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AERA SIG
Studying and Self-Regulated Learning

2021 SUMMER NEWSLETTER

SRL TEACHING STRATEGIES AND NEW NORMS

Editors

Robin Akawi

Kendall Hartley

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Letter from the Chairs

Jill D. Salisbury-Glennon & Aubrey Whitehead

Auburn University & The College of Wooster

We warmly welcome you to the Summer 2021 Edition of the Studying and Self-Regulated Learning Newsletter! Aubrey Whitehead and I are both humbled and honored to serve as your new Junior and Senior SIG Chairs. Please don't ever hesitate to reach out if there is anything that you might need, and/or if you'd like to share your ideas, suggestions, comments, constructive feedback etc. as we're always striving to meet everyone's needs during these unique times.

Jill D. Salisbury-Glennon

Honestly, I think that many of us were really hoping for some more "normalcy" by now, as we continue to be stuck in the midst of this COVID-19 global pandemic. There is no doubt that this pandemic has affected nearly every facet of our lives and sadly, that it will inevitably affect our schools, colleges and universities for this coming academic year as well as we attempt to s-l-o-w-l-y recover. Our newsletter editors, Robin Akawi and Kendall Hartley have worked tirelessly to assemble another amazing publication that really elucidates the fact that self-regulated learning is perhaps more important now than it has ever been to learning and academic success. The present issue highlights the importance of supporting college students' remote learning, teacher's self-regulated learning and teachers' support of their students' self-regulated learning. The current issue also emphasizes the importance of professional development for promoting self-regulated learning, as well as the potential of self-regulated learning for assisting individuals with Special Needs.

We just wanted to take a minute to express our most sincere appreciation to our SIG Program Chairs, Abraham Flanigan and Aloy Anyichie who have worked so diligently over the last few months to assemble a review panel, to solicit our AERA SIG conference proposals and for assigning expert reviewers to engage in the important job of reviewing all of the proposals that were submitted to our SIG. We are especially grateful to all of our reviewers who are so generously giving of their time to help make our Studying and Self-Regulated Learning Program the best it's ever been! Finally, we wanted to thank everyone who has submitted a proposal to our Studying and Self-Regulated Learning Special Interest Group (SIG).

We also wanted to commend Gregory Callan and Megan Krou for the time and effort that they've spent working on their recruiting efforts and drafting a budget, and financial planning for the upcoming year. Our webmaster, Charles Raffaele, and our Social Media Coordinators, Ryan Iaconelli and Rinat Levy-Cohen have also done an outstanding job so far of keeping everyone informed of our SIG dates, information and deadlines.

Aubrey Whitehead

Last but most definitely not least, we wish to express our most sincere appreciation to Hefer Bembenutty and Pamela Murphy for serving as the Editor-in-Chief and the Executive Editor, respectively; and for their continued assistance and support of us all. If you have missed the past issues of the SIG newsletter and the SSRL SIG Times Magazine, they can be found on our website at ssrlsig.org. We continue to remain optimistic that we can all be together again in person in San Diego in April 2022.

LETTER FROM THE EDITORS

Robin Akawi & Kendall Hartley

Sierra College & University of Nevada, Las Vegas

In the past year and a half, educational institutions have continued to adjust to the ongoing and unpredictable changes brought about by the pandemic. A huge undertaking of this adjustment has been carried out by faculty nation-wide in finding ways to foster student success in their newly revamped classes. Online and hybrid courses have been part of the new norm, though these new norms may still be altered as we eventually transition back to the option of on-ground courses. One element of this situation that has not changed is the importance of students taking charge of their own learning. Self-regulated learning strategies are at the forefront of student success. Faculty themselves have also had to adjust how they foster these skills throughout the pandemic, and through their experiences of what has worked and what hasn't, it would be beneficial to understand the strategies that are useful to apply in these new norms. This is where professional development comes into play.

Robin Akawi

In this current newsletter, you will read about how Lauren Hensley, Ryan Iaconelli and Christopher Wolters of the Dennis Learning Center at Ohio State University, describe supporting college students in times of emergency remote learning and beyond. This is followed by David N. Longhurst and Greg Callan of Utah State University reporting on teachers' use of practices that support self-regulated learning. In addition to knowing about teachers' use of these practices, Bracha Kramarski and Orna Heaysman, both from Bar Ilan University, along with Yafit Moradoff of Hemdat College, help to highlight coping with teachers' self-regulated learning challenges with immersive simulation experiences. Elie Ching Yen Yu (University of Albany -SUNY), Angela Lui (Rutgers), and David Franklin (University of Albany – SUNY) share information about the use of DAACS (Diagnostic Assessment and Achievement of College Skills) to foster students' development of SRL strategies and practices.

