeking is *instrumental help seeking* (instrumental goal), in which mastery-oriented students request help that provides support, such as clues or hints, so that a specific problem can be solved independently (Karabenick & Newman, 2009).

Numerous research studies have found that adaptive help seeking is an active strategy linked with academic success in the face of challenging tasks (Karabenick, 1998; Karabenick & Newman, 2006; Zimmerman & Schunk, 2001). On the other hand, nonadaptive help seeking primarily involves a student who avoids help seeking even when they need assistance (Newman, 2008). In addition to avoidant help seeking, when students request help but intend for someone else to solve the problem, scholars have identified his behavior as *executive help seeking* or expedient goal help seeking (Nelson-Le Gall, 1985).

Various factors have been found to influence students' decisions to seek or avoid help. According to Ryan et al. (2001), underprepared and students who are considered "at-risk" tend not to seek help when they need it, which creates significant learning disadvantages. Barriers to help seeking may include the inability to accept the need for help, inability to act in the process of help seeking (e.g., introversion), attitudes or beliefs about help seeking (i.e., perceiving help as unhelpful or unnecessary). A common measured barrier in the literature is *a help seeking threat*—how students perceive their self-esteem to be diminished when seeking help (Newman, 2010).

There are mixed results regarding relationships between student achievement and various forms and perceptions of help seeking. Because of the hypothesized curvilinear relationship between help seeking and need for help seeking, so that those with a moderate level of need seek the most help (Karabenick & Knapp, 1988), it follows that achievement may not be linearly associated with help seeking. Testing correlations meta-analytically may elucidate if a linear relationship exists or not across multiple studies. Moreover, less is known about how various forms of adaptive and nonadaptive help seeking are associated with college student achievement. Although prior meta-analyses have examined associations between college student achievement and help seeking (Credé & Phillips, 2011; Richardson et al., 2012), it does not account for additional help seeking measures and types of help seeking, which the current study addressed.

RESULTS

After a rigorous process of retrieving, screening, and coding studies and their effect sizes, our final pool of studies that met our inclusion criteria included 64 studies using college student samples, spanning 1991 to 2018 ($N = 15,723$). When examining publication year, we observed an upward trend by decade in the number of articles that examined help seeking and achievement in college settings, suggesting that interest in help seeking is growing. Moreover, almost one-quarter of the studies were conducted in non-U.S. based populations, indicating the international prevalence of help seeking studies.

We extracted 151 effect sizes from 70 unique postsecondary student samples on seven types of help seeking. For general help seeking (mostly measured by MSLQ), the weighted average effect size was $r = .047$ (95% CI [.02, .08]), which was based on 90 effect sizes and 55 distinct samples.

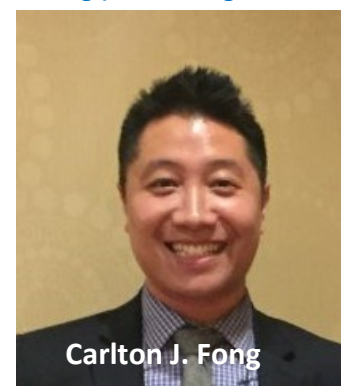
To further probe help seeking sources, the correlations between achievement and formal and informal help seeking from five samples were analyzed separately, but both were not significant ($r_{\text{formal}} = .121$ and $r_{\text{informal}} = .027$). The average weighted correlation for instrumental help seeking and achievement was significant: $r = .105$ (95% CI [.03, .18]), which was based on 17 effect sizes and 15 distinct samples.

Meta-analytic findings revealed that achievement was negatively and significantly correlated with forms and perceptions of nonadaptive help seeking: avoidant help seeking ($r = -.194$; 95% CI [-.23, -.15]; 18 samples), executive help seeking ($r = -.083$; 95% CI [-.15, -.01]; 9 samples), and help seeking threat ($r = -.111$; 95% CI [-.20, -.04]; 9 samples).

Learning is rarely a completely asocial experience but rather situated in a sociocultural environment (Nelson-Le Gall, 1985). Academic help seeking is a self-regulated behavior to manage one's learning resources when facing difficulty. However, a series of disparate studies have documented mixed findings regarding associations between help seeking and achievement. Using meta-analysis to bring together all relevant studies, we found a small but positive correlation, particularly when help seeking is operationalized as the degree to which students seek help from informal and/or formal sources, without any attention to the quality of the help seeking behavior.

The way students seek help, as Dr. Karabenick emphasized, is a salient aspect, whether as instrumental help seeking or in other non-adaptive ways. Our study is significant because it explains how studies that do not measure the quality of the help seeking behavior but simply the frequency or degree of help seeking may underestimate the benefit of this self-regulated strategy.

To obtain the references, please contact Carlton J. Fong (carltonfong@txstate.edu)



Carlton J. Fong



Stuart with Bill McKeachie



Stuart with Bill McKeachie



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Akane Zusho, Stephen J. Aguilar, Pamela F. Murphy, & Timothy Urdan Tribute to Dr. Stuart A. Karabenick

WE ALL DESERVE A CHEERLEADER LIKE STUART KARABENICK AKANE ZUSHO

I can't recall the first time I met Stuart – it was probably as an undergraduate or first-year doctoral student when Paul Pintrich invited me to join what we affectionately called “the college research group.” Stuart was an active member of this group, which was spearheaded and primarily funded by Bill McKeachie. During this time, I worked closely with Stuart as the group designed two large-scale studies – one in chemistry classes at Michigan, the other in psychology courses at Eastern Michigan University, where Stuart was a professor at the time. During grad school, Stuart became one of my de facto mentors. When Paul tragically passed away a month or so before my dissertation defense, Stuart immediately agreed to join my committee. I remember driving my dissertation to his home, and he read it within a day.

Even after graduating and moving back to New York to start my job at Fordham, Stuart remained a constant in my life. When I struggled with writing my first grant proposal, Stuart was there. When I needed his help managing my research group, Stuart flew in from Michigan to meet with my students. When I started working with teachers in NYC on differentiated instruction issues, Stuart came up with the name of our professional development program. I seriously can't think of a time when Stuart didn't support me, professionally and personally.

Even from afar, I knew that I could count on him to be one of my biggest cheerleaders. I always looked forward to seeing him (and getting that hug) at least once a year--at AERA, in NYC, or in Ann Arbor. The last time I got one of those hugs was this past November, when we got together to honor Bill. I sincerely regret that I didn't talk with him after that. I don't think he ever knew that I would spend this next year as interim dean of my school.

In reviewing the countless emails I exchanged with him over the years, I came across this gem... which was titled “Laugh Alert.” *“Four of my best friends have been administrators — president, provost, dean, DH — all of whom reinforced my desire to avoid administration.”* I have to say, it made me chuckle.

Akane Zusho is currently the interim dean of Fordham University's Graduate School of Education.



STUART KARABENICK ALTERED MY CAREER TRAJECTORY FOR THE BETTER STEPHEN J. AGUILAR

When I began graduate school, I primarily identified as a trained philosopher interested in technology and education. When I left the University of Michigan's Combined Program in Education and Psychology (CPEP), I identified as an educational psychologist interested in how educational technologies can alter and/or interact with students' learning and motivational processes. Stuart helped move me in that direction. It was a subtle shift, but all subtle changes that are made early enough have profound effects down the line.

“Subtle, but profound” describes Stuart's mentorship style. He was informal, but professional. He was never overbearing, and never wanted to impose his viewpoint. Instead, every conversation he and I had ended with both parties learning something new. Forever curious, Stuart would always ask the right question at the right time and force me to rethink my approach.

I'll never forget one of his final comments on my dissertation: He asked me to “write more.” His comment wasn't about the length of my discussion section—he was genuinely interested in what I had to say about the topic. His genuine interest always pushed me to do better.

Mentors like Stuart are few and far between, and I hope to honor his legacy by being an excellent mentor to my students and ensuring that I always do my best work.

Stephen J. Aguilar is an assistant professor of education in the educational psychology concentration at USC Rossier School of Education.



STUART KARABENICK: A GIANT OF THE AERA SSRL SIG PAMELA F. MURPHY

Stuart A. Karabenick was an active member of the Studying and Self-Regulated Learning SIG for many years. A prolific scholar known especially for his work in strategic help seeking, he had a surprisingly wide variety of interests and activities.

Before coming to my first AERA annual meeting in 2007, I discovered his 1998 book, *Strategic Help Seeking: Implications for Learning and Teaching*. In person, he proved to be kind and thoughtful. Despite his fame, he was unpretentious and welcoming to students and early career scholars. His dedication to nurturing graduate students, and his gift for inspiring others was legendary.

In a video interview by Jeffrey Albrecht in 2018 and an article in the Acquired Wisdom series in *Education Review* published this year, he generously shared the experience and wisdom he acquired over nearly six decades in the field.

Stuart served as a mentor in the SIG's Graduate Student Mentoring Program. He brought his graduate students into the SSRL SIG. He was a regular at the annual SIG dinners during AERA.

In 2014, Stuart delivered the keynote address at the SIG business meeting, and over the years, he contributed to the SIG's newsletter and *Times Magazine*. Stuart Karabenick is greatly missed.



Pamela F. Murphy is an Associate Professor in the Psychology program at Ashford University. She currently serves as the Senior Chair of the Studying and Self-Regulated Learning SIG of the AERA.

REFLECTIONS ON THE LIFE AND INFLUENCE OF STUART KARABENICK TIMOTHY C. URDAN

I first met Stuart when I was a graduate student in the Combined Program in Education and Psychology at the University of Michigan. Stuart was a professor at Eastern Michigan University and was a friend of my advisor, Marty Maehr. I saw him periodically at Michigan and at conferences, but I didn't know him well. I only knew that he was interested in student help seeking behaviors and other self-regulatory processes.

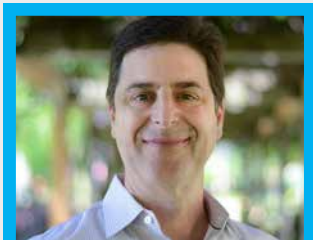
The first time I recall having a longer interaction with Stuart was at a conference shortly after an article that I had written was published in 2006. In that article, I discussed how students' answers to survey questions may not mean exactly what we, as the researchers, think they meant.

Stuart and I got into an animated discussion about how important it is for researchers to ask students for their interpretations of survey items before using the surveys to collect data from large samples of students. He called this *cognitive pre-testing* and published an influential article about this in 2007 in the *Educational Psychologist*, Cognitive Processing of Self-Report Items in Educational Research: Do They Think What We Mean? Because of that conversation, I began to read his work, and my appreciation for Stuart as a scholar began to grow.

Around that time, Stuart and I began to work together co-editing the *Advances in Motivation and Achievement* book series. We worked on five volumes together, and through that work, I learned several things about Stuart:

- First, people loved him. He seemed to know everyone researching motivation and self-regulation, and they all responded enthusiastically to his invitations to submit chapters or serve as special editors for the volumes.
- Second, he was a kind and giving mentor and advisor to all. His feedback to authors—including to me—was wise and constructive without ever feeling harsh and mean-spirited.
- Third, he was tireless. On more than one occasion, Stuart stepped in to help me when I was too busy or felt overwhelmed. On the last two volumes that we edited together, he carried me across the finish line. He was a great scholar and teacher. We will miss him.

Timothy C. Urdan is a *Professor of psychology in the Department of Psychology, Santa Clara University, Santa Clara, CA*. Most of his research has examined the motivation of adolescent students in middle and high schools.





AERA SSRL SIG TIMES MAGAZINE

Vol 3
Issue 9
September 2020

Benjamin Katz, Phyllis A. Clemens Noda, & Thea Peetsma Tribute to Dr. Stuart A. Karabenick

STUART MADE ME A MOTIVATION RESEARCHER
BENJAMIN KATZ

Stuart was unlike anyone I'd ever met. He was an initial advisor for me at the University of Michigan, during which time I was deeply grateful for his insights and guidance. When my work took a different direction during graduate school, though, I didn't expect Stuart to remain interested in what I was doing or continue to be a mentor, albeit an informal one, to me. But that is precisely what he did, continuing our conversations after department meetings, over email, and in his office. I enjoyed these discussions, but at the time, I suppose I saw them as engaging scholarly chats about motivation rather than closely linked to my course of research, which was focused on improving executive function.

And yet, somehow, when it came time for my dissertation, *motivation* made its way into the title! And when Stuart showed up for my defense, and spoke with me afterward, I realized that those discussions weren't idle chats, but rather, were deep and meaningful conversations that slowly but surely contributed to the direction of my work and were instrumental in my growth as a scientist. That was just the kind of researcher and mentor Stuart was – I may have left his lab, but his generosity with his time and thinking didn't end. I feel intensely fortunate to have benefited from his mentorship and to have had a chance to come to know him during my time at Michigan.

I credit Stuart with my continuing interest in motivation, and I know that many other students, even those who, like me, may not have had Stuart as their primary mentor, can say the same.

Our discussions never really ended. Even after I left Michigan, he still reached out from time to time. His last email to me ended with "Would like to hear how things are going. So check-in when you have some time to chat." Things are going well, Stuart. Thank you so, so much.

Benjamin Katz is an Assistant Professor of Human Development and Family Science at Virginia Tech. He studies how individual differences, including motivation, may influence the outcome of interventions designed to improve executive function across the lifespan.



