



Studying and Self-Regulated Learning SIG
American Educational Research Association

Vol. 4
Issue 5
July 2021

**Héfer Bembenutty — Editor-in-Chief,
Content & Graphic Editor**
Pamela F. Murphy—Executive Editor

Times Magazine

**What Makes
Self-
Regulated
Learning
Leaders?
Don't You
Want
To Know?**

Jill Salisbury-Glennon
AERA SSRL SIG
Senior Chair

**The True Passion of
Self-Regulated
Learning
Leaders in a Few
Words**



Love in the Time of Cholera: Four Self-Regulated Learning Pedagogies

Héfer Bembenuatty



One of the significant benefits of our American Educational Research Association (AERA) Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) is that it brings people together, all from different backgrounds, cultural experiences, countries, creeds, beliefs, languages, and political ideologies. We all have a common goal: to uncover the principles, theoretical foundations, pedagogical approaches, and mechanisms that contribute to a better society and self-regulated learners as members of that society.

Every year, eight scholars are elected to lead, guard, and promote the goal of the SIG. These scholars try to make empirical and theoretical contributions to the field of motivation and self-regulated learning.

This special issue of the *Times Magazine* is dedicated to the SIG executive officers, who at this time of challenge are committed to the vision of the founders and pillars of our SIG, including Barry J. Zimmerman, Linda Bol, Kenneth Kiewra, John Thomas, William Rohwer Jr., and many others.

Our eight executive officers have confronted one of the most challenging times of the entire existence of the SIG in the face of the COVID-19 pandemic. With grace and dedication, they are leading us through this time, that in the words of Gabriel García Márquez, could be love in the time of cholera.

Love in the Time of Cholera (El Amor

Héfer Bembenuatty, PhD, is an Associate Professor of Educational Psychology at Queens College, Department of Secondary Education and Youth Services. His research interests center on the cyclical self-regulated learning culturally proactive pedagogy, academic delay of gratification, and homework cyclical self-regulated processes.



en los Tiempos del Cólera) is a novel by García Márquez, a Colombian Nobel prize winner.

Like in most novels, there are multiple interpretations of the themes, plot, and characters. I focus on the theme of enduring love and commitment at the time of challenges and the persistence and dedication to what one cares about.

The word *cholera* has many meanings. Here, I embrace cholera as a disease (COVID-19) and also as care and dedication, like the sentiments demonstrated by our executive officers.

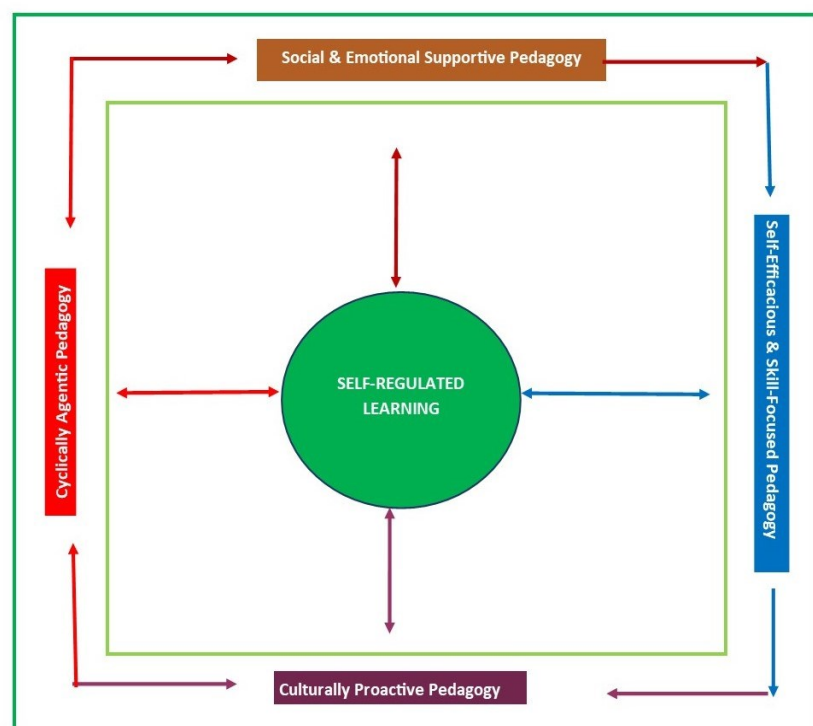
In the time of cholera (COVID-19 and its variants Beta, Gamma, Delta, and Lambda), our eight executive officers have sustained our SIG and its members.

In our SIG, we have the collective self-efficacy beliefs that our future is bright and that our human competence and agency would prevail at times of great challenge. We believe that everything will be okay.

During this challenging year in the time of cholera, I have reflected about our systematic pedagogies. I invite the officers to set a plan to promote four of them and invite their successors to consider them as they continue leading our SIG.

To me, motivation and self-regulation have, among others, four systematic pedagogies that would promote human agency, performance, and learning. Self-regulated learning is orchestrated under four interrelated systematic pedagogies that impact the educational contexts in which learning and instruction occur.

- The **Social and Emotional Supportive Pedagogy** focuses on situating self-regulation within multiple social and emotional contexts of teachers, learners, and the social context in which learning is happening.
- The **Self-Efficacious and Skill-Focused Pedagogy** focuses on promoting self-efficacy concomitantly with self-regulatory skills that assist in pursuing goals while avoiding an unproductive focus on self-esteem.