Kendall Hartley

With more and more faculty teaching online since the pandemic started, Kendra Hall from Old Dominion University and Aloysius C. Anyichie from Bishop's University share about preparing to teach online, discussing a conceptual framework for supporting culturally diverse learners in online environments. Based on these changes and new norms, Anastasia Kitsantas (George Mason University), Timothy Cleary (Rutgers University), Erin Peters-Burton (George Mason University), and Peter Rich (Bringham Young University) bring forth recommendations for professional development in self-regulated learning with a focus on learning and application for secondary science teachers. Maram M. Alraddadi and Kim T. Zebehazy both from the University of British Columbia extend this research by sharing the potential of SRL and its compliments to enhance learning and inclusion for students with visual impairments. In the light of all the changes that are still unfolding, more focus on professional development in various subjects and grade levels is essential.

Finally, in addition to the Graduate Student Mentoring Program update and the Message from the Graduate Student Committee, this summer newsletter also contains Graduate

Student Research Spotlights featuring Liz Cloude, Kate Durham, and Michelle Seki.

We are continually thankful for our remarkable SIG members for all the various ways your research and teaching help expand our understanding and application of SRL and help strengthen our SIG. We are confident that this newsletter will serve as a resource and guide to highlight the importance of professional development to increase the effectiveness of fostering students' development of SRL, as well as promoting growth in our own self-regulation strategies as instructors. Enjoy!

2022 Annual Meeting

We are looking forward to seeing you face-to-face in San Diego! April 22-25, 2022.

Photo credit

Supporting College Students in Times of Emergency Remote Learning—and Beyond

Lauren Hensley, Ryan Iaconelli, & Christopher Wolters

Dennis Learning Center, The Ohio State University

Along with many other institutions, our primarily residential college campus abruptly changed instruction to remote education in the middle of Spring semester 2020. We conducted a qualitative study to better understand how this sudden change of context impacted students' engagement in self-regulated learning. We examined the written responses of 328 college students to open-ended questions about disruptions to their living situation; changes to their motivation, confidence, and strategies for learning; and how well their instructors did in adapting to the shift to online learning. We used reflexive thematic analysis (Braun et al., 2019) to uncover shared meaning and recurring ideas. Our findings highlighted the challenges of emergency remote learning, summarized below.

Lauren Hensley

Feeling Disconnected and Distracted

Students felt disconnected from the people and places that motivated them, along with reduced immediacy in receiving help from instructors or accessing resources. The loss of structure, routine, and control over their study spaces led to a pervasive sense of distraction.

Lost Autonomy and Personal Stressors

Students were frustrated by being tied to a form of learning that they had not chosen. At the same time, students sensed a loss of control over other aspects of their lives, such as health, finances, or home environment.

Experiencing Academic Burden and Burnout

Some students reported needing additional time for their coursework due to their difficulty grasping content in this format or feeling isolated in their learning. Other students reduced their effort and engagement, describing a sense of simply going through the motions or doing only just enough to pass.

Encountering Both Caring and Disregard from Instructors

While some students were encouraged by instructor flexibility and care, others were disappointed by instructor resistance to accommodating changing life circumstances. In light of the other challenges identified, these disparities highlighted the need for compassionate teaching that recognizes the importance of context, affect, and motivation in learning (Kim et al., 2020).

Ryan Iaconelli

Christopher Wolters

The rapid shift to online learning has highlighted how students' peer groups, study environments, life events, and interactions with instructors can impact engagement in learning. To support learners both in times of emergency remote learning and during the other transitions of their academic careers, we offer the following suggestions.

1. Don't assume students are inherently skilled in using technology for learning. In course introductory materials, connect students to the campus learning center or online resources to develop strategies for successful online learning (e.g., building in structure and breaks, practicing self-advocacy with instructors and family members, using metacognitive self-regulation to

assess understanding and adjust strategies, using apps strategically to reduce stress, track tasks, or study with other students).

2. Provide flexible and accessible forms of support, communicating both your own willingness to assist students and the value of campus resources.

3. Give students a voice in identifying the help they need (e.g., formative course feedback surveys, "course questions" discussion boards).

4. Provide flexibility and choice in how students complete course requirements (provide authentic assessments over high-stakes proctored online exams, offer asynchronous options for students without high-speed Internet access or who are participating from different time zones, revisit and clearly communicate policies surrounding extenuating circumstances).

You can read more about our study in the *Journal of Research on Technology in Education.*

Find more back to school essentials and tips for online learning through the Dennis Learning Center's YouTube channel.

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COPING WITH TEACHERS' SELF-REGULATED LEARNING CHALLENGES WITH IMMERSIVE SIMULATION EXPERIENCES

Bracha Kramarski,[1] Orna Heaysman[1] & Yafit Moradoff[2]

[1]Bar Ilan University, [2]Hemdat College

One of the required 21st-century skills necessary to cope with challenges in teaching is to stimulate active independent learners who can perform self-regulated learning (SRL; Zimmerman, 2008). However, teachers struggle with teaching SRL and need support and direction in attaining and transferring SRL knowledge and practices to real-time teaching in the classroom (Dignath & Büttner, 2018).