TELLING THE UNTOLD STORY OF SERVICE
PHYLLIS A. CLEMENS NODA

Very few associates are aware of Stuart's work with oppressed and persecuted populations in post-Gulf War Iraq, and in economically distressed urban areas, here, in the US. While he would smile graciously during my effusive descriptions of his work in the field, he would later exact a promise that I would tone it down "next time." However, I must suspend that promise and all-too-briefly celebrate Stuart's unsung story of service that bettered or saved tens, even hundreds of thousands of lives.

On the international scene, Stuart volunteered to answer the call from a stateside humanitarian organization to develop a strategy to ensure that the US and United Nations recognize the refugee status of hundreds of thousands of persecuted religious minorities who were, at the time, fleeing Iraq. Repeated requests for official refugee status had been rejected for lack of "substantive data." In 2005-2006, when Stuart joined the effort, more than two million of Iraq's religious minorities had fled to over 30 countries without hope of valid entry to the US, or any other nation due to their undocumented status.

However, thanks to Stu's design of an on-the-ground and internet-based social media-supported system for collecting data, we were able to identify a "sample" of over 30,000 persons who had fled to over 30 countries, including Syria, Turkey, Jordan, and Lebanon, and as far-flung as Mexico, Ecuador, India, and China. By 2006-2007, in the face of compelling data, the US Department of State could only reverse its previously non-committal posture, and 181,000 Iraqi religious minority refugees began to immigrate to the US and to other nations who opened their borders to the once displaced persons.

On the local level, we crafted an early version of a distance learning multimedia professional development program using electronic classroom and internet serving over 1,000 bilingual-ESL teachers of migrants and immigrants from 80 culturally diverse communities in key districts from across the state of Michigan from the Detroit River to the shores of Lake Michigan.

In yet another project, more than 16,000 children and youth in the city of Detroit's east, central regions ultimately benefitted from Stuart's expansive spirit from 2000- 2004/5, earning him the affectionate title of "The Main Man" conferred on him by parents and teachers alike.

Without fail, Stuart volunteered to work on community development projects even in the midst of his huge projects. But indefatigable in his desire to serve, one project would no sooner end, than Stuart would call to ask, "Hey, TR (Tyrannosaurus Regina, my nickname). When and where's our next gig?"

Phyllis A. Clemens Noda, EdD, currently Principal of CESAR Inc, Research and Development, is former Director of Bilingual Teacher Training and the US Department of Education Region VII Comprehensive Center at Eastern Michigan University (EMU). Dr. Noda worked with Dr. Stuart Karabenick as Associate Director of EMU's Institute for Diversity and Business Services; Co-Principal of Project LEP-T net; Co-Principal of the Character Education in the Schools Project for Warren Consolidated Schools; and, in the Schools of the 21st Century School Reform and School Improvement for Detroit Public Schools.



IN REMEMBRANCE OF STUART KARABENICK:
GENEROUS, AND INSPIRING
THEA PEETSMA

My colleague, Ewoud Roede, and I were in contact with Marty Maehr and Paul Pintrich from Ann Arbor. We were using their theories on motivation, such as the school investment theory to describe students' motivated behavior for learning. Later, I met Stuart Karabenick at the EARLI and EARLI SIG Motivation and Emotion (i.e., ICM) conferences.

My colleague Ineke van der Veen and I received a research grant to develop an intervention on learning motivation based on Time Perspective in 2004. We visited CPEP in Ann Arbor. There, we had exciting meetings with Stuart, Marty Maehr, Jacque Eccles, Bill McEachie, and others.

Stuart had, together with Héfer Bembenutty, published on the topic of Academic Delay of Gratification (ADOG). This was an interesting concept for us, describing motivated behavior close to the concept of time perspective (delay of gratification vs. present perspective). We used items on ADOG in our studies and connected them with time perspective.

We stayed in touch with Stuart over the years. For instance, Stuart was a keynote speaker at our MOVE conference in Amsterdam. We regularly discussed our motivation projects. My younger colleagues interested in motivation research, Jaap Schuitema, Lisette Hornstra, and Joost Jansen in de Wal, could profit from Stuart's ideas and questions. We have exciting meetings at the conferences, but we also had excellent meetings in Amsterdam.

Stuart liked to visit the Van Gogh museum, and afterward, we often had dinner in a vegetarian restaurant, which Stuart loved. As he was fond of jazz music, together with my then PhD student and now a postdoc, who is also a musician, Lucija Andre, we visited places with live music. It was such a precious time to talk about music and research together in such an inspiring way.

We were looking forward to meeting Stuart again at conferences and in Amsterdam. I am confident that my new PhD students would have loved to meet Stuart. Unfortunately, this will not happen.

We are grateful for the fine memories with Stuart and the help he offered. Stuart's interest in studies on help seeking seems typical for him, as he was so generous with giving help! A very accomplished, generous, and inspiring man has passed away!



Thea Peetsma is a professor emeritus at the Universiteit van Amsterdam and was a Chair in Motivation and Learning at the Department of Child Development and Education. She is a former member of the Executive Committee of EARLI, former associate editor of *Learning and Instruction*, and former coordinator of the EARLI SIG Motivation and Emotion.





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Vol 3
Issue 9
September 2020

Eleftheria N. Gonida, Jean-Louis Berger, & Taylor W. Acee Tribute to Dr. Stuart A. Karabenick

STUART, A REAL TRUE FRIEND
ELEFThERIA N. GONIDA

The first time I talked with Dr. Stuart Karabenick was in Landau, Germany, at the International Conference on Motivation (ICM) in 2006. I remember being impressed by the depth of his keynote speech on academic help seeking and how well he could communicate his passion for his research to the audience.

In 2012 Stuart supported my application to the Fulbright Program and was my host at the University of Michigan in Ann Arbor during the fall 2012. The journey of our collaboration and close friendship had started. He welcomed me at the U-M with an open heart, kindness, respect, and confidence in the work we could pursue together; he offered me his support and time so generously. I will never forget our daily work, our coffee and lunch breaks, and our discussions in Ann Arbor. Stuart and Julie also opened their house to me, and we became close friends, a real and genuine friendship that lasted till their passing.

Stuart visited Greece twice and was like a family member; I will always remember his genuine care for my family. Stuart's contribution to my career has been tremendous, and I am grateful to him for his trust and support. We shared research ideas and published together on academic help seeking and achievement motivation. We had just completed a new study during the pandemic and had scheduled a meeting about it on the day he passed away. I will never forget that day...

My memories with Stuart also include precious moments during our frequent online meetings to catch up on work, family, politics, world issues, and our meetings during conferences in different places of the world. The days during the ICM2016 in Thessaloniki, Greece, were very special.

The academic community has lost a great scholar, a brilliant thinker, a kind and supportive colleague, a mentor, and a great man... His legacy also includes his genuine respect, caring, generosity, and humility towards people as part of his vision for a just world.

Stuart, I feel fortunate that you have been in my life. I will deeply miss our face-to-face meetings and online chats, your ever-present smile, the real and virtual hugs. You will always have a very special place in my heart, thank you...



Eleftheria N. Gonida is a Professor of Educational Psychology and Human Development, School of Psychology, Aristotle University of Thessaloniki, Greece. Fulbright Research Scholar, University of Michigan, Ann Arbor (Fall 2012). Her research focuses on the development of achievement motivation, help seeking, self-regulated learning, and the role of parents in children's education.



Jean-Louis Berger is a professor of educational psychology at the University of Fribourg, Switzerland. He was a visiting scholar at the University of Michigan in 2008-2009 under the guidance of Stuart Karabenick.

MEETING STUART WAS A LIFE-CHANGING
ENCOUNTER
JEAN-LOUIS BERGER

I could not have expected a better postdoc experience, and Stuart was the major ingredient of success. My first contact with him dates back to 2007, when I was looking for a welcoming and first-class professor to visit for twelve months right after finishing my PhD Thesis at the University of Geneva, Switzerland.

My friend, Christian Brandmo, told me how nice Stuart was and advised him as a good mentor. And he was! It started already in his welcoming reply to my first email, wondering about my projects and me, which convinced me right away to work with him.

The first time I met him was in the fall of 2008, as I was anxiously waiting for him at the entry of the School of Education, the University of Michigan at Ann Arbor. He greeted me and presented me to the CPEP team. Over the twelve months of my stay, he introduced me to a large number of researchers, several of whom I still collaborate with until now.

As I was returning to Switzerland, he confessed, "I did not expect you would do so much." If I did more than he expected, it is because he allowed me to work with him closely and to develop my skills. Meeting Stuart was a life-changing encounter.

On a personal level, Stuart was an admirable human. He was taking care of me, frequently wondering how I was doing. He invited my parents to his home when they visited me. So many other little stories are staying in my head as great memories of him.

Stuart broadened my professional perspectives. Not only methodologically and theoretically, but more subtly in getting me involved in the research community. Our work looks at self-regulated learning across three lenses: the interactions between motivational beliefs and learning strategies, the validity of self-report, and the motivational value and cost of learning strategies. Continuing and developing this latter line of research will be my way to honor his memory.



REFLECTIONS ON AN OUTSTANDING SCHOLAR
AND MENTOR
TAYLOR W. ACEE

I first learned of Stuart's work as a doctoral student at the University of Texas, studying under Professor Claire Ellen Weinstein. Claire Ellen was excited about Stuart's work on strategic help seeking and wanted to incorporate it into her strategic learning model and suite of learning-to-learn educational products. This set me off on a course to consume everything I could find by Stuart.

I quickly learned that help seeking was only one of the many areas within educational psychology to which Stuart made significant contributions, as others in this issue have already described. Although primarily focused on education, it is important to acknowledge that Stuart also made substantial contributions to research on religious fundamentalism and the intersection of religion and motivation (a topic he and I had intended to discuss at greater length this year).

Early in my graduate program, through reading his work, I learned that Stuart was an outstanding scholar. It was not until later in my career that I learned what a caring, kind, and compassionate person and mentor was Stuart.

As an early-to-mid-career scholar, Stuart took an interest in my work and provided opportunities to collaborate with him on projects and discuss ideas. Stuart's confidence in me and the mentorship he provided were critical to my continued development as a scholar, especially because his support came around the time when my mentor, Claire Ellen, passed away.

Stuart was extremely supportive and kind, but he did not shy away from sharing ideas and opinions that challenged my thinking. I wish I would have seized the opportunity to tell him how vital his support and mentorship was to me and how much I enjoyed discussing research ideas with him, but I expect he knew all along.

Stuart's legacy will live on in me and the many individuals he has touched through his teaching, mentorship, research, service, and other good works. May his humble pursuit of excellence and compassion serve as an inspiration to us all!

Taylor W. Acee is Associate Professor in the Graduate Program in Developmental Education at Texas State University. His research concerns student learning and motivation in postsecondary settings.





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Vol 3
Issue 9
September 2020

Marie C. White, Evely Boruchowitch, & Reinhard Pekrun Tribute to Dr. Stuart A. Karabenick

STUART KARABENICK: KIND MANNERS AND GRACIOUS THOUGHTS
MARIE C. WHITE

In composing this tribute to Stuart Karabenick, I scrolled through emails that we exchanged over the past several years. His kind manners and gracious thoughts were always accompanied by signals of strong support for whatever I was doing at the time.

Stuart's humility and genuine interest in each person he encountered were evident at our business meetings and social gatherings. When I began my research in the area of help seeking, I read his publications, and found a tremendous amount of support for my dissertation topic.

When I met him, I was overwhelmed with his grace and kind consideration of the work I was doing in the field in which he was an established rock star. There were times I could barely put together an intelligent sentence, and yet he remained focused and attentive, supporting every effort made by me to participate in a conversation.

During my tenure as Program Co-chair of the Studying and Self-Regulated Learning Special Interest Group (SIG), I had the honor of inviting Stuart to be the keynote speaker during our SIG business meeting. His response was immediately positive, and then we both realized that he was not a member of our SIG in that particular year. At that point, I provided him with a gift of membership, and through the years, he maintained an active membership and was always a consistent supporter and attendee of our functions.

My memories of Stuart are riddled with images of his smiling countenance. Whether he was presenting or attending others' presentations, his face conveyed a strong, positive, and approving nod. I will miss his work, his leadership, and his kindness. It was an honor and a privilege to be considered among those who are honoring his legacy, for which I am grateful.



Marie C. White, PhD, is the CEO of the Center for Advocacy and Learning. Her research focuses on cognitive modeling, help seeking, and curriculum standards.



Stuart with Marina Lemos

STUART KARABENICK: AN OUTSTANDING SCHOLAR
EVELY BORUCHOVITCH

I met Stuart Karabenick at AERA in 2010. He was very sweet to me and gave me excellent advice regarding important world events I could also attend, such as ICM and EARLI. He also answered my e-mails about these events very kindly.

As a passionate researcher from Brazil, a country where the studies based on the self-regulated learning approach are still incipient and underrepresented, it was very nice meeting an outstanding scholar like him. It was a great pleasure to see him every year in AERA.

I have always admired his work and his contribution to the field of Educational Psychology. I was delighted to attend his keynote address entitled *Past, Present, and Future of Help Seeking Behavior as SRL Strategy* as the Keynote Speaker of 2014 SIG Studying and Self-regulated Learning Business Meeting at AERA.