- The **Culturally Proactive Pedagogy** involves ingraining the values, traditions, and beliefs of both students and teachers within the learning environment because self-regulated learning is a culturally-bounded process.
- The **Cyclically Agentic Pedagogy** adopts a proactive and agentic approach to develop, adapt, change, and control the situations and environmental conditions while teachers and students engage in forethought, performance, and self-reflection processes during learning, performing or imparting instruction.

Ignoring these four pedagogies is not the answer during the time of cholera. These pedagogies are treasures that must be well considered by the current officers and their successors.

Let us work together to embrace these pedagogies, share them with teachers and college educators, and teach them to learners at all developmental levels.

In our modern and rapidly changing world, our SIG has eight scholars willing to serve, *Discimus ut serviamus*. We learn so that we may serve.

We express appreciation to Jill Salisbury-Glennon, our SSRL SIG Chair, for her support to the *Times Magazine*, and the assistance provided and laudable work of Robin L. Akawi and our copy editor, Amanda Ferrara.

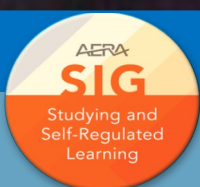


Times Magazine

Jill Salisbury-Glennon

AERA SSRL SIG Senior Chair

“My current research looks at the effects of the COVID-19 global pandemic on college students’ parental and peer relationships, motivation, self-regulated learning and academic achievement.”



AERA SSRL SIG

TIMES MAGAZINE

Vol. 4, Issue 5 ~ September 2021

The opinions and research claims expressed in *Times Magazine* are those of the authors and do not necessarily reflect the position of the AERA or our SIG SSRL. We do not fact-check every claim. Readers should judge the quality of the opinions and research claims and engage in direct conversation with the authors.

Page 3

Hello! I just wanted to take a minute to welcome everyone to the latest issue of the *SIG Times Magazine*! We wish to express our most sincere appreciation to Héfer Bembenutty and Pamela Murphy for all of the hard work, time, dedication, and effort that they have put into making this issue possible for all of us.

My name is Jill Salisbury-Glennon. I have been granted the honor and privilege of serving as our SIG Chair this 2021-2022 term, for which I am very grateful. I am also very thankful to have been able to work with Pamela Murphy over the last year, as she has served as an excellent mentor to help me prepare for this role. I have served as an AERA SIG proposal reviewer for several years and as the SIG Senior and Junior Program Chairs for three terms since 2000.

I have been a member of our SIG since 1995. I initially “stumbled across” this SIG when I found a “Studying and Self-Regulated Learning Special Interest Group (SIG) Business Meeting” listed in my 1995 AERA Program. I was not sure if I was “allowed” to attend, especially since I was a graduate student at the time, so I emailed

RESEARCH

My dissertation research was subsequently entitled “*The effects of text, motivation, self-regulated learning and epistemological beliefs on conceptual change.*” I have spent the last 25 years or so engaged in research into self-regulated learning.

My current research looks at the effects of the COVID-19 global pandemic on college students’ parental and peer relationships, motivation, self-regulated learning and academic achievement.

VISION FOR THE SIG

Based on all of the above, one of my primary goals as the SIG Chair is to not only increase our membership, but perhaps more importantly, to increase the power of our SIG to form personal, meaningful, and impactful relationships amongst all of our SIG members.

If there is one thing that my research into the effects of the COVID-19 global pandemic on college students has found, it is that many college students feel isolated and alone due to this pandemic. I think that we as academics are experiencing this and spend hours interacting with computer

to the reviewers who will probably be less critical than you are about your research and

- it is the relationships that make our lives, as ultimately we are human beings, so do not be afraid to spend time forging those. Your time and effort will pay off in the long run. I have seen too many academics focus too much on the academic side of our jobs. In the long run, I believe that the relationships that we built with students and colleagues are the most crucial part of our job.

I wish you all a healthy and safe academic year. We have all learned a lot from this pandemic, especially the importance of scientists as they are the ones who have developed effective vaccines to help mitigate this virus. May you continue to forge ahead with your scientific research, which makes a difference in broadening our understanding of students’ self-regulated learning. I hope to see you all in person in San Diego in April 2022.

Most sincerely and with kind regards,
Jill

COVID-19 Global Pandemic: Effects on College Students’ Parental and Peer Relationships, Motivation, Self-Regulated Learning, and Academic Achievement

Jill Salisbury-Glennon

one of my professors who was also attending AERA and asked if I was allowed to attend this business meeting.

Thankfully, she encouraged me to go, and I was so fortunate to find such a welcoming group of amazing scholars. I was “star-struck” looking at the names on all of their badges while they warmly welcomed me and all of the other graduate students and new faculty into this wonderful organization.

I can honestly say that for every year that I have attended AERA since it is this organization that is my “AERA home away from home,” no matter where the meeting is held. I sincerely hope that we can continue to provide this “AERA home away from home” for our members for years to come.

I also “stumbled across” the area of self-regulated learning. I was literally in the Penn State University library one Friday night during graduate school, and I opened up a 1990 Special Issue of *Educational Psychologist*, which was all on self-regulated learning. I excitedly ran out of the library that night with a stack of paper copies of every article in that Special Issue, along with a good idea of what I wanted to conduct my dissertation research on.

screens, Zoom, and email.