Bracha Kramarski

To support teachers in teaching SRL strategies, an effective professional development program should include explicit theory and practice based on pedagogical principles. We structured a unique theoretical–practical model that integrates explicit SRL theory (cognition, metacognition, and motivation) into immersive experiences of video observation and simulations with professional actors (SIM). The integration of the theory and experience (SIM–SRL) aims to enhance the practical application of SRL strategies. Each part of the program is directed by self-questioning: *What? Why? How? When?* (see Fig. 1).

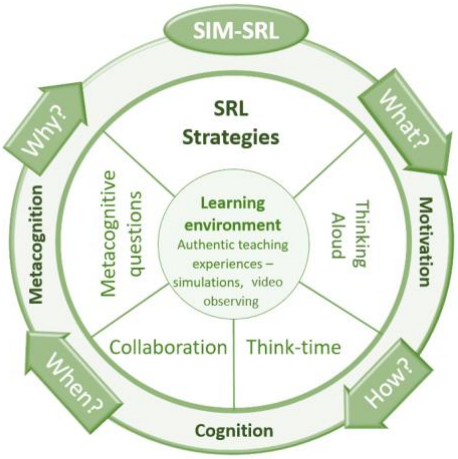

Figure 1. Professional Development Model for integrating SRL strategies and immersive simulation experiences

The SRL strategies included in the model were:

Metacognitive Question prompts. Prompting questions direct learners to understand and monitor their cognitive actions (Kramarski & Mevarech, 2003). They refer to planning and selecting a strategy, performance and reflection (e.g., What am I doing; Why? How should I continue? Is the solution reasonable?)

Think-time. Teachers provide their students with time to think of an answer to a question. It is a crucial strategy as it supports autonomous learning and allows extra time for students to activate cognitive and metacognitive thinking (Ingram & Elliott, 2016).

Orna Heaysman

Collaboration. Learning with peers to exchange and share knowledge, ideas, and experiences that emphasize the learning processes. Collaborative learning occurs through learners' interaction while achieving learning products. (Hadwin et al., 2018).

Think-aloud. When students verbally express their thought while solving a problem (see Fig. 2), they increase their awareness of their thinking process, thus enhancing their metacognitive ability (Greene et al., 2018).

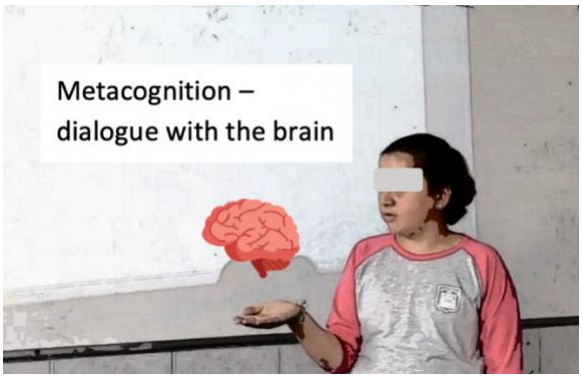

Figure 2. A student "talks to the brain" to model thinking aloud. Watch her on video.

A recent study based on this model aimed to examine the contributions of the integrated SIM-SRL, to leverage teacher training with a unique simulative environment supported by metacognitive questions - oriented to nurture SRL strategies.

Yafit Moradoff

To enhance teachers' practical skills in SRL strategies application, we used immersive experiences of simulations with real actors as students (see Fig. 3). The simulation imitates a classroom setting where teachers can actively make teaching decisions in real-time. What makes the simulations with real actors so compelling and immersive is the communication with live actors who can convey realistic characters, thus encouraging the participation of the teachers and their enthusiasm (Dieker et al., 2014; Gaba, 2004; Heaysman & Kramarski, 2021; Kramarski et al., 2021).

Figure 3. Simulation: teacher participating (left) and actors as students

The holistic program based on SRL theory with simulations has succeeded in increasing the explicitness level of teachers' practice promoting SRL strategies in student-centered teaching. Experimental groups trained with simulations have outperformed control groups in using SRL strategies in class (Heaysman & Kramarski, 2021; Kramarski et al., 2021).

The study offers a unique program for teachers in immersive simulations. It adds to the knowledge about the effectiveness of simulation in training, to nurture student-centered teaching that is oriented to SRL strategic instruction, and support the assimilation and transference of the skills that are learned into classroom practice. The program integrating SRL theory and immersive simulation environment paves the way for the practice to be exercised in an informed and efficient manner.

