SPECIAL INTEREST GROUP

Studying and Self-Regulated Learning

American Educational Research Association

2020 Fall Newsletter

Utilizing Self-Regulated Learning Practices to Address Issues of Diversity, Race, Ethnicity and Inequality

Edited by

ALOYSIUS C. ANYICHIE AND ROBIN AKAWI

SSRL SIG Fall 2020 Newsletter

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

Dear Colleagues,

*W*elcome to the Fall 2020 edition of the SSRL SIG Newsletter! Jill Salisbury-Glennon and I are enjoying continuing to serve as your Junior and Senior SIG Chairs. Please feel free to contact us at any time with your ideas, interests, questions, suggestions or concerns pertaining to the work of the SIG.

We sincerely hope that you are all staying safe and well as we all continue to navigate our way through this COVID-19 global pandemic. We all probably feel as if we are engaging in risk management daily as we plan our necessary activities. Sadly, we have had to face the reality that many of our planned activities have been either cancelled or switched to a virtual format, such as our classes and meetings in many cases and sadly, even our AERA annual meetings. We hope that this newsletter finds you all trying your very best to adjust to these unprecedented, challenging times and maybe even finding some unexpected joys along the way, such as more family time and a less hectic schedule.

Dr. Pamela F. Murphy

It is nearly impossible to read the news and not to see articles pertaining to the effects of this pandemic on education. Further, the news this year has helped us all to become even more aware of the need for social justice across the world, and especially here in our very own country. As we continue to try to adapt to life in the midst of a pandemic, several researchers have asserted concerns that learning in these challenging times may inadvertently serve to widen the educational gaps and opportunities. Thus, equity in education has become more critical than ever. In light of these current events, we wish to commend our newsletter editors, Aloysius Anyichie and Robin Akawi, who have put together an impressively timely and important newsletter focusing on how we may utilize self-regulated learning strategies as tools to address issues of diversity, race, ethnicity, and inequality. Please take some time to read these informative essays contributed by several of our SIG members.

We wish to express our sincere appreciation to our many SIG officers in various positions. Our Program Chairs, Aubrey Whitehead and Abraham Flanigan, have established review panels for proposal submissions and have put together a wonderful virtual program for the AERA Annual Meeting in April, 2021. We also wish to thank all of you who have volunteered to review our SIG's many proposals for your many hours of dedicated service!

Further, we wish to thank our Treasurers/Membership Chairs, Darolyn Flaggs and Gregory Callan, who have been working hard to recruit new professional and student members into our SIG, along with our Historians, Amarilis Castillo and Kate Durham who have been working to assemble some vital information regarding the history of the SIG and Studying and Self-Regulated Learning. Many thanks to Charles Raffaele who continues to serve as our Webmaster, and we extend a warm welcome to Rinat Levy-Cohen and Ryan Iaconelli who continue to serve as our new Social Media Coordinators. We'd like to thank the following SIG members who are dedicated to working with our graduate students, as their service is very important to the future of our SIG. Thank you to D. Jake Follmer who continues to serve as the Graduate Student Committee Mentor. And many thanks to our Graduate Student Committee Chair, Joseph Tise, and to this year's committee members Elizabeth Cloude, Kate Durham, and Ying Wang. Thank you to Matthew Bernacki for serving as the Graduate Student Mentoring Program Chair this year. Finally, we wish to express our sincere appreciation to our Awards Committee Chairs for 2020-2021, Roger Azevedo, Héfer Bembenutty, and Anastasia Kitsantas.

In conclusion, we'd like to direct your attention to our own Héfer Bembenutty's comprehensive book review of a new book entitled *Sparking Student Motivation: The Power of Teachers to Rekindle a Love of Learning* written by Eric Anderman; which provides an applied lens into how teachers can truly motivate their students to shine in the classroom. You may want to add this new book to your reading list over the holiday break! We wish you all the very best of luck as you wind down this unique Fall semester and we send our very best wishes for a socially distanced, safe and joyous holiday season. We're optimistically holding onto hope that maybe 2021 will be a better year, and we truly can't wait until we can all one day meet again in person at AERA! Until then, we look forward to seeing you all virtually in April.