I sincerely hope that we can meet in person at AERA in San Diego next year as I feel these personal connections and relationships are so important. I want to organize a SIG Officers meeting before our SIG Business Meeting in San Diego.

I would like to help organize a SIG Dinner after our SIG Business Meeting, which all are welcome. In 2013, I organized the first SIG: Studying and Self-Regulated Learning Dinner in Vancouver, BC, honestly modeled after the SIG: Motivation in Education Dinner, which I had the opportunity to attend in San Diego.

I realized how powerful those social interactions were and decided to try that with our SIG as well. Thankfully, many of the past Chairs have also carried on this tradition, and I plan to carry this tradition on in San Diego as well.

PIECES OF ADVICE

If I could offer three pieces of advice to graduate students and newer faculty, it would be to

- work to achieve an excellent work-life balance, as you only live once and life is short,
- do not be afraid that your work is not good enough to submit, leave that up

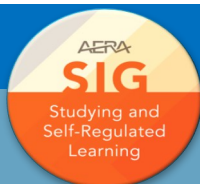


Jill Salisbury-Glennon, PhD, received her doctorate in Educational Psychology from The Pennsylvania State University. She is an Associate Professor in Educational Psychology at Auburn University. She has served as the Educational Psychology Program Chair from May 2009-May 2010 and will be assuming that role again during the Spring of 2022.

Representative SRL Research

“Doctoral student enrollment and study require significant resources such as faculty time, student time, and funding. However, doctoral student attrition is a serious problem nationwide, especially at the dissertation level. When doctoral students do not complete their dissertations, their potential contributions to society are substantially diminished, which may impact their own personal career goals and life plans. While it seems plausible that self-regulated learning may be one critical factor in the completion of the doctoral dissertation, there remains a paucity of research into the effects of self-regulated learning on doctoral program completion. In our study the results of a hierarchical regression analysis indicated that self-regulated learning predicted the time needed for the completion of the dissertation and was also correlated with intrinsic task value”

Kelley, M. J., & Salisbury-Glennon, J. D. (2016). The role of self-regulation in doctoral students’ status of all but dissertation (ABD). *Innovative Higher Education*, 41(1), 87-100. <https://doi.org/10.1007/s10755-015-9336-5>



AERA SSRL SIG

TIMES MAGAZINE

Vol. 4, Issue 5 ~ September 2021

The opinions and research claims expressed in *Times Magazine* are those of the authors and do not necessarily reflect the position of the AERA or our SIG SSRL. We do not fact-check every claim. Readers should judge the quality of the opinions and research claims and engage in direct conversation with the authors.

SSRL Unmasked: Taking an Active Stance to Strengthen Self-Regulated Learning

Aubrey Whitehead



Aubrey Whitehead is an assistant professor of psychology at the Virginia Military Institute and holds a PhD in educational psychology from George Mason University. He holds an undergraduate degree in nursing, a bachelor's degree in psychology from the University of Buffalo, and a master's degree in human resource development from Webster University. His research, Whitehead focuses on the effect of close social subgroups on undergraduates' selection of and persistence in STEM majors. He was an Air Force officer and former executive in the Federal government.

psychology, and leadership principles. I have served as the Perry-Williams Postdoctoral Fellow in psychology at The College of Wooster for two years, researching STEM majors at a liberal arts college. This fall, I will begin as an assistant professor in the Virginia Military Institute (VMI) psychology department. At VMI, I will investigate how close social groups affect cadets' decision to attend such a strenuous college, their selection of demanding STEM majors, and their techniques to complete these majors in such a challenging military environment.

PLAN FOR THIS YEAR

Amidst the pandemic, many students have had to stretch and use their self-regulatory skills. From setting their study schedules to finding and maintaining schoolwork motivation to consider what techniques worked best in this environment, self-regulation has played a more prominent role in their learning. Whether PK-12, college, or adult learners, research findings point to the importance of

developing and reinforcing self-regulation practices. Therefore, my goal is to foster a community that conducts work in this area and deliberately focuses on disseminating findings by interested grad students and seasoned researchers. For my part, I want to focus on highlighting SIG member work. I look to ensure the upcoming conference includes meaningful presentations from peers that address the spectrum of SRL topics, including established and burgeoning areas of interest. This will help our field retain current members and attract new members.

PIECES OF ADVICE

I offer the following pieces of advice to benefit you professionally and personally and the SIG as a whole:

- **Actively research:** Clearly, this pandemic has taught the world about the dire need and valuable benefits of self-regulated learning. I would encourage us all to add to the field through thoughtful research and highlight our findings. By doing great work and sharing it amongst the field, we will attract an enthusiastic SRL cohort.
- **Actively engage:** Share how involvement with the SSRL SIG has benefited you personally and professionally. For me, the SIG members have made me a more

cognizant learner and professor. Whether publishing/presenting at conferences, having a small discussion amongst colleagues, or counseling a student/family member/peer, let us look for ways to apply recent SRL findings. Also, our SIG strives to support graduate students interested in self-reg. So whether you are a sage veteran, a newer academic, or a graduate student yourself, I encourage you to identify and mentor graduate students who are questioning/exploring/considering SRL issues.