I had the opportunity to attend a roundtable where he was presenting a fascinating paper about perceived responsibility with a colleague. Stuart was a very important scholar to me. His kindness, humbleness, and brilliant contributions to the field will indeed be missed. May he rest in peace.



Evely Boruchovitch, PhD, is a Professor of Educational Psychology at the State University of Campinas, São Paulo, Brazil. She studies how self-regulated learning influences motivation, homework, learning strategies, causal attributions, and academic performance.



Stuart with Julie Turner



Reinhard Pekrun is a Professor of Psychology at the University of Essex, the United Kingdom, and Professorial Fellow at the Institute of Positive Psychology and Education, Australian Catholic University, Sydney, Australia. He is a highly cited scientist who pioneered research on emotions in education, originated the Control-Value Theory of Achievement Emotions.

REMEMBERING STUART
REINHARD PEKRUN

Stuart was one of the grand pioneers in our field, and he was a friend. As a scientist, he reintroduced social context in a discipline that, for too long, had focused on the individual student only. His research on help seeking and self-regulated learning is groundbreaking and inspired generations of researchers. As a friend, he supported colleagues at all levels, but especially so the young ones.

Stuart encouraged me personally, and commented on my papers, at a time when nobody outside of Bavaria knew my name. He was the one who introduced me to the University of Michigan, its CPEP program, and all the colleagues at Ann Arbor.

Stuart was extremely curious and a role model for international exchange. From early on, he was among those colleagues from North America (who were few in the beginning) that supported European educational research by attending European conferences, especially the meetings of the European Association for Research on Learning and Instruction (EARLI), and by engaging in European societies.

Stuart gave his last major keynote address at the 2019 EARLI conference at Aachen University, Germany, a fantastic talk in which he outlined a research program on motivation and strategy use that he had initiated but now cannot complete himself anymore.

Stuart was energetic to the last day, working on multiple projects and editorial initiatives such as the plan for a special issue of *Educational Psychologist* targeting teacher motivation and emotion. His sudden death came too early. I am extremely grateful for his friendship, and I miss him.



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Issue 9
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Melissa C. Gilbert, Allan Wigfield, & Philip H. Winne Tribute to Dr. Stuart A. Karabenick

REMEMBERING A MENTOR AND INTELLECTUAL MELISSA C. GILBERT

I first met Stuart Karabenick when he joined the Math and Science Partnership-Motivation Assessment Program (MSP-MAP) team at the University of Michigan. At that time, I was a doctoral student in the Combined Program in Education and Psychology (CPEP). When Paul Pintrich passed away suddenly just as the project was getting going, Stuart stepped in wholeheartedly to support all of us moving forward with this important work.

I particularly appreciated how supportive Stuart was of my professional interests. He always listened carefully when I discussed research articles and my ideas with him. I was the CPEP student in my cohort whose passion was situated at the intersection of the mathematics education and educational psychology literatures. I sought to identify and understand the relevant concepts and measures for motivation and aspects of classroom environment across these rarely-aligned literatures. Stuart helped me to refine and clarify my thinking. I still recall his thorough, careful reading of my dissertation and our animated conversations as I worked on each chapter.

After I graduated, Stuart remained an advocate and mentor to me. A favorite memory comes from when we attended the American Educational Research Association (AERA) Annual Meeting in 2017. As usual, Stuart fostered professional network development, bringing together AERA colleagues and other international colleagues he had met through the European Association of Research on Learning and Instruction (EARLI).

At the Motivation Special Interest Group (SIG) Dinner and other occasions during that AERA meeting in San Antonio, TX, we engaged in collegial conversations (that always included photos and stories of all of his students' families, too). Of course, margaritas, delicious Mexican cuisine, live music, and a festive setting along the River Walk were part of the necessary ambiance!

Stuart was a wonderful mentor and person who warmly welcomed everyone he met to share a drink, meal, conversation, music, and their passion. His collegial approach, love of learning, and boundless intellectual engagement provide a model for many of us. May his legacy live on in the many students and colleagues who had the privilege of working with him.

Melissa C. Gilbert, PhD, is a Project Coordinator and Research Associate at the Stanford Center for Opportunity Policy in Education (SCOPE). Her research interests include the development of diverse students' mathematical proficiency and how teacher beliefs and practices relate to student motivation and achievement in mathematics.



REMEMBERING STUART KARABENICK ALLAN WIGFIELD

This is a difficult remembrance to write because I thought I would see Stuart many more times.

I will start with my friendship with Stuart, as that is how I first started getting to know him. Around 1998 Stuart joined an obscure group at AERA formed in 1996 by Bob Stevens (Penn State), the late Paul Pintrich (Michigan), and me. Bob brewed beer and brought it to AERA when that was still possible, and we devoted one night each year at the conference to beer tasting and then treating Bob to dinner afterward. Stuart became a devoted member. We had long, interesting, rambling conversations, and I got to know about Stuart's many and varied interests.

After Paul passed away, we always poured him a small glass of beer and toasted him. The group continued until 2014, when Bob retired, so we had many meetings, and it was always essential to get 'beer night' on our AERA calendars. I am toasting Stuart now while writing this. As Ruth Butler said in a moving meeting organized by former Michigan students to share Stuart's stories, he was *fun*.

In terms of Stuart, the consummate research professional, I would use three terms to characterize him: eclectic (in the best sense of that word), internationally connected, and forward-looking. Stuart researched many topics in the field of motivation and had many other intellectual interests outside the field. This made him a fascinating person with whom to converse.

Stuart was highly connected to the international research community that studies motivation and was terrific at connecting people from around the world. He encouraged me to attend the International Conference on Motivation. As a result, I did so in Helsinki in 2014 and Thessaloniki in 2016, having great experiences each time and making connections through Stuart. One such connection (with Hanna Gaspard and Fani Lauer mann) resulted in a publication in *Child Development*.

Finally, his editorship of the *Advances in Motivation and Achievement* series (with Tim Urdan, who told me that Stuart always did the lion's share of the work on each volume they edited together) is the perfect illustration of how forward-looking he was in his view of the motivation field. This is exemplified most strongly to me by the two-part volume 16 of that series that focused on "the decade ahead" in motivation research. Stuart edited the chapter Jenna Cambria and I wrote for that volume, and his helpful, positive, but (when necessary) critical reactions to our chapter made it far better than it would have been without them. I already miss him greatly.



Allan Wigfield is Professor Emeritus in the Department of Human Development and Quantitative Methodology, and also Distinguished Scholar-Teacher, at the University of Maryland. Dr. Wigfield has authored more than 150 peer-reviewed journal articles and book chapters on children's motivation and other topics, and edited six books and seven special issues of journals.



Philip H. Winne is Distinguished Simon Fraser University Professor of Education and a Fellow of the Royal Society of Canada, AERA, APA, APS, and CPA. He researches SRL, metacognition, and designs learning technologies for advancing learning science.

STUART KARABENICK: ACQUIRED WISDOM FOR A LIFE "PAY IT FORWARD" PHILIP H. WINNE

With Stuart Karabenick's passing, the world has lost an amazing human being, a superb scholar, and a most jovial spirit. Stuart published a tour de force just three months ago describing the paths of his life as a scholar in the *Acquired Wisdom* online series, of which I'm one co-editor. I commend that autobiography. It is a very personal and eloquent account of how Stuart pioneered routes and navigated detours along the roadways of scientific endeavor.

Over several decades, Stuart and I enjoyed many delightful and energetic "differences of opinion" about self-regulated learning, ways to research it, various individual differences, and scholarship in general. We shared a healthy skepticism about self-report data, my view a bit less sanguine or forgiving than his. Bets could be won that, at some point in every verbal boxing match, I would challenge my friend: "You keep saying that. How can I know you really think it?" We'd laugh and, typically, pause for a sip (or a gulp) of beer. In our tradition and never to be stymied by a pandemic, Stuart and I enjoyed a "tele-beer" in early June. It was my last time to savor his warmth and wit.

I imagine Stuart would want everyone to most remember his many and insightful contributions to advancing understanding about learners' motivation and his empirically-bolstered recommendations about how to buoy up that key ingredient in learning and life. Not to lessen credit due in those respects, Stuart also merits colossal admiration for his role as mentor to students and even wizened colleagues.

Beyond being a splendid listener, Stuart was a wizard at helping fellow scholars who had gone astray to find strength, realize the joy, and reap the personal reward in conceptualizing, stumbling toward, and solving problems. He persistently lived his tacit motto, "Pay it forward." As scholar and teammate, his legacy will thrive if we take up his warmly offered and sage advice.



AERA SSRL SIG TIMES MAGAZINE

Vol 3
Issue 9
September 2020

Allison M. Ryan, Barbara K. Hofer, & Ruth Butler Tribute to Dr. Stuart A. Karabenick



Allison M. Ryan is a Full Professor in the Combined Program in Education and Psychology at the University of Michigan, Ann Arbor. Ryan earned her doctorate from the University of Michigan in 1998 and

returned there in 2011 after 13 years as a member of the faculty in the Department of Educational Psychology at the University of Illinois, Urbana-Champaign.

STUART KARABENICK – WHO BETTER TO ASK FOR HELP? ALLISON M. RYAN

I initially knew Stuart through his seminal work on help seeking and self-regulated learning. I had read his work when I was developing my early research project during my first year in graduate school (1993-1994). I was elated when he agreed to serve on my committee.

I can still remember my disbelief that I got to sit around the table and discuss my ideas with Paul Pintrich and Stuart Karabenick! Right away, I was struck by how generous he was with his time. With his low-key demeanor and a quiet sense of humor, he put me at ease. His love of research and curiosity about help seeking were infectious.

As my research evolved on help seeking in graduate school, Stuart was there every step of the way. He was on my candidacy and dissertation committees. His support and mentoring didn't end when I graduated from the Combined Program in Education and Psychology (CPEP). He organized and invited me to participate in symposiums together at conferences, such as the American Educational Research Association and European Association for Research on Learning and Instruction.

Stuart introduced me to scholars from around the world who did work in motivation and help seeking. He invited me to contribute a chapter to a book he edited in the *Advances in Motivation* series. I appreciated his encouragement and insightful advice.

Stuart was always incredibly generous with his time and seemed genuinely committed to helping me develop my potential as a scholar. And then, in 2011, I had the opportunity to return to CPEP as a faculty member. Once again, there was Stuart ready to support me in moving into this new role. It was delightful to see Stuart regularly and discuss everything from politics, higher education, travel, and research. I continued to learn from Stuart, watching him give his students incredible opportunities to learn about conducting high quality, meaningful research.

Stuart's empirical and theoretical work over several decades has shaped the field. It will continue to impact all of us who care about motivation, self-regulation, and help seeking. Harder to imagine is the loss of his thoughtful and kind nature that made him a superb advisor, dedicated citizen, and good friend. For so many people, he was the go-to person for advice and encouragement. He will be missed.

REMEMBERING STUART ACROSS THE DECADES BARBARA K. HOFER

Stuart was so full of life, ideas, wisdom, intellectual passion, and caring support for others that it is unfathomable he is gone. My heart goes out to his children, his students, and all his colleagues. What an impact he had on so many!

My memories of Stuart are vast and expansive, swelling in the days since I learned of his passing. We were friends long before we became colleagues, meeting in Iyengar yoga classes in the mid-'80s, talking after class about running and our families. A couple years later, two of our kids became friends in nursery school, and I remember being at Stuart and Julie's home for Leah's 5th birthday and having an inspiring conversation about their psychology backgrounds when I was considering applying to grad school.

Years later, my advisor, Paul Pintrich, asked if I would present some of my ideas on personal epistemology (now epistemic cognition) to a faculty seminar at Eastern Michigan University - led by Stuart, much to my surprise. We rekindled a friendship and sparked a collegial relationship that endured. That seminar was quintessential Stuart, an exemplary undertaking that should be replicated widely. He got funding to bring faculty together from across disciplines, with release time, to learn how to do research on learning, empowering faculty to develop significant questions, and training them in the methods to answer them, as they worked collaboratively to do so. His impressive facilitation of that group inspired my work in leading faculty development projects at the Center for Research on Learning and Teaching at the University of Michigan.

Stuart, Paul, and I worked closely together for several years, and I treasured the synergy of those conversations – and the research plans we had that were cut short when Paul died so tragically. I valued how Stuart brought Héfer Bembenuity, his student at EMU, into our research team, which included another important mentor for us all, Bill McKeachie. Stuart graciously took over mentoring roles with Paul's students.

One of my favorite memories is returning to the University of Michigan to give a talk in 2012 and going to dinner afterward with Stuart and Julie, Bill and Ginny McKeachie, Allison Ryan, and Liz DeGroot, hours of conversation that spanned decades of our relationships.

In the last dozen years, Stuart's international stature continued to increase, and he traveled the world, giving talks and receiving well-deserved honors, mentoring ever more widely, and gaining growing recognition for his work in motivation and self-regulation. He was passionate about the connections and relationships, and intellectually energized. It was a pure pleasure to learn all he was doing and thinking about, late in his career.