Dr. Jill Salisbury-Glennon

Most Sincerely and with Kind Regards!
Pam and Jill
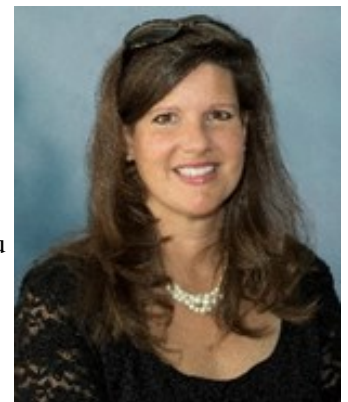
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Editors' Letter
Dr. Aloysius C. Anyichie, Bishop's University, Sherbroke
Dr. Robin L. Akawi, Sierra College

*E*ducational institutions, across the nation, have witnessed large scale initiatives working towards increasing equity and inclusion in order to narrow or even close long-standing equity gaps. The efforts put forth require much "heart work" to do the hard work in addressing the many issues related to diversity, race, ethnicity, and inequality. This is no easy feat and there is no one-size-fits-all remedy. The US Department of Education, among others, has focused on helping through making college both more accessible and affordable so that more students, including low-income and students of color, could attend and succeed. However, this focus on equal access to education is one piece of a much larger puzzle. For example, minority and underrepresented students still face both academic and non-academic challenges, within and outside of classroom contexts that hinder their learning and academic progress.

Dr. Aloysius Anyichie

In addition, the COVID-19 pandemic that led to the transition of most courses to the online format brought about very unique barriers, especially in terms of equity. For instance, students struggle with navigating the issues of Internet connectivity, learning in an online modality, lacking face- to-face instruction, having limited social interactions, and accessing many resources (e.g., on-ground library, tutor center, writing center, instructors' "student hours"). Overcoming these challenges requires students as well as instructors to embrace the critical importance of self-regulated learning (SRL). SRL can strengthen the goals of increasing equity and inclusion for diverse learners. To facilitate success in facing these challenges, several SRL scholars were invited to contribute to this newsletter by describing SRL strategies/practices they embed into their courses and how it empowers and supports diverse learners (e.g., their SRL development, engagement, motivation, social emotional learning). They were also asked to elaborate on ways in which they successfully navigated problems they encountered in their efforts to support diverse learners.

In this current newsletter, you will read about how Dr. Bradley Bergey (*Queens College, CUNY*) describes supporting university students with a history of reading difficulties through professors helping them develop reading, studying, and self-regulatory strategies that enhance their likelihood of academic success; Dr. Nikki Yee (*University of the Fraser Valley*) offers ideas through a socio-constructivist lens of SRL about the importance of collaborating across communities to co-construct supports for Indigenous (and all) students; Dr. Karen Harris (*Arizona State University*) describes practice-based professional development for SRSD in writing specifically to address diversity and inequality, noting that teachers cannot do it alone; and Dr. Rhonda Bondie (*Harvard University*), along with Emily Wiseman (*University of Virginia*) and Dr. Akane Zusho (*Fordham University*) share how to promote teacher-use of self-regulated learning through lessons, materials and high quality feedback, and discuss how to do this using agile thinking.

In the light of all the rapid changes occurring in academia lately, it is logical to posit shifts in motivation and various self-regulatory beliefs and behaviors. Dr. Héfer Bembenutty contributes to this current newsletter by sharing insights and his review of a book by Eric M. Anderman titled *Sparking Student Motivation.* This book is focused on teachers' ability to triumph over classroom obstacles while igniting their own love for teaching as well as effectively and affectively motivating students to become self-regulated learners.

Finally, in addition to the Graduate Student Mentoring Program update and the Message from the Graduate Student Committee, this fall newsletter also contains Graduate Student Research Spotlights featuring Sarah Davis and Kate Durham.

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

We hope the insights and research shared in this newsletter help illuminate the integral role of SRL in addressing the issues of diversity, race, ethnicity, and inequality. Enjoy!

Dr. Robin L. Akawi

Aloy and Robin

Newsletter Co-Editors

How to Make a Charitable Donation to the SSRL SIG

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

- Write a check payable to "AERA" and in the notes field on the check write:

    "Donation to Studying and Self-Regulated Learning SIG #121".

- Include a brief cover letter explaining your intent to donate to our SIG. Also, include the address where you want AERA to send you a receipt for tax purposes.