- **ACTIVELY CHEERLEAD:** I have always found the size of our SIG a benefit. It has allowed me to interact with many of you and form a deep sense of camaraderie. However, by increasing our membership, we can expand our discussions and findings regarding self-regulation. I challenge each of us to:
 - ⇒ highlight the work of our SIG to co-workers,
 - ⇒ invite them to talks presented by SIG members,
 - ⇒ suggest they submit a proposal to present at AERA, and
 - ⇒ share with them the SSRL SIG Times Magazine. Spread the word!

I look forward to working with each of you to champion the importance of SSRL research. All the best!

Representative SRL Research

"This qualitative study investigated how close social groups (family, friends, and educators; FFEs) contribute STEM major selection by undergraduate college students. Through purposeful sampling, four first-year college students at a midAtlantic, four-year university were surveyed to determine which group or groups students perceive contributed the greatest influence over their major selection. Interviews explored how and why students believe each social group and subgroup affected their decision. Results indicated family members (particularly mothers) play an early and sustained influence over college STEM major selection. High school educators contribute during the college application period, and college STEM professors influence STEM major persistence. Friends may offer support of STEM selection, but do not directly affect student decision. However, at different points of their educational careers, students perceive FFEs collectively contributed to their STEM major selection."

Whitehead, A. (2018). Examining influence of family, friends, and educators on first-year college student selection STEM major selection. *Journal of Mason Graduate Research*, 5(2), 58-84. <https://doi.org/10.13021/G8imgvr.v5i2.1963>

Good day to you. I am Aubrey Whitehead. Though I have been affiliated with the SSRL SIG for some time, I served as program chair, first junior, then senior over the past two years. This year, I look forward to partnering with Jill as the incoming junior chair for the SSRL SIG. In this position, I will represent the membership and advocate for continued exploration and distribution of scientifically-based SRL research and application.

WHAT DO I STUDY?

I study events, interactions, and situations that many of us know instinctively. The people with whom you associate contribute to your outlook, goals, and persistence. College students adept at goal setting, planning, and subsequent reflection do better reaching their degree pursuits. I am interested in learning the why and how of these phenomena to raise the number of folks in STEM fields.

Mainly, my research explores how close social groups (e.g., parents, family, educators, friends) influence college student degree persistence, particularly for STEM majors.

TEACHING

I teach courses on self-regulated learning, motivation, educational



AERA SSRL SIG

TIMES MAGAZINE

Vol. 4, Issue 5 ~ September 2021

The opinions and research claims expressed in *Times Magazine* are those of the authors and do not necessarily reflect the position of the AERA or our SIG SSRL. We do not fact-check every claim. Readers should judge the quality of the opinions and research claims and engage in direct conversation with the authors.

Research, Vision, and Pieces of Advice

Abraham E. Flanigan

Hello, everybody! My name is Abe Flanigan, and I currently serve as the Senior Program Chair for the AERA SSRL SIG. Previously, I served the SIG as a member and then co-chair and mentor of the Graduate Student Committee. I also served as junior and senior secretary/newsletter editor and junior program chair. Thus, it is safe to say that I have learned a lot during my time with the SIG and have gotten to know many of the wonderful, motivated, and collaborative people who are part of our SIG's community!

ONGOING RESEARCH

I am currently an assistant professor in the College of Education at Georgia Southern University. My research focuses on three strands:

- I have examined the impact that digital distraction (i.e., off-task use of mobile technology while completing academic tasks) has on student learning processes and outcomes (e.g., Flanigan & Babchuk, 2015, 2020; Flanigan & Kiewra, 2018; Flanigan & Titsworth, 2020). I like to think of digital distraction as “what it looks like when self-regulation of learning goes awry.” This research led to workshops to help college instructors understand how they can curb the prevalence of student digital distraction in their classrooms.
- I have developed a growing interest

over the past couple of years in how student-instructor rapport develops in face-to-face (e.g., Flanigan et al., 2021) and online (Flanigan et al., under review) learning environments. This research has led to online training modules and face-to-face workshops geared at helping college faculty cultivate and maintain a strong sense of rapport with students in their classes.

- I have continued to examine how the implicit intelligence beliefs of undergraduate computer science (CS) students change across time (Flanigan et al., 2017; Flanigan et al., in press).

VISION FOR THE SIG

It is important to me that my research has practical implications for students and instructors. As I already mentioned, I try to help bridge the research-to-practice gap by developing and delivering online training modules and face-to-face workshops for college instructors. I know that much of the research conducted by the members in our SIG can be leveraged to help improve the quality of learning (both in and out of the classroom) and instruction that takes place.

I want to challenge all members of our SIG to reflect on how they bridge the research-to-practice gap. Are there ways in which you could more effectively bridge this gap? Are there recommendations that

you have for others to bridge this gap? There is impactful research being done within our SIG—and much of that research is undoubtedly much more impactful than what I have done! My vision for the SIG going forward is for all members of our community to reflect on how we can all do a better job of bridging the research-to-practice gap and making our research findings more accessible for those whose lives it is intended to impact. Reaching out to community or university partners and stakeholders to find out what their needs are is a great starting point. I

know that many of us already take this responsibility seriously and strive to close the gap—which means that we can all serve as resources for one another in this critical venture!

PIECES OF ADVICE FOR SIG MEMBERS

I will direct my advice towards the graduate students in our SIG because I was recently a graduate student myself!