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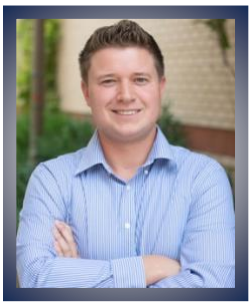
Teachers' Use of Practices that Support Self-regulated Learning

David N. Longhurst & Greg Callan

Utah State University

Self-regulated learning (SRL) entails an integration of several important cognitive, metacognitive, behavioral, and motivational processes that facilitate achievement across all core academic domains (Greene & Schunk, 2017). However, the development of SRL typically requires intentional interventions or classroom supports, to which most students are not exposed (Dignath & Büttner, 2018; Hattie & Yates, 2014). Research examining teachers' SRL supports has often emphasized strategy instruction rather than a more comprehensive array of SRL supportive practices (Hattie & Yates, 2014) and closed-ended measures such as questionnaires. This study examines teachers' *open-ended* reports of a *broader array* of classroom practices *(i.e., 15)* to support SRL. In doing so, we establish a baseline of practices that teachers use and practices that could be further capitalized upon.



David N. Longhurst

Brief Methods

Participants included 112 primary and secondary teachers from Indiana (*Mean age* = 43.9; *SD* = 11.34). Most (*n* = 82) of the teachers were female, general education teachers (90%). Participants completed a demographics survey, and were asked to provide a typed response to, *"Please provide a definition of the term, 'self-regulated learning.'", "What do you do to teach your students to self-regulate their learning?",* and *"What are some barriers to implementing SRL supportive practices in your classroom?"*

Responses for teacher knowledge of SRL were coded to nine SRL processes commonly addressed in SRL theories (Efklides, 2011; Pintrich, 2000; Winne & Hadwin, 1998; Zimmerman, 2000). Coding teacher responses of SRL supports and barriers is based upon a recently developed model of SRL supportive practices where SRL supportive practices are in three categories (settings, exchanges, and events; Callan et al., 2021). Responses were coded by two independent raters in relation to these three categories and the interrater reliability was "Nearly Perfect" (*Kappa* = .81).

Greg Callan

Results

Results indicated that a large portion of teachers (59.8%) reported using zero or one of the 15 SRL supports. Teachers most often reported using direct instruction, homework logs, planning, or reflection sheets, self-assessment, and modeling. Teachers least often reported positioning all members as learners, normalizing the experience of academic challenges, and having long-term and complex assignments. With teacher reported barriers to implementing SRL supports, two common barriers emerged, first, teacher knowledge of SRL and second, perceptions of time. Lastly, the use of SRL supportive practices were also best predicted with teachers' SRL knowledge, and reporting insufficient time whereas, teachers' belief in student autonomy were less likely to use SRL supportive practices.

In summary, the commonly reported SRL supports may suggest that they are highly acceptable and feasible SRL practices for teachers, though future research is needed to assert this claim. Since many teachers identified either using only one or no SRL

supports in their classroom, we recommend for teachers who are unaware of how to support SRL in their classroom to examine commonly reported practices first such as direct instruction, homework logs, planning, or reflection sheets, self-assessment, and modeling. In future research, we recommend that teachers are asked to explain their practices and barriers to an open-ended question regarding the term "self-regulated learning."

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Using DAACS to Foster Students' Development of SRL Strategies and Practices

Elie ChingYen Yu[1], Angela Lui[2], David Franklin[1]

[1]University at Albany – SUNY, [2]Rutgers University

The Diagnostic Assessment and Achievement of College Skills (DAACS; daacs.net) was a 5-year FIPSE grant-funded project (#P116F150077) led by principal investigators Drs. Jason Bryer[1], Heidi Andrade[2], and Timothy Cleary[3]. For this project, we designed a suite of open source, online assessments and supports (both technological and social) to optimize student success in college.

Elie ChingYen Yu

The online DAACS system (Figure 1) has four primary components: (1) diagnostic assessments of self-regulated learning, reading, writing, and mathematics; (2) instant feedback with recommendations and links to open educational resources (OERs); (3) a dashboard for academic advising, and (4) predictive modeling to identify students at risk of failing. Findings from our efficacy study support the use of DAACS –completing the assessments and reviewing the feedback and OERs was linked with improvements in on-time progress and retention (Bryer et al., 2019). A defining feature of DAACS is its explicit goal to foster SRL strategies and practices through the SRL and writing assessments, and individualized feedback, which is connected to the SRL Lab that was introduced in the SSRL 2019 Fall Newsletter (Franklin et al., 2019).

Angela Lui

The diagnostic SRL assessment is a psychometrically sound and practical, actionable SRL assessment that measures motivation, learning strategies, and metacognition, and several sub-domains within each of those domains (Lui et al., 2019). Once students complete the assessment, they are directed to individualized feedback on their results that highlight their strengths and areas that are holding them back. Students are prompted by the DAACS writing assessment to reflect on their SRL results by summarizing the results, identifying specific strategies for