- Send the check and cover letter to:

    American Educational Research Association

    Attn: Norman Tenorio, Director of Finance and Administration

    1430 K St., NW, Suite 1200

    Washington, DC 20005

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Supporting University Students With A History of Reading Difficulties
Dr. Bradley Bergey, Queens College, City University of New York

*S*tudents with learning difficulties are entering higher education in increasing numbers and many will struggle to develop the study strategies necessary for academic success. One group that often flies under the radar at college but that faces unique academic difficulties is students with undiagnosed reading difficulties. Given the reading-intensive nature of post-secondary education, college students who struggle with reading comprehension and fluency may need support to identify learning and study strategies that help them succeed. My research, in collaboration with Hélène Deacon (Dalhousie University), Rauno Parrila (Macquarie University), and others, has investigated practical ways to identify struggling readers at university, understand the nature of their academic difficulties, and support their self-regulation, achievement, and persistence.

Dr. Bradley Bergey

In our research, we have used self-reported reading history (e.g., Lefly & Pennington, 2000) to identify students who experienced trouble with reading acquisition as children. Research has indicated that self-reported early reading difficulties can identify college students with reading skills deficits similar to those with diagnosed learning disabilities (Deacon et al., 2012). Since self-report measures can be administered efficiently and cheaply, and therefore at scale, this method of identifying potentially struggling readers has some practical advantages over more clinically rigorous diagnostic methods. We have developed a large longitudinal dataset that includes the reading history of university students combined with self-reported SRL and motivational perceptions and behavioral outcomes (use of support services, GPA, retention).

We have found that students with (vs. without) a history of reading difficulty tend to earn lower GPAs and are more likely to dropout. Students with a history of reading difficulty report below-average academic self-efficacy and study habits at the start of university, and these persist over time. Using randomized designs, we have tested two interventions to support students with a history of reading difficulty. In the first, students with a history of reading difficulty received early institutional outreach, inviting them to meet with an academic advisor. Compared to a control group, students in the invitation group were more likely to use academic advising and earned more credits. These results suggest that early identification and outreach can support adaptive help-seeking behaviors and progress toward degree completion (Deacon et al., 2017). In a second intervention, peer mentors trained first-year students on study and self-regulatory strategies. Results revealed positive effects of mentoring on academic self-efficacy, use of study strategies, and use of institutional support service, but no effects on GPA or retention (Bergey et al., 2019).

Achieving equity in higher education entails identifying and minimizing the unique barriers that students face. The increased numbers of students with learning disabilities in higher education is a good sign – it indicates that such students are achieving a greater degree of success in their prior education. Yet students with learning disabilities – some of them undiagnosed – are likely to face a uniquely challenging transition from high school. It is important that professors and counselors help all students develop the reading, studying, and self-regulatory strategies they need to succeed.

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Collaborating Across Communities to Co-construct Supports for Indigenous (and all) Students
Dr. Nikki Yee – University of the Fraser Valley

*C*olonialism in North America continues to cause challenges for Indigenous students, and limits the possibilities for all students, communities, and systems (Battiste, 2013). Colonialism has been defined as ongoing, culturally embedded physical and psychological violence against Indigenous Peoples with the objective of alienating them from their ancestral lands (Cote-Meek, 2014; Pidgeon, 2009). As a result of systemic colonial influences within the educational system, many Indigenous students may struggle in school, leave school prior to completion, or are disproportionately identified for special education programming (Hare & Pidgeon, 2011; Michell, 2012). As a non-Indigenous researcher working in collaboration with my PhD supervisor, Dr. Deborah Butler, I aimed to address the problem of colonialism in education by working with a Community of Inquiry (CoI) to co-construct supports for Indigenous (and all) students in inclusive classrooms (Yee, 2020).

Dr. Nikki Yee

I came to the research thinking that self-regulated learning could offer an entrance for non-Indigenous teachers into Indigenous/decolonizing pedagogical approaches that may otherwise seem intimidating for non-Indigenous teachers. However, I used the socio-constructivist view of SRL (Butler & Cartier, 2018), together with notions of ethical relationality (Donald, 2016) within a CoI that saw participants as deliberative intellectuals (Cochran-Smith & Lytle, 2009) to shape how the research would be enacted. As a result, the research activities came to be driven by the priorities, curiosities, and expertise of participants. We turned away from examining models of SRL, towards a greater focus on the processes of working and learning across diversity. The research extended beyond using SRL to support students, to examine how people might come together across diverse experiences of culture and colonialism to provide these supports. SRL became a small part of seven broad principles intended to support Indigenous (and all) students.