In our most recent email exchange, Stuart talked of a book he was excited about, his new NSF grant, collaborations across the School of Information and the College of Engineering, his lab group, and about hunkering down during COVID-19. So much energy! He made his mark in multiple areas and will be deeply remembered, nurturing a generation of scholars who will fulfill his legacy. We will all miss him so much!



Barbara K. Hofer is Professor Emerita of Psychology at Middlebury College, and is an educational, developmental, and cultural psychologist. Her research interests focus on epistemic cognition, learning and psychosocial development, and the psychological aspects of the public understanding of science.

THE ESSENCE OF STUARTNESS RUTH BUTLER

I first met Stuart at AERA in 1998, after presenting some studies of motivational influences on student help seeking. Of course, I already knew his name and research. But I did not yet know about his myriad of other passions: friendship, mentorship, social justice, jazz, and more, or that we would become close friends. My memories of Stuart are of inspiring conversations about research, politics, and life, often while walking – searching the alleys of Porto for a vegetarian option other than pasta primavera, the canals of Amsterdam for a music festival, the Buda hills for a mislaid purse.

My work and the field were profoundly influenced by Stuart's conceptualization of academic help seeking (HS) as a social self-regulation (SR) strategy that involves both benefits and costs and is inherently located in the meeting of person and context. The trajectory of Stuart's research on HS (just one of many areas) illustrates his gifts for identifying novel connections to develop integrative conceptual frameworks and systematic research programs, and for creating mutually stimulating collaborations with colleagues and students.

Trained as a social psychologist, Stuart's interest in person x situation approaches to motivation and performance led him early to the understudied topic of academic HS, and from the lab to the college classroom. Stuart became an expert in scale construction, developing self-report measures of question-asking, and the perceived benefits and costs of classroom HS that I and many continue to use. After establishing HS as a distinct strategy and editing the first book on strategic HS, he continued to break new ground.

Stuart pioneered a person-centered approach to identifying styles of help seeking. They conducted the first multi-level study showing that students' perceptions of the classroom goal structure predicted help avoidance at both individual and class levels. Up to his sudden death, Stuart was developing new frameworks and research programs, incorporating additional educational contexts and motivational influences and additional, notably digital, sources of academic help. Just as his insight regarding its SR function inspired his work on HS, so his work on HS inspired a new conceptualization of SR in terms of perceived benefits and costs. I urge you to watch his brilliant EARLI keynote, presented precisely a year ago: <https://www.youtube.com/watch?v=IA55kxn3ssM>

Finally, I share a few words about his discussions in conference symposia, the essence of Stuartness. Seminal researcher though he was, these were never an opportunity to promote himself, always an opportunity to think, to learn something new, to appreciate and help others, and to advance the field. Stuart prepared for days to find something interesting in each presentation, no matter how modest the study or who presented it, to integrate all-around big theoretical and educational questions, identify flaws and lacunae, and suggest new directions. All this in a manner that demeaned none and invited all to join him as equals in the excitement of embracing challenges to benefit both science and society.

Goodbye, Stuart, inspiration, friend, and mensch!

Ruth Butler, PhD, is a professor at the School of Education, Hebrew University of Jerusalem, Israel. Her research focuses on motivation, self-regulation, feedback, and teachers' professional development.





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Vol 3
Issue 9
September 2020

Paul W. Richardson, Helen M. G. Watt, Anastasia Efklides, & Fani Lauermann Tribute to Dr. Stuart A. Karabenick

STUART'S IMPACT IN OUR LIVES
PAUL W. RICHARDSON & HELEN M. G. WATT

We first met Stuart during the infancy of our longitudinal teacher motivation project (www.fitchoice.org) in 2003. Stuart, who had many ongoing connections with folks at Eastern Michigan University, generously opened the right doors to assist Helen to contact people there who allowed us to survey preservice teachers. It wasn't long after that both Paul and Helen were working at UofM and had opportunities to meet Stuart regularly, and our friendship flourished. When we returned to Australia, Stuart generously paid from his bank account, research assistants who were helping follow-up our U.S. samples. We reimbursed him, but this was typical of his generosity of spirit.

Stuart was a gentleman of intense curiosity who spoke quietly, and because he was such an engaged listener, he would lose track of time when absorbed in ideas and conversation. He relished exploring ideas about all kinds of things. He brought his complete attention to each personal interaction, making people feel like they were the most important people in the room. He was extremely well-read across fields and disciplines, which meant he could make connections and float some "left-field" suggestions that would re-surface sometimes months later. Stuart loved walking, especially with friends, and was disciplined about it. He would talk reflectively about what he had been reading, thinking about, listening to, the art he had seen, and the politics of the day. He had a generosity that focused on people's good qualities and would not be drawn into making negative comments about others.

Stuart (like Paul) was a big jazz fan and would seek out opportunities to hear jazz musicians wherever he was. When in Amsterdam for the EARLI conference they were each independently wandering the streets looking for a particular jazz venue they had separately heard about when from around a corner they ran straight into each other and headed there together to have a great time drinking beer and listening to the local jazz musicians do their thing. Stuart was notorious for getting lost in foreign cities and disbelieving of maps he typically had turned upside down, so (hilariously for those who know her infamous sense of direction) Helen was put in charge of maps for our many planned and spontaneous encounters in various parts of the globe. Stuart loved the energy and musical skills of fine jazz musicians and was happily celebrating their prowess, including Ann Arbor/Ypsilanti. Of course, this was true of his scholarly work and his mentoring of people of all ages and stages around the world. He enjoyed celebrating the work of others with a keen eye on where the field of motivation was going and a prodigious knowledge of where it had been.

Stuart had an extraordinary ability to stay connected to his graduate students, colleagues, and friends. If he picked you up, he would never put you down. He sought nothing in return even as he invested huge amounts of time in people across the globe, keeping in touch via various digital platforms. The extent of his connections with an extremely large number of people was incredible, and somehow or other, Stuart made time to sustain them all.

Stuart was a loyal and generous friend who was personable, warm, and kind. He connected with people at a deep level so that whenever and wherever we met, we took up the conversation that had seemingly continued. Stuart believed that bringing people together to talk was generative and powerful. His weekly lab meetings were supportive and provided a nourishing home, even when conducted by Zoom across time zones. Stuart embraced teacher motivation research early and retained a strong interest in it. As early career researchers, he took us under his wing in giving us the opportunity to feature our developing program of teacher motivation research in the Advances book series he was editing with Tim Urdan and promoting our work through an invited EARLI symposium. We were privileged to publish a book on teacher motivation with him that appeared in 2014. We will never forget him.

Helen Watt is a professor of education at the University of Sydney. Her research focuses on motivation, occupational choice, STEM engagement and pathways, gender, and teacher development. Paul Richardson is a professor of education at Monash University,



Australia. His research interests focus on the role of language and literacy in learning in academic contexts and the motivations of beginning teachers.

IN MEMORY OF STUART KARABENICK, A TRUE FRIEND
ANASTASIA EFKLIDES

When the news of Stuart's death came, I could not believe it. It was in June 2020 when we last exchanged emails. Stuart sent me his Acquired Wisdom paper, a paper that reflected his scientific course and remarkable career and his accomplished personality. I keep wondering whether this retrospect on the development of his thinking was for him an opportunity to express his gratefulness for all those who had contributed to it, teachers and colleagues, or a prophetic piece of what would follow and a farewell. In either case, I believe it gave him that peace of mind that wise people enjoy when they look at their life with a sincere, calm, and accepting attitude: No regrets; only positive moments that made a difference!

I would like to share with you our last emails that reveal the exceptional character of his! These are the emails we exchanged: On Jun 17, 2020, at 1:47 PM, efklides@psy.auth.gr wrote:

Dear Stuart,

Thank you very much for sharing this beautiful paper in Acquired Wisdom and your reference to our collaboration in JLI. I was very fortunate to meet you at that critical moment and have your support in the editorial process. Your mild character, wisdom, and willingness to share your skills and knowledge was instrumental for the success of that endeavor. I cherish that period of my life, and I am thankful to God for bringing you to EARLI and the SIG Motivation and Emotion. I guess this feeling is typical of women focusing on task and chance (!), but your benevolence, collegiality, and broad scientific perspective are not recognized only by me. The SIG and other EARLI colleagues share these feelings.

I liked very much this calm retrospection on your career, and I am happy and proud that I was a very tiny but worth remembering part in it. Wishing many more healthy and productive years in the academia! Best, Anastasia

And Stuart's response:

Thank you so much for your comments about the AW piece. I learned so much becoming a part of EARLI and the SIG. Although my introduction occurred under the unfortunate circumstance of Paul's leaving us too early, he left me with an important role to play as part of his legacy, which remained with me over the years. Your remarks are so touching and kind, and once again make our work and friendship so worthwhile. I trust that will continue for years to come. And know that even though we are not in frequent communication we do have this mutual friend that keeps me apprised of your activities. Stuart

I need not say anything more. May his children have his memory and that of their beloved mother to cherish and help them keep going! And may we, his friends and colleagues, have his legacy to honor. He was a true friend and a great scholar!

Anastasia Efklides is a professor of experimental and cognitive psychology at Aristotle University of Thessaloniki, Greece. Her research interests include metacognition, motivation, and self-regulation, particularly metacognitive feelings and their interactions with cognitive and affective factors.



LESSONS LEARNED AND TAUGHT WELL
FANI LAUERMANN

Stuart A. Karabenick was my PhD advisor, my mentor, colleague, and a dear friend.

Stuart was soft-spoken, open-minded, kind, generous with his time, and a great thinker. He had an insatiable curiosity about science, which resulted in an awe-inspiring number of topics to which he contributed as a scholar. His work focused on strategic help seeking, academic delay of gratification, the motivational underpinnings of self-regulated learning, cultural diversity in the classroom, fundamentalism, teacher responsibility, teacher and student motivation, and computer-mediated learning and teaching. When we talked about new ideas and projects, Stuart would often say: "This is really cool!" It wasn't difficult to get him excited about new research.

Just a few days before his passing, Stuart and I exchanged several emails and had scheduled a video call for the following week. We had just had a special issue proposal accepted, and we were excited about the next steps. Going over our last emails made me aware of what I will miss the most about Stuart: his positivity. Every single one of his emails included words of encouragement: "Well done!" "Very nice edits on the [...] piece," "It's an SI model." Stuart always had a smile on his face, and his positivity was contagious. I was looking forward to talking to him, and I will sorely miss our conversations.

Stuart loved his family. He was beaming when he was talking about his four talented children. It was a pleasure and a privilege to listen to him share some of their stories.

Earlier this year, Stuart was invited to share his "acquired wisdom" as a leading scholar in the fields of motivation and self-regulated learning in the Acquired Wisdom Series (Karabenick, 2020). He renamed his contribution "Acquired Wisdom? – More Like Lessons Learned." The advice he gave in this paper was authentic; he wrote not only about lessons learned but also about lessons he taught to those of us who were fortunate to be his students and colleagues. One of Stuart's many gifts was his ability to connect people and to develop meaningful and lasting relationships with peers, junior researchers, and students across the globe. Not surprisingly, one of the key pieces of wisdom (and lessons) he chose to share is that it is important to "cultivate and sustain positive connections with colleagues" (p. 9). He had an active network of collaborators and friends all over the world. Stuart, we will miss you.

Reference

Karabenick, S. A. (2020, June 3). On the rewards of being open to opportunities and their challenges. Acquired Wisdom Series, S. Nieto, F. Erickson & P. Winne (Eds.). Education Review, 27. <http://dx.doi.org/10.14507/er.v27.2965>

Fani Lauermann is a Professor of Empirical Educational Research at TU Dortmund University, Center for Research on Education and School Development. Her research focuses on teacher responsibility, teacher and student motivation, and students' educational and occupational choices.





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Vol 3
Issue 9
September 2020

Richard S. Newman, Dale H. Schunk, & Avi Kaplan Tribute to Dr. Stuart A. Karabenick

Richard S. Newman is Professor Emeritus at the Graduate School of Education, University of California, Riverside. He also is a child clinical psychologist in private practice in Woodland Hills, CA.



HONORING STUART KARABENICK RICHARD S. NEWMAN

Stuart Karabenick was a scholar, teacher, family man, and friend. His world was centered in Ann Arbor. His professional life was the University of Michigan, and beyond.

Stuart was instrumental in strengthening achievement motivation as a mainstay dimension of the U of M's Combined Program in Education and Psychology. He was a prolific researcher and writer. Stuart worked with numerous graduate students and faculty on campus and throughout the world. He regularly contributed to the American Educational Research Association (AERA), American Psychological Association (APA), and European Association for Research on Learning and Instruction (EARLI).

Stuart was a longtime colleague and friend. We collaborated on a number of research projects, of which I am very proud. He often came out to California to work with faculty and students at University of California, Irvine. When he did, he stayed with me in Santa Monica. He kept me abreast of his latest research on goal theory and self-regulated learning. We shared a particular interest in the topic of help seeking. A major contribution of his was conceptualizing academic help seeking as a social-interactional and cultural strategy for self-regulated learning. Recognizing a true need for help and proactively reaching out to others for assistance can indicate resilience; an individual's potential failure can be turned to success.