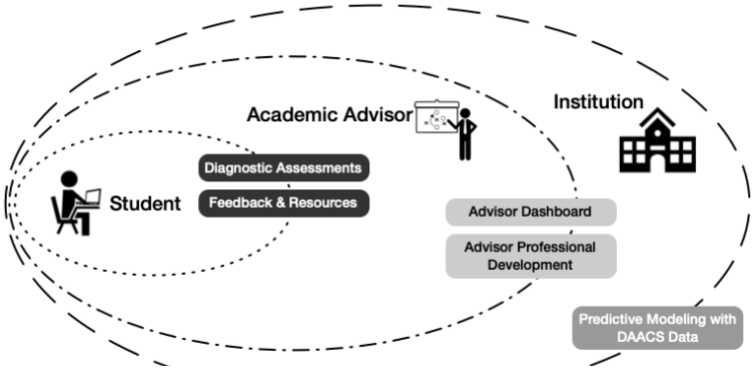

Figure 1. DAACS Framework and Components

improving their SRL, and committing to using them. The SRL Lab (srl.daacs.net), which is linked to students' individualized feedback, is an open access resource designed to provide students with detailed information about what SRL is, how it is related to success in college, task-specific strategies students can use, and case scenarios that demonstrate their value and utility. As students' social support, academic advisors are given access to students' DAACS results, which they can use to inform SRL-focused advisement.

David Franklin

In summary, when used as intended, DAACS encourages and supports students' growth as self-regulated learners. With DAACS-generated individualized feedback and an opportunity to reflect on it through the writing assessment, students become more informed about themselves as learners. In turn, a more intentional behavioral change could be planned independently, with the support of their academic advisors, or both. Various behavioral nudges have also been designed as reminders for students to complete and use the DAACS. These nudges resulted in a significant increase in the use of feedback and resources (Franklin et al., in press). A newly awarded IES grant (#R305A210269) has allowed us to continue our work to examine how DAACS can be used to support learners both in face-to-face, blended, and online learning settings.

[1]Jason Bryer is an assistant professor of the Program of Data Sciences and Information Systems at the School of Professional Studies, CUNY

[2]Heidi Andrade is a professor of the Department of Educational and Counseling Psychology at the School of Education, University at Albany, SUNY

[3]Timothy Cleary is a professor of the Department of School Psychology at the Graduate School of Applied and Professional Psychology, Rutgers University

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Preparing to Teach Online: A Conceptual Framework for Supporting Culturally Diverse Learners' in Online Environments

Kendra Hall[1] & Aloysius C. Anyichie[2]

Old Dominion University[1], Bishop's University[2]

A massive educational disruption necessitated a shift from face-to-face to online learning. Unfortunately, the online environment often lacks the explicit inclusion of students' cultural and language differences (Lawrence, 2020). This presents unique challenges for culturally-diverse students and teachers in regards to promoting interaction and engagement. Specifically, ways of speaking, markers of identity and culture, and non-verbal communication, are not available in many online environments, at least not in the same way as traditional classrooms (Hannon & D'Netto, 2007). Therefore, research suggests that the learners' linguistic and cultural experiences be brought to the forefront of learning and curriculum (Gay, 2010). Additionally, students must expend more effort and self-regulation (SRL) to engage and accomplish their learning goals in online environments. Research indicates that highly self-regulated learners have increased engagement and academic achievement in online environments (Azevedo et al., 2019; Im & Kang, 2019).

Kendra Hall

A *Culturally Responsive Self-Regulated Learning Framework (CR-SRL)* presents ways to include students' cultural backgrounds, lived experiences and individual processes as resources for learning and increasing engagement (Anyichie, 2018). Anyichie and Butler (2018) implemented the three "interdependent and continuous" dimensions (i.e., classroom foundational practices, designed instructional practices, and dynamic supportive practices) of the CR-SRL in a traditional classroom and found that all three components of the framework were positively associated with culturally-diverse learners' engagement. However, this framework has not been examined in online environments. Given the need to address challenges of equity in online environments, we present recommendations for practices from the CR-SRL framework to support culturally-diverse learners' engagement:

- *Classroom foundational practices* encompass all the efforts in setting up the classroom for instruction, including practices to gain knowledge of learners' backgrounds to create a safe learning environment (e.g.., electronic questionnaires gaining knowledge of cultural values, interests, and aspirations [CRT, SRL], online discussion boards for reflection, interaction about ways of knowing, and critical thinking [SRL, CRT]). These practices promote students' and instructors' cultural competence, belongingness, collaboration, and student-teacher relationships (Anyichie, 2018; Woodley et al., 2017).
- *Designed instructional practices* combine CRT and SRL practices in tandem. Such practices allow learners to approach tasks from their cultural lens (e.g., online inquiry-based project incorporating personal experiences [CRT], engagement in planning, self-monitoring, and strategic action [SRL]). These practices, when deliberately designed in an online setting, have the potential to increase students' understanding of the learning content, engagement, and achievement (Inan et al., 2017; Anyichie & Butler, 2018).
- *Dynamic supportive practices* describe the available supports in the learning

environment (e.g., self- and peer-assessments and feedback from instructors, family, peers [SRL, CRT]). For example, offering timely feedback such as identifying gaps in student learning (Anyichie, 2018) via online discussion boards can be used to promote engagement, self-efficacy, and self-monitoring (Chang M-M, 2007; Yao et al., 2020).