I learned several lessons working across these lines of diversity. First, was the importance of prioritizing the needs of Indigenous and other equity-seeking Peoples. Similar to models of teaching from a SRL perspective, research can emerge from what participants bring to the CoI (Yee, Mazabel, MacNeil, & Butler, 2019). In the case of this research, being responsive to participants' experiences and expertise opened decolonizing possibilities that I had not previously imagined.

Second, findings suggested specific ways researchers can work with Indigenous and diverse communities. CoI structures such as facilitation practices that supported the co-construction of CoI norms, content, and goals created a context for generative engagement, along with communication that was honest but supportive. These CoI structures helped participants create a shared understanding of colonial experiences leading to a co-constructed vision of education. Simultaneously, participants considered teaching practices that might support students (such as SRL promoting practices), as embedded within the larger educational system. As Spele̲x̲íⁿlh, Anjeanette Dawson noted "it's a bigger picture than guiding principles for teachers." By using a socio-constructivist SRL approach to research, I was able to honour the agency and expertise of participants, and be responsive to their thoughts and needs, within the context of ethical relationality. As such, this research significantly contributes to a broader understanding of not only how to support Indigenous (and all) students, but how to work across lines of diversity.

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Practice-Based Professional Development for SRSD in Writing to Face Diversity and Inequality: Teachers Cannot Do it Alone
Dr. Karen R. Harris   - Arizona State University

For the past decade, the research teams I have worked with have conducted numerous studies on practice-based professional development for Self-Regulated Strategy Development (SRSD) in writing, (cf. McKeown et al., 2019; Harris et al., 2012, 2015). As always, we have worked in underserved, high poverty schools where the need for effective instruction is great. High quality education is one critical aspect in addressing "wicked problems" we face related to diversity, race, ethnicity, class, and inequality (see Harris, 2018 for more here, and on social justice, equity, education, and our future). Effective writing is a tool for learning and work. But writing can do more. Writing is critical for self-expression, communication, self-advocacy, identity development, and *social and political engagement*. Writing empowers students, and/or adults, to work together to address these wicked problems. Yet, the majority of teachers report being poorly prepared to teach writing. The last NAEP for 4th graders writing across genres found that 72% of 4th grade students scored at or below basic. Additionally alarming, 86%, 83%, and 67% of Black, Hispanic, and White students, respectively, scored at or below basic. Students with learning disabilities scored even lower.

SRSD has a strong record of addressing affective/social-emotional, behavioral, and cognitive/metacognitive writing goals for students in grades 1-12 (Harris & Graham, 2016, 2018). Working with teachers in PD for SRSD has been remarkable, and we have learned so much from them. While most teachers we have worked with have done a wonderful job with SRSD, they have experienced barriers as well. Once we leave, many teachers face challenges due to colleagues' loyalty to whole language or writers' workshop only, although SRSD can be effectively integrated into these approaches. Resistance to evidence-based practices is also strong in some districts. The time needed for SRSD instruction, which is criterion based, is a barrier mentioned across all of our work with teachers. Without our support, teachers are pushed back into pacing calendars and required curriculum goals. They cannot complete SRSD instruction for all students, and abhor that.

We have learned that we need SRSD research on further helping teachers be more responsive to cultural diversity. Actions such as collaboratively identifying students' cultural expectations regarding writing, fostering effort and motivation through support for identity, and use of culturally relevant topics can be integrated into SRSD instruction. Further, we discuss with teachers how writing (and reading) to inform, persuade, or narrate can be used as a part of learning about and involvement in addressing diversity, race, ethnicity, and inequality, and many want to do so. However, most teachers have little control over curriculum. They must cover the approved curriculum on time. Curriculums that integrate these concerns exist, but they are too rare (e.g.: http://www.ascd.org/ascd-express/vol9/922-patel.aspx/). One thing is clear to me, if we want change in

Dr. Karen R. Harris

schools and high quality education, we must be part of the complex changes in our country and our culture needed to create a just society and high quality education for all (Harris, 2018; Harris & Graham, 2016). Teachers cannot do it alone.