1. Do not be afraid to reach out to more established folks in the field. It is easy to feel like you might come off as bothersome if you reach out to a researcher whose study you found insightful. I have rarely found that to be the case. Sending a quick email to express interest in a researcher's work, share an idea, or propose a collaboration is often met with an unexpectedly friendly and enthusiastic response.

2. Get involved! Getting involved with the SIG during my time in graduate school was honestly one of the best decisions I made. Getting involved helped me make new friends, meet new mentors, and find new collaborators. If you are not sure how to get more involved, reach out to some of us on the executive committee and let us know you are interested. There is usually a way or two to get people involved with the SIG's ongoing activities.

3. Follow your passions! All of you bring your unique strengths, experiences, and insights with you into the field of educational research. Conducting studies is usually more fulfilling when the research questions we ask are personally meaningful. Do not be afraid to carve your path by following your passions.

Remember, you are part of a SIG full of welcoming and encouraging members. If you reach out and get involved, then I am confident that you will come to view our SIG's community as one of your academic “homes” for many years to come.

Upon request, references are available by contacting Abraham E. Flanigan (aflanigan@georgiasouthern.edu)

Abraham (Abe) E. Flanigan, PhD, is an assistant professor in the College of Education at Georgia Southern University. Flanigan has recently published research related to self-regulation of learning and student-instructor rapport in journals such as *Instructional Science*, *Educational Psychology Review*, and *Teaching in Higher Education*.



I am an Assistant Professor in the Department of Educational Psychology and Student Services at Brandon University, Manitoba. I joined the SSRL-SIG in 2015 as a graduate student through the invitation of my supervisor and mentor, Deborah Butler. Since then, I have served our SIG as the: Graduate Student Co-Chair (2018-2019); Junior Secretary/Newsletter Chair (2019-2020); Senior Secretary/Newsletter Chair (2020 -2021); and currently, Junior Program Chair.

CURRENT RESEARCH

Overall, my research interest is in designing equitable and inclusive learning environments that support diverse students' learning processes, including engagement, motivation, achievement, and self-regulation of learning (SRL).

Recently, under the supervision of Drs. Deborah Butler, Nancy Perry, Allyson Hadwin, and Samson Nashon, I conducted my PhD research on developing and implementing "A Culturally Responsive Self-Regulated Learning Framework" to help teachers support *all* learners' engagement in a multicultural classroom context (Anyichie, 2018).

This integrated framework that combines culturally responsive pedagogical practices (CRPPs) and SRL-promoting practices (SRLPPs) has three interdependent dimensions:

1) **Classroom foundational**

practices describe all the practices teachers put in place for effective teaching and learning (e.g., creating a culturally inclusive environment),

2) **Designed instructional practices** involve the integration of CRPPs and SRLPPs in tandem (e.g., offering students multiple opportunities to connect to class activities such as inquiry projects related to their cultural backgrounds and lived experiences); and

3) **Dynamic, supportive practices** that refer to all the supports that are provided for students as their learning unfolds (e.g., formative assessment; see Anyichie, 2018 and Anyichie & Butler, 2017 for detailed review). Based on this framework, I co-design classroom practices with educators to create supportive environments for *all* learners in multicultural classrooms. I also examine teachers' perceptions of the integrated pedagogy and learners' participation in it, with attention to how students' cultural backgrounds and lived experiences interact with classroom contextual features (e.g., instructional practices, teacher and peers) in shaping their learning processes (e.g., engagement, motivation and regulation of learning).

MY LEADERSHIP AND PROMOTION OF THE SIG'S VISION

As the Junior program chair, I will

continue to assist the Senior Program Chair, Abe Flannigan, in ensuring that we have inspiring programs for our annual meetings. We plan to strategically solicit conference proposals, volunteer reviewers, chairs, and discussants to achieve this.

For example, following Héfer Bembenuitty's suggestion during the 2021 annual meeting, we reached out to a few targeted reviewers, which yielded a positive result. We will continue with this strategy while encouraging everyone to keep volunteering to review proposals for our SIG.

To assure that all submitted proposals receive a fair review, we will continue to make sure that each submission receives an average of 4 reviews from relevant reviewers with related expertise to the specific topic of the proposal. We already have a template to help track this process and avoid assigning editors to their submissions.

The nature and number of sessions we experience during each conference are dependent on the quality and quantity of accepted paper/poster/symposium proposals. Therefore, we will all work together to increase our membership and encourage one another to submit conference proposals, volunteer to review submissions and serve as a chair/ or a discussant for our sessions. To this end, I will continue to invite potential local and international new members to expand our community.

THREE PIECES OF ADVICE TO CURRENT MEMBERS

My three pieces of advice will be to encourage our members in what they are already doing in these three areas:

1. SRL research and equity issues: The theme of our 2022 AERA annual meeting, "Cultivating Equitable Education Systems for the 21st Century," is an invitation to reflect more deeply on how we are increasing our attention to the issues of equity in our respective research. In addition to involving the practitioners with firsthand experiences of equity and cultural diversity issues in our research, we can also increase the inclusion of graduate students of color in our research labs to share their lived experiences in ways that can shape and enrich our teaching and research. *Are you doing any of these already?*

2. Mentoring: I have personal experiences of how our established scholars exert effort and time in upcoming mentoring scholars. I encourage them to keep up the excellent spirit of mentoring others while inviting the Junior Scholars and Graduate Students to utilize such opportunities to be successful. Such mentoring processes will serve as a life wire of our SIG towards establishing seasoned researchers that will continue to expand the breadth and quality of SRL

Aloysius C. Anyichie, PhD, is an Assistant Professor in the Department of Educational Psychology and Student Services at



Brandon University, Manitoba. He obtained his doctoral degree from The University of British Columbia, Vancouver.