Our work together resulted in a deep friendship. When he came out to visit, in the evening, discussions about achievement motivation typically ended with a glass of Laphroaig Scotch up on the roof. At these times, Stuart updated me on his family, in particular, his four children and his loving wife Julie who was an accomplished abstract artist. Up on the roof, we often discussed jazz, politics, our old friend Paul Pintrich, and University of Michigan football; this is when we typically had a second Scotch.

Stuart was a good man. He was a good person--wise, humble, and truly nice--a mensch. I miss Stuart; he will be missed by many.

A LEGACY OF POSITIVE QUALITIES DALE H. SCHUNK

Much has been written about Stuart Karabenick's many achievements. He was a world-renowned scholar with a stellar international reputation. He was a top researcher who published in the finest journals and edited books. He was a master teacher who taught with knowledge and conviction. He was heavily involved in various forms of service.

These achievements are most noteworthy, but equally noteworthy are the many qualities that made him who he was. Three especially prominent qualities are his caring, focus on the future, and friendship.

Stuart cared very much about other people and sought ways to help them. He was an effective mentor who enjoyed doing what he could to help others. For Stuart, the profession was the people in it. He was often seen at conferences engaged in lengthy conversations, talking about research findings or effective ways to motivate students. Stuart viewed such conversations not as impositions but rather as ways he could contribute to others' development.

Second, Stuart was most concerned about the future of our profession. He readily engaged in mentoring and implicitly understood that an important role we all have is to cultivate the future generation. Someday the people active now will not be, and Stuart relished his role in preparing a new generation to step forward.

Third, Stuart was a friend. He enjoyed socializing with others, whether on the job or in an informal setting. He was an easy person to converse with and made you feel at home quickly. People who talked with Stuart came away with a good feeling, not only about him but also about the group he was associated with (e.g., SSRL SIG).

Of course, qualities often become manifested in achievements. Think of all the careers he aided and how interest and membership in the SIG grew because of his influence! Bearing in mind his qualities and achievements, we feel a double loss. Now it is up to us to carry on his legacy and do what he so effectively modeled for us!

Dale H. Schunk is Professor of Education in the School of Education at The University of North Carolina at Greensboro. His research and teaching specialties are learning, motivation, and self-regulation.



STUART KARABENICK: A THOUGHT PARTNER AND FRIEND AVI KAPLAN

I became close with Stuart during my 2004-2005 Sabbatical in Ann Arbor. It was then that I first saw his wise and gracious leadership. Stuart was in the midst of coordinating a National Science Foundation (NSF)-funded project (MSP-MAP) for which he secured NSF funding with Paul Pintrich and Marty Maehr. The motivation group in CPEP was grappling with the gaping hole left by Paul's sudden passing.

Stuart, who had moved from Eastern Michigan University to the U-of-M after Paul's death to direct the project, stepped in gently to guide and support, and provided emotional anchor and scholarly direction for Marty and the graduate students. He did it humbly and admirably. He organized project meetings, formed collaborations with new scholars and teams, initiated new research questions, and, above all, mentored the graduate students, and took care of Marty and Liz (Paul's wife). He was always there, with his office door open, ever willing to engage in conversation—or, already having one.

I was fortunate to have weekly conversations with him. We talked about motivation theory, the validity of motivational measures, the mixing of methods, and the relevance of motivational research to educational practice—how can motivation theory and research findings be communicated so that educators adopt them to inform their practice. Stuart was a highly committed use-inspired scholar.

But very quickly, we began to talk also about our personal histories and our lives. I learned about his childhood, his family, his story of becoming a scholar, his close relationship with Paul, and his incredible commitment to mentorship and collaboration. We talked about life decisions, parenting, world politics, religion, and social philosophy. His breadth of interests – both scholarly and personal, which often intersected – was tremendous. And we talked about our shared love of jazz, and went to the jazz joint near EMU's campus to listen together over a drink.

In the years that followed, we met every few months in conferences or online to continue our conversations. We exchanged scholarly articles, philosophy and political essays, and jazz pieces. Stuart's curiosity, critical thinking, and openness to new ideas were abundant and infectious. I learned from him not only what and how to think, but how to be. He was an excellent thinking partner and friend.



Avi Kaplan is a Professor of Educational Psychology at Temple University, Philadelphia, PA. His research concerns motivation and identity development in educational contexts.



AERA SSRL SIG TIMES MAGAZINE

Vol 3
Issue 9
September 2020

Kara Makara, Alanna D. Epstein, & DeLeon Gray Tribute to Dr. Stuart A. Karabenick

REFRAMING CHALLENGES AS OPPORTUNITIES
FOR LEARNING: A REFLECTION ON STUART
KARABENICK'S POSITIVE IMPACT AS A MENTOR
AND SCHOLAR
KARA MAKARA

The title of this reflection is linked to the title of Dr. Stuart Karabenick's (2020) recent contribution in *Education Review*: "On the rewards of being open to opportunities and their challenges." As one of his PhD advisees, Stuart taught me not only to be open to opportunities and their challenges, but also to reframe challenges *as* opportunities for learning.

When I faced the challenge of organizing a multi-year school-based project for my doctoral research, Stuart reminded me of the importance of university-school partnership research and highlighted the skills I was developing. He encouraged us to aim high when submitting drafts for publication, and although intimidating, this usually led to high-quality reviews improving our work. When feeling overwhelmed about learning many different theories, disciplines, and methodologies, he enthusiastically touted the benefits of interdisciplinary thinking and encouraged me to share my learning with others.

Academic help seeking—one area of Stuart's scholarly contributions—can also be viewed as reframing challenges as learning opportunities. When one feels stuck and can no longer solve a problem on their own, asking for instrumental help from peers, teachers, colleagues (or an advisor with a friendly twinkle in his eye!) can open one up to new ideas and approaches.

Stuart was a major contributor to research on academic help seeking for over three decades, and there are many aspects still to be explored that will build upon his strong foundation of research: help seeking and giving in online learning environments, analyzing the social exchanges between help seekers and givers, cultural differences in seeking help, and issues of equity in accessing help, to name a few.

In reflecting upon his acquired wisdom, Stuart noted, "you are never finished; there is always something more to learn" (Karabenick, 2020, p. 13). It comforts me to know that his legacy is far from finished and will live on through his successors' research and through future scholars discovering his work and continuing to learn from him.

Stuart was a remarkable scholar and an incredibly supportive mentor. I'll miss him dearly.

Kara Makara is a Lecturer in the School of Education at the University of Glasgow in Scotland. Her research focuses on understanding how social interactions in schools and universities influence motivation and learning.



Alanna D. Epstein is a postdoctoral research fellow in the Engineering Education program at the University of Michigan. She completed her doctoral degree in the Combined Program in Education and Psychology (CPEP) at the University of Michigan, with her dissertation on academic value beliefs among high school students.



STUART KARABENICK'S COLLECTION
ALANNA D. EPSTEIN

As a CPEP student who graduated in 2019, I was fortunate to have Stuart as my PhD advisor. When I felt the best about my research, the most like it mattered, and the most that I belonged in a respected community of scholars, were during my meetings with him. When I would describe the mistakes I made in my survey design, analyses or writing, Stuart would often stop me by giving an enthusiastic smile and saying something like "hold on...that point is huge!" or "that's critical!"

Stuart would bring my attention to the larger significance of my project or progress I had made, yet without ever giving excessive or insincere praise. The fact that he always had a constructive critique when needed, usually given with a smile or even the disclaimer "to be devil's advocate..." made his positive comments all the more meaningful.

I often thought that one of Stuart's skills was *collecting* people. Stuart seemed to delight in finding the most interesting people and gathering them together in a similar way that a museum curator might eagerly seek out and carefully maintain their collection of rare and valuable artifacts.

Our weekly lab meetings, which brought together scholars from all over campus, were a genuine highlight of my academic career. Our group was often joined either remotely or in-person by one of Stuart's many friends from other institutions, and he would always deliberately highlight his students' work. Our meetings' common feature was Stuart broadly prompting one of us to "say more about" one of our projects, leading to an answer ending with "did I address what you had wanted me to talk about, Stuart?" leading to another friendly smile and nod.

In my own life, I hope to emulate a fraction of this dedication to investing in relationships, as well as the energy and curiosity that Stuart brought to the work that allowed him to be an incisive critic of methodological problems in his field for decades yet without becoming cynical. Stuart will be genuinely missed.

STUART, THE COACH!
DELEON GRAY

Dear Stuart: I miss you already. Do you remember when I was a graduate student, and I came up to Ann Arbor for the summer to conduct research in Jacques Eccles' lab? I was working with her MADICS data because this longitudinal project followed adolescents from Prince George's County, Maryland, into adulthood. Having attended high school in this county, I thought I might explore some of my ideas about standing out while fitting in (SOFI) with the MADICS data.

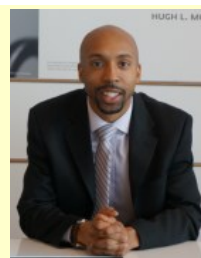
You were fascinated by SOFI and invited me to present in your research group. I remember being honored to receive feedback from your students, but I also remember being crushed when they found countless holes in my research presentation. Hefer ended up taking me to lunch afterward so that I could drown my sorrows in countless slices of pizza.

After taking the time to reflect on your advice to me, I realized that your words were quite encouraging. Your immediate lesson to me was that if I wanted to develop this SOFI idea, I needed to do it from scratch. The operationalization did not match my conceptualization of SOFI. You told me that I needed original data and that I should develop this idea from the ground-up—even if it took several years to do—because it would be worth it. You were right. That original data ended up being my dissertation data. It was far more rewarding (and sensible) to do it, as you suggested.

Years later, still fascinated with the quality of training you provided your graduate students, I asked you to "tell me your secrets" about mentoring students. You told me that the secret was to get behind your students. Follow their interests, and they will lead you into new and interesting places. In other words, you let your students show you who they were so that you could coach them to be a stronger version of their professional selves.

There were countless times when you showed just how much you cared as a coach. I will never forget how emotional you were at AERA when Fani Lauremann earned the Motivation SIG's Paul R. Pintrich Memorial Award for outstanding graduate student research.

I will also never forget my experience in Porto for the International Conference on Motivation. Your luggage was lost during your travels, and you had a very big talk the next day. However, when I arrived at the conference hotel, you still found time to come over to check on me to ensure that I felt "at home" during my first time at an international conference (and my first time overseas for that matter). Your coaching, advice, and support are a part of my narrative, and these memories will continue to live on. I appreciate you!



DeLeon Gray is an Associate Professor and University Faculty Scholar at North Carolina State University. He works jointly with education stakeholders to disrupt structural aspects of schooling environments that leave students of color vulnerable to anxieties about belonging.



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Vol 3
Issue 9
September 2020

Jeffrey R. Albrecht, Nicole Brass, & Jacquelynne S. Eccles Tribute to Dr. Stuart A. Karabenick

EXPLICATING INTELLECTUAL VIRTUE: AN
ELABORATION ON THE CHARACTER OF STUART
KARABENICK
JEFFREY R. ALBRECHT

One of Dr. Stuart Karabenick's well-known contributions to survey methodology was his operationalization of *cognitive validity*, the extent to which survey respondents "think what we mean" (i.e., process item meanings as intended by survey developers). That contribution reflects Stuart's deep appreciation of language and its limitations, which shone through countless hours spent critiquing conceptual and operational definitions of constructs in motivation and self-regulated learning literatures and his frequent wordplay.

In solidarity with his love of words and their myriad meanings, I present this grossly truncated list of Stuart's *intellectual virtues*, personal characteristics supporting excellence in reasoning, with various applicable definitions. May they inspire our generation of researchers to emulate his pursuit of progressively rigorous, robust, and interdisciplinary scientific ventures. **Authentic:** Credible; genuine; original. Stuart was well-informed, said what he meant, believed that the questions he investigated were critical to answer, and valued originality over conformity.

Conscientious: Conscious; scrupulous; done with thoughtful attention. Stuart was present and mindful. He gave tasks his undivided attention and was keenly aware, ethical, detail-oriented, and precise.

Courageous: Resolute in confronting challenges. Stuart enthusiastically took on difficult issues that often intimidate other researchers (e.g., epistemological assumptions, null findings, methodological and theoretical shortcomings).

Diverse: Different or distinct, consisting of more-or-less dissimilar components. Stuart valued, invited, collected, and honored diverse perspectives. He was passionately interdisciplinary, researching education, engineering, technology, and multiple areas of psychology (e.g., clinical, educational, social).

Doctoral: From *doctus* or teacher; eminently learned. Stuart was a genuine Doctor of Philosophy, achieving mastery in and effectively conveying the fundamental assumptions of educational and psychological theories. He looked at the big picture, seeing the broad, complex implications of the questions he pondered. He was also a great mentor who taught by example.

Epistemological: From *episteme* or knowledge + *-logy* or study of. Stuart studied the philosophy of science, questioning the nature of knowledge, its justification, and developing personal epistemologies.

Humble: Unpretentious concerning one's importance or merits. Stuart was always seeking to learn from his experiences, resisting the all-too-common tendencies of people to give advice, correct others, or talk about oneself.

Jeffrey R. Albrecht, PhD, graduated from the University of Michigan's Combined Program in Education and Psychology in 2019 as one of Stuart's last two graduate students. Jeffrey is now a Community School Coordinator for the



Transforming Research into Action to Improve the Lives of Students (TRAILS) program at the University of Michigan Department of Psychiatry.