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Promoting Teacher Use of Self-Regulated Learning and Agile Thinking Practices

Rhonda Bondie, Harvard University; Emily Wiseman, University of Virginia; Akane Zusho, Fordham University

*W*ith many students learning in remote and hybrid environments, the ability to self-regulate learning (SRL) is more critical than ever. Previous research highlights that self-regulated learners are strategic, conscientious, and confident—those who take charge of their own learning—and systematically and appropriately employ an arsenal of cognitive, motivational, and metacognitive strategies (Pintrich & DeGroot, 1990). Unlike their less regulated peers, they are undeterred by obstacles such as confusing texts or unclear directions, and typically find a way to succeed. Self-regulated learners proactively seek help when needed (Zimmerman, 1990; Karabenick & Newman, 2008). They report using more efficient problem-solving strategies (Hmelo-Silver, 2004), show heightened levels of interest in academic tasks (Ainley, Hidi, & Berndorff, 2002) and endorse achievement goals focused on learning and understanding (Pintrich & DeGroot, 1990).

Teachers can support student SRL through targeted opportunities in lessons, prompts in materials, and high-quality feedback. However, previous research suggests teachers infrequently employ practices that promote student SRL (Haslett, 2019). Moreover, teachers themselves can draw on SRL strategies to determine when and how to adjust instruction. Agile thinking describes the teacher's ability to perceive student learning needs, value student strengths, and adjust teaching accordingly. Little research has explored how teachers use SRL. Taken together, there is an urgent need for both teachers and their students to develop and use SRL.

In an ongoing experimental study, we are examining the effect of personalized coaching compared to written self-reflection on teacher use of SRL supportive and agile thinking practices to promote student reading comprehension in a mixed reality simulation. An initial aim of our research involves understanding the extent to which teacher candidates and practicing teachers report using these practices prior to treatment. We administered a baseline survey to examine self-reported frequency of SRL supportive and agile thinking practices. Our preliminary findings show that practicing teachers report significantly lower frequency of these targeted practices as compared to pre-service teachers.

Studies consistently show that self-regulatory strategies are learned skills that can be modified and improved (Weinstein, Husman, & Dierking, 2000). Given that SRL is amenable to change, we are currently providing professional learning opportunities to both practicing teachers and teacher candidates and measuring the extent to which teachers increase their use of SRL supportive and agile thinking strategies. Using mixed reality simulations with actors trained to provide consistent responses, we can quickly detect small changes in teaching practices before, during, and after the professional learning program. We also leverage this one-on-one immersive experience to provide personalized coaching aligned to a diagnostic needs assessment. Preliminary results suggest not only that teachers increase their use of high-quality feedback with repeated practice, but also that just brief, targeted coaching can dramatically improve a teacher's performance trajectory. As the study continues we hope to see an increase in teacher use of SRL practices and agile thinking in both simulated and actual classrooms, especially as the move to online and hybrid learning continues to particularly call on these practices.

Dr. Rhonda S. Bondie

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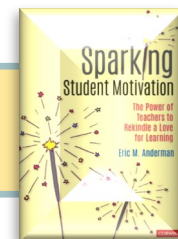
Emily Wiseman   **Dr. Akane Zusho**

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Book Review — *Sparking Student Motivation: The Power of Teachers to Rekindle a Love for Learning* by Eric M. Anderman
Reviewed by Héfer Bembenutty, Queens College of The City University of New York

*W*hy is it so difficult for some teachers to enhance student motivation? Why is it that student motivation challenges teachers' love for teaching? Why do some teachers sustain their passion for teaching and recognize that their work impacts student motivation? It is challenging to understand student motivation and teachers' efforts to rekindle students' love for learning. Probably, it is unfair to expect teachers' commitment to instilling in their students any semblance of intrinsic motivation, strategies, testing student learning, or creating positive classroom environments given the current state of the world with the COVID-19 pandemic. During distance learning, some students are highly distracted, miss social interactions with peers and teachers, lack home support, and the inspirations and encouragement they regularly receive in the classrooms. In the challenging social and political context, Anderman has come to rescue our teachers and student motivation for learning.