Aloysius C. Anyichie

The positive relations between CR and SRL practices and engagement, highlights the need to understand how the CR-SRL framework can be proactively implemented in online environments. The recommendations outlined here can provide a start for instructors in deliberately designing supportive online curriculum that holistically accommodate diverse learners' cultural experiences.

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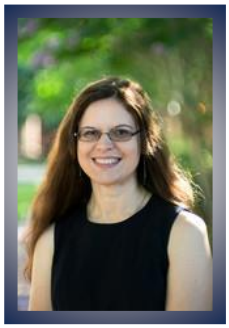
Professional Development in Self-Regulated Learning: A Focus on Learning and Application for Secondary Science Teachers

Anastasia Kitsantas[1], Timothy Cleary[2], Erin Peters-Burton[1], and Peter Rich[3]

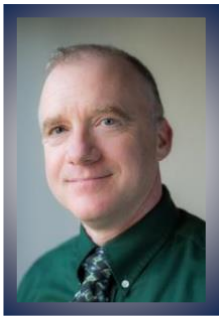
[1]George Mason Univesity, [2]Rutgers University, [3]Brigham Young University

According to The Next Generation Science Standards (NGSS), the main goal in today's classrooms is to develop self-responsible, independent, and knowledgeable science students (NSTA, 2014) in order to bridge the gap between science content and science practice instruction.



Anastasia Kitsantas

An important aspect of our NSF-funded research project, *Fostering Student Computational Thinking with Self-Regulated Learning*, is exploring how students' computational thinking (CT) and self-regulated learning (SRL) skills can be optimized as students engage with data practices (DP) during science investigations. The long-term goal of this researcher-practitioner partnership project is to develop an electronic notebook, called Science Practices Innovation Notebook (SPIN) that will enable high school science teachers to embed CT within their lesson plans to optimize students' scientific thinking processes. We have pursued this goal through continuous professional development to support teachers' knowledge and infusion of SRL skills in CT and DP processes within the high school science classroom.



Timothy Cleary

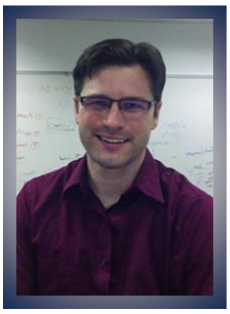
Our research is grounded in Zimmerman's (2008) social cognitive view of SRL and Weintrop et al.'s (2016) conceptualization of CT and DP in science. CT—a practice that has been incorporated in the NGSS—represents a way of solving problems using algorithms, abstractions, and automations that are used for a range of tasks such as building simulations, recognizing, expressing, applying quantitative relationships, and statistically analyzing data. Because using CT in DP is complex, it is an opportunity to use approaches of support and teacher learning in SRL. SRL refers to the degree to which students are able to regulate their thoughts, affect and behaviors in the pursuit of goals (Zimmerman, 2008; Peters-Burton, Cleary, & Kitsantas, 2018). SRL cyclically occurs in three major phases: forethought, performance, and self-reflection. In the performance phase, students set goals and formulate a plan for approaching a task; in the performance phase, students enact the plan and use strategies to keep track of their progress; and in the self-reflection phase, students evaluate their progress against their goals and self-react to outcomes.

Erin Peters-Burton

Teacher interviews and surveys on how science teachers applied SRL to their actual lesson planning process showed that teachers infuse skills from the forethought phase of the SRL

cycle knowledgeably but they still need support with the performance and self-reflection phases. This research demonstrates the following:

1. Longitudinal professional learning design with intensive meetings in the summer (teacher learning) and monthly meetings during the year (application) might be an effective way to support teachers' SRL learning. Formatively evaluating the professional learning with interviews helped us to refine the instruction offered.
2. Teachers more often reported difficulty with the logistics of implementation than buy-in with infusing SRL into their lesson plans
3. After the required shift to online and hybrid instruction this past year, teachers recognized and articulated the fundamental need for students to be self-regulated.



Peter Rich

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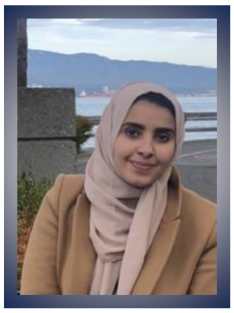
Researching the Potential of SRL and Its Compliments to Enhance Learning and Inclusion for Students with Visual Impairments

Maram M. Alraddadi & Kim T. Zebehazy

University of British Columbia

Self-regulated learning (SRL) is a process that requires learners to be metacognitively, motivationally, and strategically active participants in their learning situations (Zimmerman, 2008). It has been linked to the attainment of skills that are necessary to succeed in school and beyond (Butler et al., 2017; Perry et al., 2008; Zimmerman, 2002) and have been found effective in enhancing the academic outcomes of struggling students, including students with special needs (Perry, 2015).