PARTNERSHIP IN SERVICE OF DIVERSE STUDENTS IN INCLUSIVE CLASSROOMS

**ALOYSIUS C.
ANYICHIE**

research. *Do you have a mentor?*

3. Active participation: My participation in this SIG has exposed me to the diverse approaches our SIG members conduct their SRL research. I will strongly encourage our members to continue participating actively by volunteering to serve at different committees and programs in our SIG community, network, collaborate and promote SRL research across our different disciplines and specific domains. *Are you actively involved?*

I thank all the SIG members for all we put into making it a wonderful community. I hope that the questions at the end of each piece of advice above can trigger some positive resolve.

REFERENCES

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



AERA SSRL SIG

TIMES MAGAZINE

Vol. 4, Issue 5 ~ September 2021

The opinions and research claims expressed in *Times Magazine* are those of the authors and do not necessarily reflect the position of the AERA or our SIG SSRL. We do not fact-check every claim. Readers should judge the quality of the opinions and research claims and engage in direct conversation with the authors.

SELF-REGULATED LEARNING, BOOKS, EQUITY, AND INCLUSION

Robin L. Akawi

I am a long-standing member of AERA and the SSRL SIG. I am a reliable, dedicated, resilient, inquisitive, creative, and collaborative individual who values all voices being heard, respected, considered and represented. My experience illustrating these can be seen below.

TEACHING

I am a very active adjunct professor at two community colleges and teach various classes such as General Principles of Psychology, Research Methods, Psychological Statistics, and others (typically developmental courses).

I have a dream to teach a full-semester course on self-regulated learning at the community college level. I was not exposed to a course solely focused on SRL until grad school and saw the relevance of students having access to a course like this much earlier in their academic career to increase the chance of their success.

At the community colleges where I teach, I currently co-advise the Psychology Club, and the Psi Beta Honor Society participates in several committees/groups such as the Honors Committee, Early Alert Committee, Spectrum Committee, and the Educational Effectiveness Committee. I am also a faculty liaison for online course design and best practices and a course accessibility reviewer. Also, serving as part of a 10+1 Workgroup and Standing Leadership group (Academic Senate officers and the Exec team) helps contribute to a more campus-wide student success effort.

SELF-REGULATED LEARNING

Where SRL comes in mostly, other than in my classroom and current books I am working on in collaboration with a colleague, I provide workshops related to teaching strategies and student strategies for success. In these efforts, SRL is either the primary focus or is embedded within the context of the workshops/training. These include Instructional Skills Workshops, Facilitator Trainings, Student Success Workshops with a primary focus on SRL, Faculty Trainings for Early Alert, and others. I committed to contributing significantly to closing equity gaps. I completed a three-semester Equity and Inclusion training. I approach these roles with self-regulated learning in mind and continually implement what we know reaches students.

RESEARCH

For my current SRL research, I continue to work on two books with a colleague that are focused on how to implement self-regulated learning strategies that are empirically based and contribute to the closing of equity gaps.

In order to effectively address equity gaps, it is imperative to address the gaps from many angles. For this reason, I am

working on two books to have one geared to instructors and the other geared to students. This is to ensure that instructors and students can be on the same page with the strategies.

The instructor's book is meant to highlight recent education research, most notably the SRL research, and how to best incorporate these strategies in their classes, regardless of the course modality, in ways that will help promote student success and help combat equity gaps that are still very evident in our education system.

There is also an essential section on how instructors can increase the transparency of these strategies so students understand their relevance. The other book has the same features, though it is written with a more student-friendly tone language-wise with clear to-do lists that help foster their success. A particular element of this second book is the self-advocacy piece. This piece is necessary to help break some common misconceptions that tend to keep students from self-advocating in the first place.

These books could impact our SIG in the sense that the empirical evidence cited throughout is drawn from many SSRL SIG scholars, and in addition to instructors gaining insight from these excellent researchers, students should also know and understand this same literature to better understand how they have a role in taking charge of their learning and success.

Even though both books are mainly applicable to all students, there is a considerable focus in both geared toward community college students, primarily due to the diversity in this group and many need to succeed at this level before making it to the university level, and of course, helping them to set a strong foundation will help them carry those strategies into their higher education goals.

ADVICE

In order to promote SRL with an equity mindset, there are many strategies, though these would be my top three currently:

1. **Strive to hear the student voice in the work that you do.** Their experiences matter, and even if we go through trainings to learn how to address issues in any population of interest, each person is unique and may not have the same exact experiences, thus, hearing their voice is essential.
2. **Fully utilize the monitoring/metacognitive part of SRL as an instructor because it is important when trying to foster SRL in students.** We can teach it and model it, but that is not enough. We might have great intention with trying to foster SRL in our students, yet sometimes our intent does not

Robin L Akawi obtained her PhD in Educational Psychology and Methodology in 2011 from SUNY Albany under the guidance of Heidi Andrade, focused on student success primarily via self-regulated learning. She is the Senior Secretary of the SSRL SIG. Akawi is a faculty at Sierra College, Psychology Department.