With his new book, *Sparking Student Motivation: The Power of Teachers to Rekindle a Love for Learning* (2021, by Corwin), Anderman shares the importance of activating motivation by self-generating actions, beliefs, behavior, and affect and inspiring instruction in order to sustain their students' academic motivation. With simple prose, eloquent tone, colorful paintbrush, a succinct narrative, and practical examples, Anderman captivates the attention of all teachers who dreamed of generating enthusiasm, self-efficacy, and passion for learning among their students. Anderman's book provides theoretical grounds and applications of motivation research to practice that could assure teachers' triumph over classroom obstacles and describe *what, why*, and *how* they can ignite their love for teaching while inspiring students to be self-regulated learners.

This timely book answers many teachers' dreams to transform their classrooms into an academy of learners, where educators teach on fire and self-directed learners are empowered in their learning process. The rethought rules and procedures, the well-designed solutions for testing conflicts, new approaches for grouping, rewards, and technology are some of the catalysts *Sparking Student Motivation* provides to teachers for them to transform classroom environments and learning limitations into new levels of self-efficacy beliefs, intrinsic and extrinsic motivation, modeling, goals, and achievement values.

Anderman is a professor of Educational Psychology and Quantitative Methods, Evaluation, and Research at Ohio State University. His research focuses on motivation, and he is the editor of the journal *Theory into Practice*. *Sparking Student Motivation* is divided into two parts. Part 1 has four well-synchronized chapters. After an introduction highlighting the power of a teacher to impact student motivation and the book's organization, Chapter 1 defines motivation and the role of needs, beliefs, and goals. In addition to clearly delineated tables, a highlight of the chapter is Anderman's revision of the definition of motivation. To Anderman, motivation involves a process to explain why students engage in particular tasks. He notes that student motivation is determined by their needs, beliefs, and goals, and that motivation could be intrinsic or extrinsic.

In Chapter 2, Anderman asks the question, who shapes student motivation? He suggests that students' personalities, teachers, parents, schools, and the community shape student motivation and provide valuable tools to assess the impact of those factors. In Chapter 3, Anderman attracts curiosity by titling it "The Secret Sauce," and suggests that self-efficacy is the secret sauce. Self-efficacy is a necessary belief for enhancing student motivation and indicates that through modeling setting goals, and appropriate feedback, self-efficacy is the desirable sauce. In Chapter 4, Anderman introduces the second sauce, achievement values, and exhorts teachers to instill positive attitudes and beliefs in students. He argues that teachers' motivation to teach affects students' interest and enjoyment of learning in the classroom.

Part 2 of the book includes five chapters fully complemented with activities, tables, vignettes, and applications of motivation research to practice. Chapter 5 describes how teachers should teach to spark motivation (e.g., grouping students, using technology, rewards, promoting a growth mindset, understanding preferred learning styles). In Chapter 6, Anderman helps explain the purpose of testing by inviting teachers to consider their motivation for testing, its consequences, and the role of feedback.

In Chapter 7, Anderman answers the question, Should I be nice? By emphasizing the importance of culture and diversity, the positive relationship between teachers and students, and teachers' caring dispositions, Chapter 8 provides helpful tools for sustaining effective behavioral management. It points out the role of having effective rules and procedures. the seven BRAVEST motivation domains of effective motivation (i.e., Behavior, Relationships, Autonomy, Value, Efficacy, Sharing, and Testing).

Anderman exudes determination and confidence that teachers empowered with self-efficacy, achievement values, and skills are the ones who could spark student motivation. His book effectively provides substantial theoretical rationales and applications from research to practice worthy of compliments for how seriously he presented them. As a motivational theorist and researcher, Anderman has done laudable work inviting teachers to rekindle their love for learning and teaching and to inspire their students to equip themselves with effective motivational beliefs and self-regulatory skills while pursuing academic goals.

The multiple activities, tables, and vignettes make this book one that could be used in a standalone class or to supplement any educational psychology or classroom management class. It is evident that Anderman loves his profession and believes in the teaching profession. By giving a unique role to self-efficacy and achievement values, the book conveys that motivation is a dynamic process that could help students be self-regulated learners. This hands-on book is for all interested in sparking student motivation. It conveys a forthright message that teachers are guaranteed to triumph over student motivation when utilizing the tools provided in the book.