REMEMBERING STUART KARABENICK: MOTIVATION
AND INSPIRATION
NICOLE BRASS

I have had the honor of knowing and working with Dr. Stuart Karabenick since the beginning of my graduate studies in CPEP at the University of Michigan in 2015. When I visited Michigan for a recruitment weekend, I remember Stuart being so welcoming and comfortable to talk to. As a young student finishing up undergrad studies, I was nervous about meeting such a prolific scholar. However, to my surprise, Stuart seemed equally excited to meet me and hear about my research ideas! That's how he was a mentor to his students. He encouraged new ideas and provided endless support and enthusiasm.

Despite his status in the field, he always took the time to make you feel like you and your ideas were important. I had since attended his weekly Motivation Lab meetings to collaborate on research ideas, discuss classic and novel empirical articles, and, most importantly, share and learn from one another. The liveliest conversations were always surrounding issues of scaling and measurement. We could scrutinize the wording of survey items for hours, and we often did just that! Stuart had an eye for details and questioning whether measures tap into the constructs we think they do.

Much of Stuart's work in educational psychology was applied – he cared about giving students and school personnel something concrete they could explore in their own ways. To do it, survey items needed to be worded in a way that was "actionable."

As I developed my dissertation studies and partnerships with local schools, I was grateful to have learned so much from Stuart about survey design. In addition, I learned from Stuart the importance of curiosity and thinking outside the box. He always encouraged his students to explore new ideas and to consider new perspectives from other disciplines. I have him to thank for expanding my view on how we can "do science" in educational psychology.

My fondest memories with Stuart were from our annual lab gatherings at Good Time Charley's. Monster nachos and pitchers of Oberon were a crowd favorite. I'll miss these times the most. Cheers, Stuart, and thank you.

Nicole Brass is a sixth-year PhD candidate in the Combined Program in Education and Psychology at the University of Michigan. Her research focuses on how school context shapes peer relationships and student motivation during adolescence.



Sarah E. McKellar, PhD, graduated from the University of Michigan's Combined Program in Education and Psychology. Sarah is now a Postdoctoral Research Fellow at the Learning Research and Development Center, University of Pittsburgh

STUART KARABENICK: A WONDERFUL MENTOR SARAH E. MCKELLAR

Attending Dr. Stuart Karabenick's Motivation Lab throughout my PhD shaped me as a scholar and person. Stuart's love of research and dedication to the purpose it served in the world was contagious. Connecting with him and other scholars in the motivation lab always brought me back to why I love research. The idea that we get the opportunity to discover new knowledge was never lost with him. There was always a new project he was taking on, and his openness to hearing about our ideas and progress within our work was evident in each of our conversations.

Stuart was a wonderful listener and even better at asking questions that pushed my thinking. When Stuart retired, I didn't want to lose the space he created among motivational scholars, and fellow students convinced him to continue these wonderful discussions inviting motivational scholars to share their insights with us or connecting over food and drinks at Charley's, Amer's, and eventually Zoom meetings throughout this summer. This past week, a group of us gathered to exchange ideas about improving a survey. We continue his legacy to bring together motivational researchers embodying his example, supporting each other in our work, and improving the motivational sciences. Stuart's ability to make connections among different fields, zest for the process of research, and dedication to lifelong learning were rare; I strive to carry these same qualities into my work. His work and mentorship have impacted so many lives, and I'm grateful to have known him and had him as a mentor.

STUART KARABENICK: GENTLE SPIRIT AND
WISDOM
JACQUELYNNE S. ECCLES

I first met Stuart when I was interviewing for my job at the University of Michigan in 1977. He and his wife Julie took me to dinner my first night there. I was a nervous wreck, and they calmed me down by welcoming me with great warmth and enthusiasm. My subsequent interactions with Stuart have all been characterized by the same warmth and enthusiasm.

Although she went on to work with Marilyn Shatz, Julie was one of my first PhD students, and she worked quite closely with me for a couple of years. Through this association, I got to know Stuart better over the years.

In 1988, I left UM for four years. When I returned, Stuart was working very closely with Paul Pintrich, Bill McKeachie, Marty Maehr, Carol Midgley, and a strong group of students in the Combined Program in Education and Psychology (CPEP) at UM. It was at this time that I got to work more closely with Stuart. I came back to UM to chair CPEP. Although he was still a professor at EMU, he had an office at CPEP and worked very closely with CPEP students and faculty. He had had much more experience than I had in running a training program, so I often turned to him for guidance.

Stuart taught me how to manage a PhD program and, when Paul Pintrich died unexpectedly, he taught me how to hold a program together after a significant tragedy. Together we planned Paul's memorial Festschrift.

After moving to UCI, I got the opportunity to work more closely with Stuart on research. Again I was impressed with his wisdom, interpersonal skills, and his creativity as a scholar. I am so sorry that his death terminated this growing collaboration. I was looking forward to working together for years to come.

My memory of Stuart is filled with his gentle spirit and wisdom, kindness to the students, staff, and other faculty in CPEP and at UCI, his patience with academic and NSF bureaucracy, and his unswerving support of CPEP.

Jacquelynne S. Eccles is the Distinguished Professor of Education at the University of California, Irvine and formerly the McKeachie/Pintrich Distinguished University Professor of Psychology and Education at the University of Michigan, as well as Senior Research Scientist and Director of the Gender and Achievement Research Program at the Institute for Social Research at the University of Michigan.





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Vol 3
Issue 9
September 2020

Pamela Landau, Maria K. DiBenedetto, & Revathy Kumar Tribute to Dr. Stuart A. Karabenick

STREAM OF CONSCIOUSNESS REFLECTIONS
ABOUT STUART KARABENICK
PAMELA LANDAU

Stuart Karabenick was brilliant...insightful...creative...passionate about making the world a better place. And that drove the aspects of life that were important to him - equity, humanity, knowledge, education, family...he lived those values...he was a person of true integrity - a truly loyal, loving, caring human being...

Stuart's work reflected his values...he believed collaboration to be of utmost importance...in his words, "There is so much to be gained by working with others: peers, junior researchers, and students...celebrate the opportunities this lifestyle affords. Few occupations provide the chances to contribute to knowledge and the satisfaction that come with it, and the opportunities to mentor and continue to 'pay it forward.'"

Stuart explored and inspired others every day of his life. One of Stuart's most endearing characteristics was his humility. He often talked about his projects, research, data collection, enthusiasm, joy, curiosity, and wonder - ALWAYS focusing on the contributions of others...reveling in the collaborations and relationships he had developed and nurtured with others around the world...

He sheepishly shared his accomplishments, including his most recent EARLI lifetime achievement award and his published "reflections on a lifetime of wisdom" for the *Education Review*, still giving credit to those who contributed to his successes.

He was a loving father, husband, friend - what a joy and privilege to hear and share in his reflections, experiences, enthusiasm, pride, and joy as he described his wife's, children's, and grandchildren's talents and accomplishments. There are not enough positive words to describe our dear friend and the profound footprint he has left on this world.

Personally, he has been an invaluable mentor, friend, colleague, and honorary "brother" for over four decades. I find comfort in knowing there are SO many others who share my sadness at his loss and deep appreciation for his life, contributions, collaborations, inspirations, friendship, and the vast legacy he has left.

Pamela Landau is a faculty member in the Department of Psychology at Eastern Michigan University. She is also a psychotherapist in private practice in Livonia, Michigan.



A TRIBUTE TO STUART KARABENICK
MARIA K. DIBENEDETTO

It is bittersweet to write this brief tribute in honor of Stuart Karabenick. Stuart was a prolific writer whose contribution to the field of self-regulated learning not only impacts other scholars interested in self-regulation, but many students in classrooms globally. In addition to his intellectual contributions, Stuart was a kind, endearing human being who cared greatly for the students he mentored and colleagues in the field.

I recall the first time I met Stuart. It was over ten years ago and in one of AERA's annual meeting sessions on motivation and self-regulated learning. I was a doctoral student at that time. I felt very inspired by the outstanding scholars present and a strong feeling of insecurity about how I would be able to make my contributions one day. Héfer Bembenutty took my arm and walked me over to Stuart and introduced me. I remember being struck by the warmth of his smile and the twinkle in his eyes. How can someone who has researched help seeking be anything but nice?

Stuart's work has impacted learners' lives in numerous ways, but perhaps the research he has conducted on help seeking has had the most effect on me. Historically, help seeking has been viewed in a negative light. It has been viewed as a sign of weakness because, typically, the struggling students are the ones who seek help. In addition, because of how help seeking has been viewed, learners often can feel embarrassed and experience a lower sense of self-worth (Karabenick & Dembo, 2011).

Through Stuart's research and the research of others, we now know that help seeking is a proactive self-regulated learning strategy that can lead to enhanced motivation and success. In layman's terms, this research said: "It's ok to ask for help!" In fact, it should be encouraged among educators at all grade levels. It has helped me personally by recognizing that help seeking is actually a sign of strength and courage - and that by not being afraid to ask for assistance - success can be often achieved more easily.

The last time I saw Stuart was when I was in line at the Toronto International Airport returning from AERA's annual meeting in 2019. Feeling frustrated with the line's length, the slowness in which it was moving, and the heaviness of my bags on my shoulder, I turned around to see Stuart just behind me. He smiled that warm smile, and we began to chat about our homes, school, and work. We spoke for over an hour (the line was REALLY slow!) until we finally arrived at customs. Just as we parted ways, he smiled, his eyes twinkled, and said: "See you in a year!" leaving me with a feeling of sadness that I would have to wait an entire year to speak to this kind intellectual soul again.

Reference

Karabenick, S. A., & Dembo, M. H. (2011). Understanding and facilitating self-regulated help seeking. *New Directions for Teaching and Learning*, 126, 33-42. <https://doi.org/10.1002/tl.442>

Maria K. DiBenedetto is a Lecturer in the School of Education, and the Director of Assessment and Reporting in the Bryan School of Business and Economics; both schools are in the University of North Carolina at Greensboro.



Revathy Kumar is professor of educational psychology at the University of Toledo. She is a Fulbright Specialist scholar and past associate editor for *Developmental Psychology*. Her research focuses on social and cultural processes involved in constructing a sense of self and identity among adolescents and young adults in culturally diverse societies.

A TRIBUTE TO STUART KARABENICK:
AN EMAIL SENT TO STUART KARABENICK
REVATHY KUMAR

I would like to share the email I sent to Stuart Karabenick on July 4, 2020, shortly before he passed away. I am so thankful to have shared with Stuart what our friendship meant to me. At that time, I did not realize that this would be one of the last few emails I would share with him. Oftentimes, we do not get the opportunity to say goodbye to someone we care deeply about, and even though I did not get to say goodbye to Stuart, it gives me some solace that I sent him this email three weeks before he passed away.

Dear Stuart:

Thank you for sharing your article "On the Rewards of Being Open to Opportunities and their Challenges" with me. I read it last night. I have always held you in high regard and respect. Reading that piece really made me appreciate the wealth of experience you have had. You have actually seen every recent (relatively speaking) motivational theory grow from its inception. Indeed, the breadth and depth of your work, and the scholars you have collaborated with is remarkable. What stood out for me was your passion to keep expanding your field of work, and the way you dealt with setbacks and challenges. It is a lesson on how to deal with issues when life throws a curved ball.

Most of all, I feel humbled that when I first approached you ever so many years ago, you so willingly agreed to work with me. Honestly, at that time, I did not know that much about you. I think if I had known then what I know now, I would have been a little nervous to ask you. You see, despite all that you had and have achieved, you are very approachable. It is my good fortune that I have the opportunity to work with you. This, I know, the project and what we did would never have been possible without you.

Needless to say, I enjoyed reading the article, and I am truly glad that the editors invited you to write for the *Education Review*.

Revathy



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Dennis M. McInerney, Teomara Rutherford, Barry Fishman, & Jessica Kilday Tribute to Dr. Stuart A. Karabenick

A STEADY HAND – STUART KARABENICK
DENNIS M. MCINERNEY

I remember Stuart with great fondness. I met him in the late '80s when he was still an academic at Eastern Michigan University. At that time, there was a flurry of activity related to achievement goal theory, self-regulation, learning strategies, and the MSLO emanating from the Combined Program in Education and Psychology (CPEP) at the University of Michigan. He was in a very influential group of colleagues in my thinking, including Marty Maehr, Paul Pintrich, and others. I found CPEP a very stimulating research environment to visit and enjoyed my regular talks with Stuart there and at the yearly conferences we attended.

I remember a crucial event as if it was yesterday, which was a discussion I had with him not that long after Paul Pintrich's untimely death in 2003. Paul and Stuart had won a large government research grant, and Stuart discussed the enormous job he had to continue Paul's work. This was a significantly challenging task, and I knew then what a dedicated, strong, and courageous person Stuart was. The success he brought to that important research program was a tribute to his quality as a researcher and scholar—a steady hand at the helm.

Stuart's sweep of research and scholarly interests was very wide encompassing delay of gratification, future time perspective, self-regulated learning, and self-concept among a number of other areas. Major elements of Stuart's research were in student help seeking and teachers' beliefs and attitudes in various learning situations, as well as numerous empirical articles.