Maram M. Alraddadi

Students with visual impairment (VI) have limited access to casual observation and incidental learning that usually assist sighted children in the acquisition of essential skills and knowledge (Allman & Lewis, 2014). With their inability to see peers' behaviors, opportunities for social interaction, receiving and giving feedback, and engaging in the self-assessment process may be impacted. Accordingly, a powerful practice in teaching students with VI is to carefully plan learning experiences that are equivalent to incidental learning (Grolnick & Raftery-Helmer, 2015). In addition to academic learning needs, students with VI are also assessed for instructional needs in the expanded core curriculum (ECC) including social skills, self-determination, career education, and independent living skills. It is posited that SRL practices, which place emphasis on learning how to learn, social engagement, and self-awareness, have the potential to promote and enhance both academic and ECC learning and engagement for students with visual impairments (Zebehazy & Butler, 2015).

Kim T. Zebehazy

Despite the relevance, scant research has been found that investigates SRL for students with VI, specifically. To gain some understanding, we have conducted two studies to-date and have a third in progress. One study investigated the likelihood of general classroom teachers' practices to promote the inclusion of students with VI based on SRL theory (Alraddadi, 2019). Participants were four high school general classroom teachers and four students with VI included in their classrooms. Data documenting use of and instances of SRL practices were collected through classroom observations, teacher self-report questionnaires, and student questionnaires, using a protocol adapted from Perry (1998; 2015). Overall, the teachers provided limited opportunities at a depth that promoted inclusion or supported the SRL development of students with VI. Students were observed to mostly cluster among themselves and to passively follow teacher direction. We learned that the teachers perceived use of SRL practices at a greater frequency than was observed. The findings highlight an opportunity to shape beginning practices through intervention in order to increase teachers' capacity to provide meaningful SRL opportunities to students with VI.

The other completed study investigated the divergent thinking skills of students with VI (Zebehazy et al., 2020), a flexible problem-solving ability that would support a student's ability to engage in strategic action within SRL. Our study included a typical divergent

thinking task and a real-world problem task we created. From the sample of 52 students with VI, we found a relationship between divergent thinking ability and teacher ratings of academic functioning and real-life problem solving. We also found that students with VI who had more ECC instructional needs scored lower on the divergent thinking tasks, indicating a need to address thinking skills more, potentially through SRL-based tasks. The study in progress, similarly, is investigating the executive functioning (EF) profiles of students with VI and is in its early stages of adapting common EF assessments. An understanding of EF in students with VI may help design interventions to improve self-regulation.

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

Purpose and Description

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

Eligibility and Nomination Process

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

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

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

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

All nomination materials, including the nomination letter, the CV, the journal articles and the personal statement, are submitted electronically to Anastasia Kitsantas (akitsant@gmu.edu) by **November 19th**.

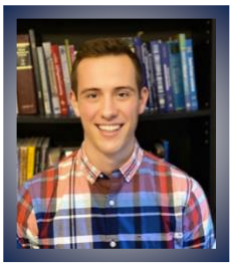
Recognition

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

Graduate Student Committee Report

Outgoing Chair Joseph Tise

As Chair of the Graduate Student Committee (GSC) for the SSRL SIG over the past year, I had the pleasure of working with a dedicated and innovative group of colleagues. Through our efforts, we maintained current initiatives and implemented a new initiative: the Graduate Student Pairing Program. This Pairing Program was integrated well into the larger mentoring framework available through the SSRL SIG.



Joseph Tise

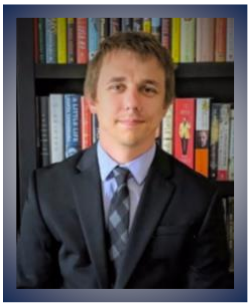
In short, the program served to foster professional connections among more-junior and more-senior graduate students within the SSRL SIG. This year, ten graduate students participated in the program, and I suspect the program will grow in years to come. It was an honor to work with so many ambitious scholars on this committee and within the SIG as a whole. With Liz Cloude taking over as Chair, the GSC is in very good hands. I look forward to further engaging with the SIG in other capacities in the future.

Incoming Chair Liz Cloude

During my time with GSC over the last year, it is clear that maintaining current and new initiatives that support building a network among junior and senior scholars across sectors is imperative for propelling the SSRL SIG forward and creating a strong community of support and mentorship among colleagues across varying levels of experience (e.g., junior graduate students to senior faculty members and scientists). As incoming Chair of the Graduate Student Committee (GSC) for the SSRL SIG, I am thrilled to continue working with dedicated graduate students and faculty members who are passionate about connecting with scholars to learn from each other, share knowledge, and spark innovative ideas that advance our discoveries and understanding of self-regulated learning across a range of communities, contexts, and sectors. I look forward to continuing to build connections within the SSRL SIG community and support initiatives that prioritize and foster inclusion, connection, mentorship, and the advancement of science studying self-regulated learning.