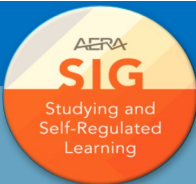
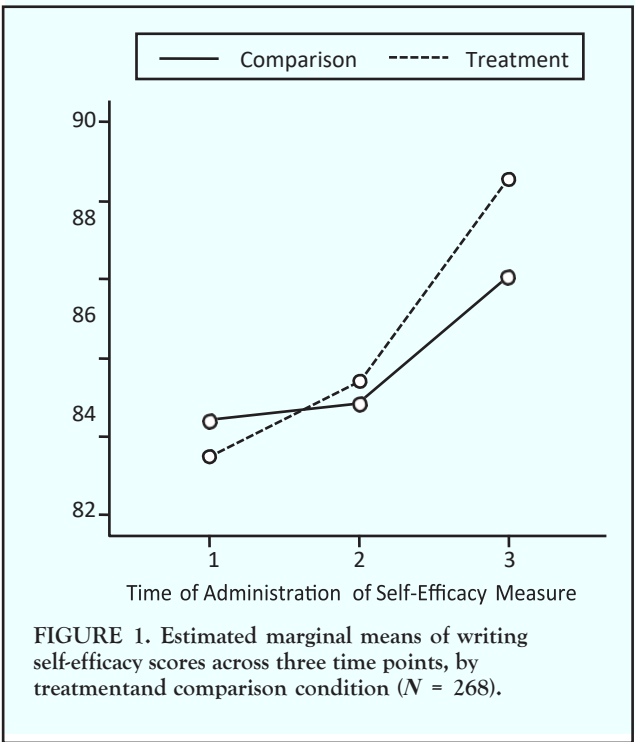
match our impact. Monitoring our progress in fostering SRL will allow us to better ensure the impact is that one we had planned.

3. **Understand that everything worth having takes time and practice. Yes, sometimes (or most times) what we are attempting is challenging, yet please consider this.** My motto for decades has been "No Challenge, No Change". We must work through the challenge in order to see the desired change.

Representative SRL Research

"The authors investigated the relation between long- and short-term rubric use (including self-assessment), gender, and self-efficacy for writing by elementary and middle school students (N = 268). They measured long-term rubric use with a questionnaire. They manipulated short-term rubric use by a treatment that involved reviewing a model and using a rubric to self-assess drafts. The authors collected self-efficacy ratings 3 times. Results revealed that girls' self-efficacy was higher than boys' self-efficacy before they began writing. The authors found interactions between gender and rubric use: Average self-efficacy ratings increased as students wrote, regardless of condition, but the increase in the self-efficacy of girls in the treatment group was larger than that for girls in the comparison group, and long-term rubric use associated only with the self-efficacy of girls."

Andrade, H. L., Wang, X., Du, Y., & Akawi, R. L. (2009). Rubric-referenced self-assessment and self-efficacy for writing. *The Journal of Educational Research*, 102(4), 287-302. <https://doi.org/10.3200/JOER.102.4.287-302>



AERA SSRL SIG

TIMES MAGAZINE

Vol. 4, Issue 5 ~ September 2021

The opinions and research claims expressed in *Times Magazine* are those of the authors and do not necessarily reflect the position of the AERA or our SIG SSRL. We do not fact-check every claim. Readers should judge the quality of the opinions and research claims and engage in direct conversation with the authors.

Kendall Hartley earned a Ph.D. in instructional technology at the University of Nebraska, Lincoln, and is currently an associate professor at the University of Nevada, Las Vegas. He is interested in the relationships between student achievement, self-regulated learning skills, and technology use.

SELF-REGULATED LEARNING: BACK TO MY CENTER

KENDALL HARTLEY

I am the Junior Newsletter/Secretary. I am a former high school science teacher who found a calling centered on students, teachers, technology, and self-regulated learning.

My high school teaching experience led me to conclude that what separated the successful from the less successful students was knowledge. However, it was not simply domain knowledge or intellectual ability that was holding many students back. It was what Gregg Schraw and Rayne Sperling called metacognitive awareness (Schraw & Dennison, 1994).

My introduction to metacognitive awareness coincided with the World Wide Web to education (yes, the junior in my title does not refer to my age). It was clear that this fantastic educational opportunity would be a boon to the strategically aware learner and an additional challenge to the less metacognitively aware.

RESEARCH

My research journey began with investigations of the relationships between strategic knowledge and the use of web-based instructional materials (Bendixen & Hartley, 2003; Hartley & Bendixen, 2001; Hartley, 1999). Of late, I have continued this research with smartphones (Hartley, Bendixen, Gianoutsos, et al., 2020; Hartley, Bendixen, Olafson, et al., 2020).

As someone who now has a historical perspective on school-based technology, I am simultaneously amazed and concerned with the impact the smartphone has on the educational enterprise.

ADVICE

I have four pieces of advice that might be worthy of considering. First, only give advice when requested. This may seem odd, but its truth has been clarified through reading, reflection, and experience. If you are interested in positively influencing others, modeling is a better path. Given that the editors requested that I provide advice, I will continue with three more nuggets that have benefited me academically.