Héfer Bembenutty

SSRL SIG Fall 2020 Newsletter

Graduate Student Research Spotlight Series

Sarah Davis, University of Victoria   *Kate Durham, Auburn University*

Sarah Davis

I'm in my final year of my PhD at the University of Victoria, and my advisor is Professor Allyson Hadwin. My doctoral work focuses on the interplay of mental health and SRL. Mental health at the university is a growing concern, but we know little about the role of mental health (i.e., psychological, social, and emotional well-being) during learning. This work was inspired by my years working as a high school counsellor, and my interest in conducting research with real-life applications.

Earlier stages of my research were informed by how university students believed their mental health was affecting their use of SRL processes and strategies and vice versa. Their insights have helped identify the critical role of metacognition in this line of research. Recently, I have used a variety of between- and within-person, over time methodological approaches, like multi-level modelling, to try to unpack this interplay.

More broadly, I'm interested in research approaches where data collected is not only for researchers, but also collected by students so they can monitor, evaluate, and adapt their own learning. This can happen through event-based experience sampling of metacognitive interventions, or any other data students collect during learning, for example monitoring their emotions, mental health, challenges, and/or strategy selection. I think these approaches have great potential for future research that not only fosters and promotes SRL in university students, but also contributes to our understanding of SRL as scholars.

Kate Durham

I am currently in my second year of my PhD in Educational Psychology at Auburn University. My interests in SSRL are still broad as I move through my coursework but over the past year I have been concentrating my readings to self-regulation and motivation of first year college students. As a first generation college student, I know how difficult the transition from high school to college can be without the proper resources both on and off of campus.

I am currently conducting research under Dr. Jill Salisbury-Glennon. As a part of the research team, we are investigating the interrelationships about college students' parental and peer support and their motivation, learning and study strategies, resilience, and academic achievement. This research project began in late fall last semester before the hit of the COVID-19 pandemic. As we all know the world of academia has now changed to new modalities of teaching and inventive ways of academic offices providing support to college students. Therefore, we have adjusted our lens to see how students experience academic achievement in the midst of this COVID-19 pandemic.

In the future, I hope to continue to research resilience in college age students. I would further like to study non-traditional student motivation to succeed in college and what resources are most utilized to reach graduation. My long term career goal is to teach at a community college or alternative higher education institution. I plan to conduct qualitative research projects with individuals that are often underserved in accessing and persisting through higher education in mind.

Message from the Graduate Student Committee

The SSRL SIG Graduate Student Committee would like to thank all the faculty and students for their support and contributions to our ongoing initiatives. We continue to build support and graduate student engagement in the SSRL SIG through our initiatives planned and carried out by our committee members.

The GSC continues to support the Research Lab Spotlight Series and the Graduate Student Research Spotlight Series. In addition to these initiatives, we have begun work on some new and exciting initiatives to better support collaboration and community among our graduate students and junior scholars. Broadly, these will center around networking opportunities and the job search/application process. We look forward to sharing this work with you in the coming months.

The purpose of the SSRL SIG graduate student committee is to: (a) represent the voice, interests, and needs of graduate students, and (b) promote graduate students' professional development. If you wish to become involved in the work of the GSC or wish to be featured in an existing initiative, please reach out to Joseph Tise at tise.joseph@gmail.com or Dr. Jake Follmer at djakefollmer@gmail.com.

 Sincerely,

GSC Chair: Joseph Tise　　*GSC Mentor: Jake Follmer*　　　　　*Members of the GSC:*
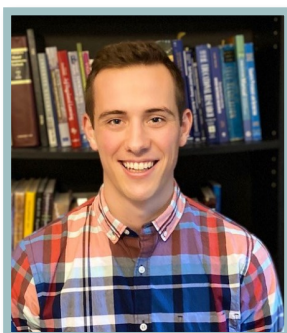
Elizabeth Cloude　　*Kate Durham*　　*Ying Wang*

Graduate Student Mentoring Program 2020

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

- Dr. Matthew Bernacki

Check out the SIG website!
https://ssrlsig.org/

SSRL SIG Fall 2020 Newsletter

2020-2021 Executive Board and Chairperson Contact Information

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

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Treasurers/Membership

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

Outstanding Poster Award
Roger Azevedo (roger.azevedo@ucf.edu)

Graduate Student Research Award
Héfer Bembenutty (hefer.bembenutty@qc.cuny.edu)

Barry J. Zimmerman Award for Outstanding Contributions
Anastasia Kitsantas (akitsant@gmu.edu)

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