Faculty Mentor, D. Jake Follmer

As faculty mentor of the GSC, I am deeply appreciative of the service Joe has provided to the GSC and am looking forward to maintaining the work of the GSC with Liz. Moving forward, we will continue implementing and sharing efforts based on ongoing GSC initiatives, including the *Graduate Student Research Spotlight* series, the *Research Lab Spotlight* series, and the *Graduate Student Pairing Program* in collaboration with the Graduate Student Mentoring Program Committee.



Jake Follmer

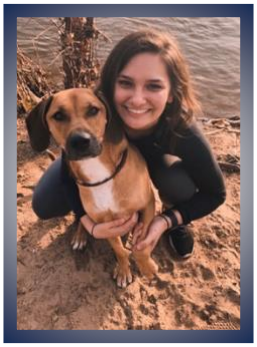
As always, the GSC would like to thank all the faculty and students for their support and important contributions to our different initiatives over this past year. We look forward to continued work and conversations with scholars and students over the next year.

Description and Contact: The purpose of the SSRL SIG Graduate Student Committee is to represent the voice, interests, and needs of graduate students and to promote graduate students' professional development within and beyond the SIG. If you would like to become involved in the GSC in the upcoming academic year, I encourage you to reach out to either myself (djakefollmer@gmail.com) or Liz (elizabeth.cloude@knights.ucf.edu).

Graduate Student Spotlight

Liz Cloude

Hi, please call me Liz and this is my best girl Ilana (see photo)! I am a doctoral candidate within the Department of Learning Sciences and Educational Research at the University of Central Florida studying with Dr. Roger Azevedo. I am also a research intern at the United States Air Force Research Laboratory studying simulation-based training across medic combat airmen using multimodal data.



Liz Cloude

I am passionate about studying how (and why) humans learn information across temporal and spatial dimensions such as in medicine, military, and educational settings. My research is focused on leveraging process data during learning activities (e.g., facial expressions, verbalizations, eye tracking, behavioral trace data, etc.) that is guided by a theoretical perspective in cognitive science to gain insight into the dynamical nature of learning as it relates to training and performance across a variety of emerging technologies (e.g., high-fidelity simulation or virtual reality).

My future research will continue to examine how to capture and analyze learning processes as dynamical constructs using a combination of both traditional and contemporary methodological (triangulating self-report data with multimodal data captured during learning activities) and analytical approaches (e.g., multilevel growth curve modeling; fractal scaling). My long-term career goals are to build intelligent and adaptive systems capable of teaming with humans that capture multimodal data and recognize/classify learning processes (e.g., confusion, stress, clinical reasoning, decision-making) to inform just-in-time assistance and collaboration to enhance training, performance, and decision-making when deficiencies/biases/etc. are identified. By utilizing artificial intelligence, multimodal data generated over learning activities could inform what, when, how, why, and with what (e.g., tools, resources) humans learn information optimally and efficiently (see recent publications below in working toward this goal: Cloude, Wortha, Dever, & Azevedo, in press; Cloude, Ballelos, Azevedo, Castiglioni, LaRochelle, Andrews, & Hernandez, 2021; Cloude, Dever, Wiedbusch, et al., 2020; Cloude, Wortha, Dever, & Azevedo, 2020).

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Kate Durham

I am currently in the second year of my Ph.D. 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 on 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.

Kate Durham

I am currently conducting research under Dr. Jill Salisbury- Glennon. As a part of the research team, we are investigating the interrelationships between 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.

Michelle Seki

Michelle G. Seki is a Ph.D. Candidate in George Mason University's Educational Psychology program. Michelle is interested in learning about the factors that impact collegiate student success. Particularly, she investigates the ways in which quality faculty-student interactions may impact student motivational beliefs and academic outcomes. Michelle is also interested in learning more about racial/ethnic and socioeconomic differences in student perceptions and the overall collegiate experience. In 2018, she published a book chapter entitled *Exploring Faculty-Student Interactions, Academic Self-Efficacy, Perceived Responsibility, and Academic Achievement of College Students (*Gnoleba, Kitsantas, and Hiller 2018). In the study, undergraduate students were surveyed, and general results indicated positive relationships between faculty-student interactions, self-regulated learning, and academic achievement. This project was also presented at the 2017 American Psychological Association Annual Convention.

In 2019, Michelle conducted a pilot study that examined student motivational beliefs, sense of belonging, and student success through Structural Equation Modeling. This work was recently accepted to the 2020 American Psychological Association Annual Convention. For her dissertation, she is conducting a follow-up study with Multi-Group Structural Equation Modeling. In the future, she will conduct research on the collegiate experience by institution type and size while also incorporating mixed methods research design.

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Barry J. Zimmerman Award For Outstanding Contributions

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Deborah Butler (deborah.butler@ubc.ca)
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Member: Elizabeth Cloude (Elizabeth.cloude@knights.ucf.edu)
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SRL Teaching Strategies and New Norms