Stuart authored textbooks and edited monographs with outstanding colleagues including *Strategic Help Seeking: Implications for Learning and Teaching*, *Teacher Motivation: Theory and Practice*, *Academic Help Seeking as a Self-regulated Learning Strategy: Current issues, Future Directions, Advances in Motivation and Achievement* and *Transitions* among many more.

Stuart continued working with colleagues and actively publishing well beyond the age most people go fishing. One of his latest publications is "[Culturally Inclusive and Responsive Curricular Learning Environments \(CIRCEs\): An Exploratory Sequential Mixed-Methods Approach](#)" published (with Revathy Kumar) in 2019 in *Contemporary Educational Psychology*.

A fitting late publication in 2020 "On the Rewards of Being Open to Opportunities and Their Challenges" published in *Education Review* chronicles Stuart's scientific career and the various barriers and affordances that came his way in his pathway towards contributing to the fields of motivation and self-regulated learning.

What impressed me most over the many years I knew Stuart was his constant dedication to his students and the enormous support he gave them in their research, in particular to their presentations at conferences such as AERA and APA over these many, many years.

Stuart had a dedicated following of young scholars who will miss him greatly and keep his memory alive. He always had a twinkle in his eye and a question on his tongue. Stuart set a wonderful model as a dedicated, professional, and caring academic. Stuart, you will be missed!



Dennis M. McInerney is an Honorary Professor at The Education University of Hong Kong and a research consultant. He has published extensively on self-processes, motivation, and cross-cultural research.

A TRIBUTE TO STUART KARABENICK
TEOMARA RUTHERFORD

Stuart was the first faculty member I met outside of my PhD program. He was immediately warm and enthusiastic about my work and future in our field—he made me feel welcome. That's not to say that his occasional teasing did not give me pause, as it took a while to recognize the twinkle in his eye amid his quiet demeanor.

Over the years, he has been an unofficial mentor. As my work moved more toward SRL, he and his research were also an inspiration. The breadth of his ideas around SRL was sometimes intimidating—any new idea I thought I had related to something, he had previously researched. And, he was more than happy to recommend just the right article of his—likely one that had already explored the ideas better than I could!

When last we talked, he was excited about new work...blending his theoretical knowledge with new applications on the cutting edge of online learning. It is hard to believe he won't get to complete this project (and others he no-doubt started, but I didn't hear of)—though his work lives on in the many collaborators, students, and mentees whose research he directly shaped, and in the others now and in the future that will benefit from his scholarship. I know I join with many in mourning him personally and in mourning his loss to our field.

Dr. Teomara (Teya) Rutherford is an assistant professor at the University of Delaware in the School of Education affiliated with the Learning Sciences PhD specialization and the Educational Statistics and Research Methods (ESRM) PhD. Her research focuses on learning and motivation, especially in STEM and in digital contexts.



STUART KARABENICK
ALWAYS AMAZED ME
BARRY FISHMAN

Fittingly, I first met Stuart Karabenick in the context of helping a student develop his dissertation. I say fittingly because as a complement to his scholarship on help



seeking, Stuart was constantly *offering* help to everyone around him. He helped me understand how my work on gameful learning aligns with research on academic motivation. Stuart welcomed all to his research group meetings, including my doctoral students. I loved serving on dissertation committees with him to listen to and learn from his gentle feedback and prompting. No matter what else was going on, he quickly made himself available for a chat or offered feedback on some work in progress.

Stuart was also endlessly interested in new ideas and how they might connect to his scholarship. This led him to new connections across campus, including crucial contributions to learning analytics and new tools to support student engagement. Even in retirement, he continued his engagement, forming new plans, new partnerships, and new projects. It always amazed me how many different people in disparate fields across the University of Michigan knew Stuart and had been helped by him. He will be deeply missed.

Barry Fishman is Arthur F. Thurnau Professor of Learning Technologies in the University of Michigan School of Information and School of Education. His research focuses on: video games as models for learning environments, teacher learning and the role of technology in supporting teacher learning, and the development of usable, scalable, and sustainable learning innovations.

STUART KARABENICK – A LEGACY THAT WILL
CONTINUE TO MULTIPLY
JESSICA KILDAY

My interest in motivation research brought me to the Combined Program in Education and Psychology (CPEP). It honestly still feels a little surreal to have connections in the family tree where so many origins of motivation research took root (really, should I even be in the same forest?). Stuart was that connection for me, along with one of his former students, now CPEP chair, Allison Ryan. When I first met Stuart, I had been interested in teacher motivation. I remember feeling both anxious and excited as I read through chapters in his edited book, *Teacher Motivation*, and prepared to meet the folks I hoped to work with in CPEP. Then, when I did make a move to Ann Arbor, Stuart welcomed me into his lab.

From day one, it was clear that he genuinely valued collaboration and connections with colleagues across disciplines. His lab was always an open and revolving door of guests, with whom I would have been reticent to initiate a conversation. Stuart took pride and saw so much potential for great things in all his students. During my time in his lab, I felt like I learned more about his students' work and what we could learn from each other than his academic career. He always challenged us with questions to think deeper, elaborate further, or draw on new perspectives.

I'm still finding my place in the research community. While I remain interested in motivation, it is evolving with my interests in social dynamics and peer relationships. I also tend to have trouble staying in one *really specific* place for very long. Yet, no matter where I choose to plant a seed, Stuart would have enjoyed nurturing its growth. In the last few months, I've just begun exploring his work in the help seeking literature. I know I still have so much more to learn from him. Even in his absence, I will continue to learn through Stuart's writing – as well as the vast network of scholars through whom his teaching lives on and legacy will grow.



Jessica is a 4th year PhD candidate in the Combined Program of Education and Psychology. She works with Dr. Allison Ryan and was a member of Dr. Stuart Karabenick's motivation lab. Jessica is interested in how peer and teacher relationships are related to youth's adjustment to middle school transition.



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Issue 9
September 2020

Selected Abstracts of Dr. Stuart A. Karabenick's Publications (1)

PERCEIVED ACHIEVEMENT GOAL STRUCTURE AND COLLEGE STUDENT HELP SEEKING

Two studies examined associations between college students' help seeking and perceptions of their classes' achievement goal structure. Study 1 established that students' help seeking (N = 883 in 6 chemistry classes) could be parsimoniously described by distinct approach (intentions to seek autonomous help from teachers) and avoidance patterns (threat, avoidance intentions, seeking expedient help). In Study 2, after controlling for students' personal achievement goal orientations (N = 852 in 13 psychology classes), within-class differences in perceived class emphasis on mastery positively predicted help-seeking approach and negatively predicted help-seeking avoidance patterns, whereas perceived class emphasis on performance-avoid goals positively predicted help-seeking avoidance. Students in classes with greater perceived emphasis on performance-avoid goals had higher levels of help-seeking avoidance patterns...



Karabenick, S. A. (2004). *Perceived Achievement Goal Structure and College Student Help Seeking. Journal of Educational Psychology, 96*(3), 569–581. <https://doi.org/10.1037/0022-0663.96.3.569>

SEEKING HELP IN LARGE COLLEGE CLASSES: A PERSON-CENTERED APPROACH

This study assessed students' (N = 883) levels of help-seeking threat, their intentions to seek help, help-seeking goals, preferred helping resources, class-related motivation, and use of learning strategies. Hierarchical cluster analysis suggested four homogeneous groups, with 17% of the students that could be described as strategic/adaptive, formal help seekers and 23% as help-seeking avoidant, expedient help seekers. Strategic/adaptive students were more motivated, had higher mastery approach achievement goal levels, use of rehearsal (the strategy highly related to performance) and course grades. Help-seeking avoidant students were more anxious, performed more poorly and relied less on rehearsal and more on organization strategies. Help-seeking avoidant students also had higher mastery avoid, performance approach, and performance avoid achievement goal orientations.

Karabenick, S. A. (2003). *Seeking help in large college classes: A person-centered approach. Contemporary Educational Psychology, 28*(1), 37-58. [https://doi.org/10.1016/S0361-476X\(02\)00012-7](https://doi.org/10.1016/S0361-476X(02)00012-7)

TEACHERS' IMPLICIT ATTITUDES, EXPLICIT BELIEFS, AND THE MEDIATING ROLE OF RESPECT AND CULTURAL RESPONSIBILITY ON MASTERY AND PERFORMANCE-FOCUSED INSTRUCTIONAL PRACTICES

The theory of planned behavior and the dual process attitude-to-behavior MODE model framed an examination of how White teachers' (N = 241) implicit and explicit attitudes toward White versus non-White students were related to their classroom instructional practices in 2 school districts with a high percentage of Arab American and Chaldean American (ArChal) students. We proposed a model in which the relations would be mediated by teachers' desire to promote respect in the classroom and to take responsibility for providing a culturally responsive curriculum and resolving interethnic conflicts. The Implicit Association Test assessed teachers' implicit preference for White relative to ArChal adolescents, and explicit measures assessed teachers' negative stereotypic beliefs regarding minority and poor adolescents. Path analysis indicated that teachers' explicit and implicit attitudes, mediated by their desire to promote respect and by their personal sense of responsibility for engaging in culturally responsive teaching, explained 30% and 13% of the variance in teachers' endorsement of mastery- and performance-focused instructional practices, respectively...

Kumar, R., Karabenick, S. A., & Burgoon, J. N. (2015). *Teachers' implicit attitudes, explicit beliefs, and the mediating role of respect and cultural responsibility on mastery and performance-focused instructional practices. Journal of Educational Psychology, 107*(2), 533-545. <https://doi.org/10.1037/a0037471>

PROFESSIONAL DEVELOPMENT IMPLICATIONS OF TEACHERS' BELIEFS AND ATTITUDES TOWARD ENGLISH LANGUAGE LEARNERS

Research-based professional development is essential for districts and teachers across the nation that face the challenge of providing a quality education for increasingly diverse student populations. In this study, the researchers surveyed 729 teachers in one midwestern suburban district recently impacted by high numbers of immigrant and refugee English language learners (ELLs) about the teachers' beliefs, attitudes, practices, and needs related to ELLs. Results focused on: (a) overall trends and typical responses and (b) differences between teachers with more positive attitudes versus those with less positive attitudes toward having ELLs in their classes. In general, teachers held positive attitudes toward ELLs, bilingual education, and bilingualism; however, there was considerable variability, with sizeable proportions of teachers holding less supportive beliefs, attitudes, and practices. Teachers more accepting of ELLs in their classes were more likely to believe that an ELL's first language proficiency promotes school performance and does not impede learning a second language...

Karabenick, S. A., & Noda, P. A. C. (2004). *Professional development implications of teachers' beliefs and attitudes toward English language learners. Bilingual Research Journal, 28* (1), 55-75. <https://doi.org/10.1080/15235882.2004.10162612>

TAKING TEACHER RESPONSIBILITY INTO ACCOUNT(ABILITY): EXPLICATING ITS MULTIPLE COMPONENTS AND THEORETICAL STATUS

Accountability systems have important implications for schooling. Missing from discussions about their implementation, however, are ways they affect teacher responsibility. Responsibility has been insufficiently explicated in the education literature, including its impact on teacher motivation, emotion, and behavior. We propose that a multidimensional approach is required to capture the complexity of teacher responsibility and describe the extensive connections between teacher responsibility and existing psychological frameworks. Directions for future research and implications for teachers' professional lives are discussed.

Lauermann, F., & Karabenick, S. A. (2011). *Taking teacher responsibility into account (ability): Explicating its multiple components and theoretical status. Educational Psychologist, 46*(2), 122-140. <https://doi.org/10.1080/00461520.2011.558818>

SELF-REGULATION, CULTURE, AND ACADEMIC DELAY OF GRATIFICATION

The ability to delay short-term gratification to pursue valuable long-term goals is essential for personal and even societal success. We provide a review of the conceptual status of delay of gratification from the perspectives of volitional, expectancy-value, and self-regulation theories as well as evidence regarding the associations between academic delay of gratification (ADOG), motivational beliefs, and use of self-regulated learning strategies. Cultural factors are considered, specifically influences on the assessment and understanding of research on ADOG. Suggestions are provided for ways to facilitate self-regulation of learning and delay of gratification within and across cultural contexts.

Bembenutty, H., & Karabenick, S. A. (2013). *Self-regulation, culture, and academic delay of gratification. Journal of Cognitive Education and Psychology, 12*(3), 323-337. <http://dx.doi.org/10.1891/1945-8959.12.3.323>





Selected Abstracts of Dr. Stuart A. Karabenick's Publications (2)

Karabenick, S. A., & Knapp, J. R. (1991). Relationship of academic help seeking to the use of learning strategies and other instrumental achievement behavior in college students. *Journal of Educational Psychology*, 83(2), 221–230. <https://doi.org/10.1037/0022-0663.83.2.221>

Correlates of help seeking among college students were examined. In the 1st study ($N = 612$), college students' help-seeking tendencies, given the prospect of poor performance, were (a) directly related to their rated likelihood of engaging in instrumental achievement activities, (b) directly related to persistent global self-esteem, and (c) inversely related to students' perceptions that seeking help is threatening. In Study 2 ($N = 541$), help seeking was directly related to the use of cognitive, metacognitive, and resource management learning strategies. Study 3 ($N = 386$) replicated the results of Study 2 and also found that correlations between help seeking and learning strategy use were unchanged when controlling for individual differences in the perceived threat to self-esteem posed by help seeking. Evidence from all 3 studies is consistent with viewing help seeking in an academic context as an achievement-related rather than as a dependent behavior

Berger, J. L., & Karabenick, S. A. (2011). Motivation and students' use of learning strategies: Evidence of unidirectional effects in mathematics classrooms. *Learning and Instruction*, 21(3), 416–428.

<https://doi.org/10.1016/j.learninstruc.2010.06.002>

Considerable evidence indicates that student motivation and use of learning strategies are related. There is insufficient understanding, however, about their reciprocal effects—whether motivation affects strategy use, the converse, or whether the effects are bidirectional—and which components of motivation and strategies are involved. A two-wave longitudinal design was used to examine this issue among 9th grade students ($N = 306$) enrolled in high school mathematics classes during an academic term. A cross-lagged structural model found that students' self-efficacy in mathematics and value predicted their reported use of learning strategies. There was no evidence, however, that learning strategy use predicted motivation and, thus, support for unidirectional effect of motivation during that time interval. Implications for models of self-regulated learning and instruction are discussed.

Kumar, R., Karabenick, S. A., Warnke, J. H., Hany, S., & Seay, N. (2019). Culturally Inclusive and Responsive Curricular Learning Environments (CIRCLES): An Exploratory Sequential Mixed-Methods Approach. *Contemporary Educational Psychology*, 57, 87–105.

<https://doi.org/10.1016/j.cedpsych.2018.10.005>

Cultural inclusion, cross-cultural openness, and positive intergroup relationships are essential considerations as schools are becoming increasingly multicultural because of shifting demographic patterns in the U.S. We explored Arab/Arab-American (ArA) Chaldean (Chal), African American (AfA) and European American (EuA), student perspectives on Culturally Inclusive and Responsive Curricular Learning Environments (CIRCLES) through the theoretical lenses of culturally relevant/sustaining pedagogy, social identity and social categorization theories, and the intergroup contact hypothesis utilizing an exploratory sequential mixed-method research design. In Phase 1 we conducted focus group interviews ($N = 57$) in 12 culturally diverse middle schools with 114 ArA, 41 Chal, 48 AfA, and 100 EuA students. Students discussed their school experiences focusing on interactions with teachers and peers, the curriculum, and school policies. Phase 1 informed the development of the CIRCLE measure in Phase 2. Multi-group confirmatory factor analysis (CFA) of CIRCLE items supported the generalizability of a hierarchical first and second order structure of the measure (CIRCLE) and its subscales across ArA (977), Chal (244), AfA (270), and EuA (1423) student groups. Analyses of the interviews and CFA results indicate that cultural self-other awareness and openness to different ways of thinking and being among teachers and students, through sensitively designed culturally inclusive curricula and school policies and programs responsive to student diversity is an educational imperative.

Lauermann, F., Karabenick, S. A., Carpenter, R., & Kuusinen, C. (2017). *Teacher motivation and professional commitment in the United States: The role of motivations for teaching, teacher self-efficacy and sense of professional responsibility*. In H. M. G. Watt, P. W. Richardson, & K. Smith (Eds.), *Current perspectives in social and behavioral sciences. Global perspectives on teacher motivation* (p. 322–348). Cambridge University Press.

<https://doi.org/10.1017/9781316225202.011>

The present study examined the motivational antecedents of teachers' sense of professional commitment—commitment to teaching as a career and willingness to engage in professional tasks—in a sample of teachers in training enrolled in teacher education classes ($N = 703$; 15% teachers seeking further qualifications, 9% student teachers, 53% pre-student teachers, 24% no teaching experience). Motivations for choosing teaching as a career, teacher self-efficacy, and sense of personal responsibility for educational outcomes each uniquely contributed to the prediction of professional commitment. In addition, self-efficacy and personal responsibility mediated the effects of motivations for teaching on professional commitment. Beyond the effects of motivations for teaching, self-efficacy predicted commitment to teaching as a career (planned persistence and satisfaction with career choice), personal responsibility predicted interest in professional development and both self-efficacy and responsibility predicted willingness to invest personal time in teaching-related tasks. The results reveal multiple pathways through which teachers' motivations can influence their commitment to the profession at an early stage of their career trajectories, and thus have implications for teacher education, recruitment and retention.

Koskey, K. L., Karabenick, S. A., Woolley, M. E., Bonney, C. R., & Dever, B. V. (2010). Cognitive validity of students' self-reports of classroom mastery goal structure: What students are thinking and why it matters. *Contemporary Educational Psychology*, 35(4), 254–263. <https://doi.org/10.1016/j.cedpsych.2010.05.004>

Cognitive interviews were employed to systematically examine the cognitive validity of self-report survey items extensively used to assess classroom mastery goal structure. In a sample of elementary and middle school students, items were identified that functioned according to their intended meaning and those eliciting less accurate interpretations as conceptually defined by mastery goal structure cognitive validity criteria. Evidence suggested that items framed to focus on students' teachers (i.e., teacher goals) were more cognitively valid than were items that focused students on their classroom context. Items with abstract terms yielded less accurate interpretations...

Karabenick, S. A. (2020). On the rewards of being open to opportunities and their challenges. *Education Review*, 27, 1–15.

<http://dx.doi.org/10.14507/er.v27.2965>

The request to provide one's Acquired Wisdom is a daunting challenge, and others in this series have approached it in a variety of ways. My own is to chronicle how I negotiated a scientific career filled with barriers to overcome and opportunities to contribute to the fields of motivation and self-regulated learning most generally. As you will see, mine was not a straight path but one filled with unexpected events that changed how and what I accomplished along the way. That includes never being satisfied that you know enough. I hope that you find something that helps you on your own journey.

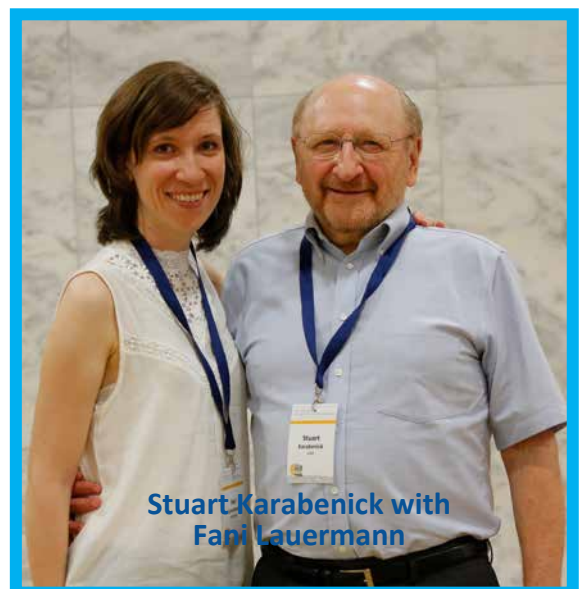
Albrecht, J. R. & Karabenick, S. A. (2019), "Relevant Education in a Changing World: Expanding Value for the Motivation Sciences", *Motivation in Education at a Time of Global Change (Advances in Motivation and Achievement, Vol. 20)*, Emerald Publishing Limited, pp. 33–51.

<https://doi.org/10.1108/S0749-742320190000020003>

The idea that education should be made relevant to students is long-standing and pervasive in American society. Recently, motivation scientists have clarified important characteristics of students' relevance beliefs, ways to intervene, and individual characteristics moderating intervention effects. Yet, there has been little consideration of the role of situational constraints and sociocultural influences on students' relevance appraisal processes. We describe how societal changes and broader educational purposes affect the issues that students consider to be relevant to their educational experiences and the values they subsequently attribute to their studies. After differentiating components of relevance and highlighting ways in which particular components may be influenced by changing sociocultural milieus, we consider the implications of these processes for the development of subjective task value beliefs...

Gonida, E. N., Karabenick, S. A., Makara, K. A., & Hatzikyriakou, G. A. (2014). Perceived parent goals and student goal orientations as predictors of seeking or not seeking help: Does age matter? *Learning and instruction*, 33, 120–130. <https://doi.org/10.1016/j.learninstruc.2014.04.007>

To study the contribution of perceived parent achievement goals to students' attitudes towards academic help seeking, 4th, 6th, 7th, and 9th grade students in Greece ($n = 712$) reported perceptions of their parents' achievement goals, personal achievement goal orientations, and help-seeking beliefs and intentions. Students' mastery goal orientation positively predicted their help-seeking attitudes (perceived benefits and intentions to seek help) and negatively predicted their help-seeking avoidance attitudes (perceived costs and intentions to avoid seeking help), whereas performance-avoidance orientation directly predicted their help-seeking avoidance attitudes. Multiple-group path analysis indicated that perceived parent goals predicted student help seeking and help avoidance attitudes through students' own achievement goal orientations. Further, the pattern of relations varied by grade level...



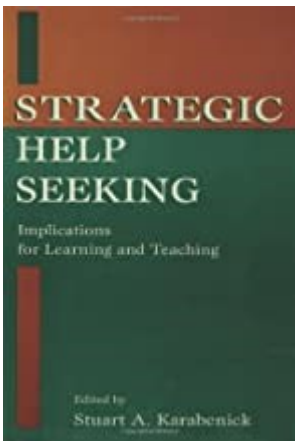
Stuart Karabenick with
Fani Lauermann



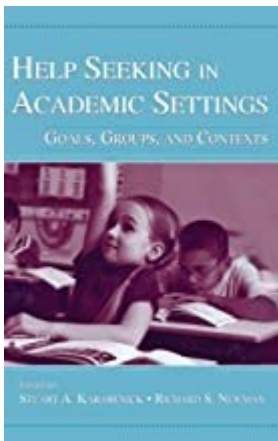
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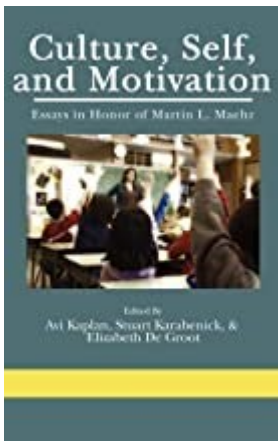
Dr. Stuart A. Karabenick's Books



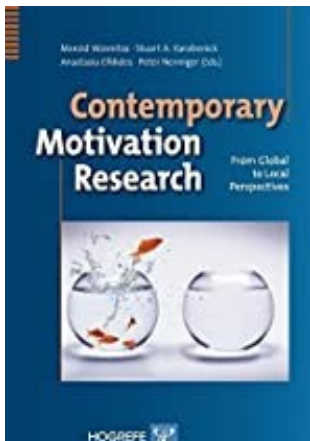
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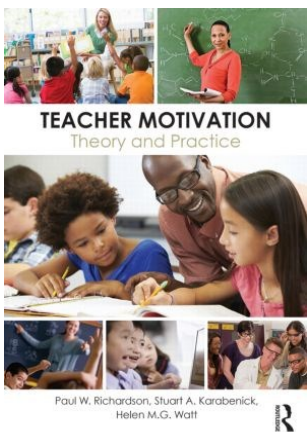
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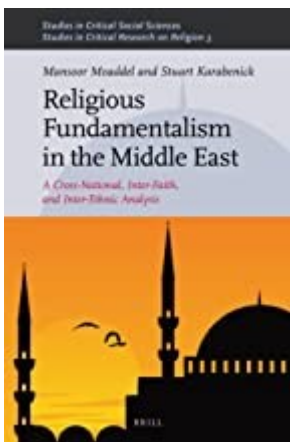
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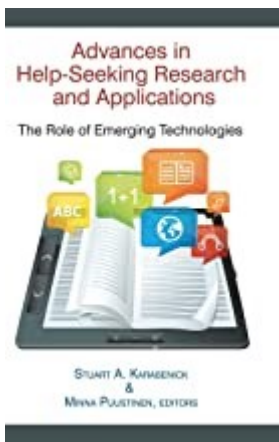
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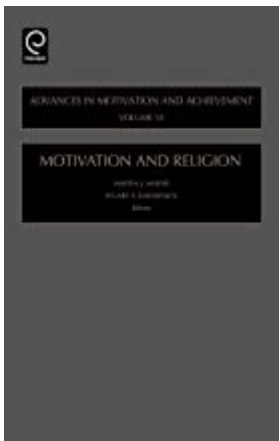
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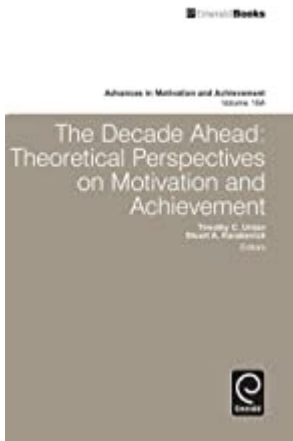
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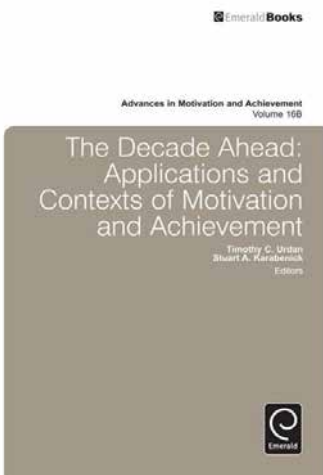
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