Maintain your focus. This one belongs in the 'do as I say not as I do' bin. Following a productive few years at my first (and current) professorship, I found myself



steeped in the abyss commonly known as *administration*. While I am proud of what I accomplished in those years, administration diverted my attention from my center (students, teachers, technology, and self-regulation).

Constantly remind yourself of what is important to you and use that as a heuristic for every opportunity that presents itself. I have found that opportunities are not in short supply. Time is.

Find a significant research and writing partner. Ideally, this person is in a similar field and professional circumstance. This one is difficult to force. However, if the opportunity presents itself, a dependable partner will provide innumerable benefits, and the relationship is worth curating. Accountability, commiseration, academic growth, and friendship are just a few of the benefits I have enjoyed while working with Lisa Bendixen over the past twenty years.

Find the most admirable (or accomplished, successful, productive, etc.) person in your vicinity and establish a symbiotic relationship (preferably the mutually beneficial version rather than parasitic). In the mid-nineties, I took a course from Gregg Schraw at the University of Nebraska in Lincoln. He found it difficult to shake me for the next twenty years. Unfortunately, we lost Gregg to cancer a few years ago. His impact on me and the scores of other academics is beyond admirable.

Writing about Gregg reminds me of an additional piece of advice (now 5!). Life is likely shorter than we anticipate. The list of academics I admire greatly who have had their lives cut short is a constant reminder of the importance of today. You might be familiar with my, unfortunately non-exhaustive, list: Gregg, Paul Pintrich, Michael Pressley, and Roxana Moreno. I can only hope to contribute a fraction of

what these amazing people accomplished in their short time with us.

To summarize

- avoid providing unsolicited advice (model instead);
- maintain focus;
- find an academic partner;
- find a great person to stalk;
- appreciate every moment.

My Contribution

I am very grateful for the opportunity to work with the SSRL SIG as the Junior Newsletter/Secretary. As I return to my center, I am cognizant of the need to establish connections with this robust community of scholars. I will endeavor to make this a mutually beneficial relationship by contributing what I can to further the growth and development of the SIG.

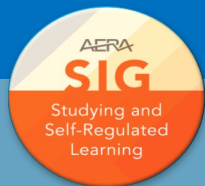
In the near term, I hope to help produce a timely, well-designed, and informative newsletter. I am interested in investigating options that might support the broader distribution of the SIG Newsletter and this publication in the longer term.

Upon request, references are available by contacting Kendall Hartley (kendall.hartley@unlv.edu)

Representative SRL Research

"Smartphone use in learning environments can be productive or distracting depending upon the type of use. The use is also impacted by the learner's view and understanding of the smartphone and self-regulated learning skills. Measures are needed to specify uses and learner understandings to address the implications for teaching and learning. This study reports on the development of a multi-factor inventory designed to measure multitasking while studying, avoiding distractions while studying, mindful phone use, and phone knowledge. The inventory was completed by 514 undergraduate students enrolled in a first-year seminar. The results indicate good reliability and a three-factor structure with multitasking and avoiding distraction merging into one factor. The resulting measure can support research to improve self-regulation of smartphone use. Suggestions regarding instructional use are provided."

Hartley, K., Bendixen, L. D., Olafson, L., Gianoutsos, D., & Shreve, E. (2020). Development of the smartphone and learning inventory: Measuring self-regulated use. *Education and Information Technologies*, 25, 4381–4435. <https://doi.org/10.1007/s10639-020-10179-3>





Gregory L. Callan, PhD, is an Assistant Professor of Psychology at Utah State University. His primary focus of research addresses self-regulated learning (SRL) which examines the development and validation of innovative SRL measurement methodologies, SRL interventions, teaching practices that support SRL, and whether SRL develops naturally as a result of skill development.

Microanalysis, Strategic Plans, and Pieces of Advice

Gregory L. Callan

I joined the SSRL-SIG in 2011, and since that time, I have served as a board member of the SSRL Graduate Student Mentorship program, chair of the Graduate Student Research Award Committee, junior treasurer, and senior treasurer. Professionally, I am an assistant professor of psychology and a school psychology faculty member at Utah State University.

CURRENT RESEARCH

Most of my published research examines SRL measurements such as SRL microanalysis, teacher ratings, or self-report rating scales, but my recent research has been influenced by my practitioner roots (i.e., doctoral training as a school psychologist and mental health therapy postdoctoral training).

As a practitioner, I wrestled with poor SRL integration in schools, despite empirical support. I sought to build capacity for SRL integration in schools, but after getting “the door in the face,” I am exploring the “foot in the door technique” by creating small ways to integrate SRL measures into routine school practice.

Callan et al. (in prep a) and Longhurst and Callan (in prep) developed brief microanalysis interviews to track motivation changes resulting from schools' most common reading interventions. In addition to examining empirical research questions (e.g., do motivation gains arise from standard school practices?), I intend to show that brief SRL measures add value. Next, Callan et al. (in prep b) describe specific steps for school personnel wishing to measure SRL.

Another new line seeks to empower teachers to support SRL by studying teachers' SRL knowledge (Callan & Shim, 2019), developing a framework of classroom SRL practices (Callan et al., 2021a), predicting the use of those practices (Callan et al., in review a), and using the findings to inform teacher professional development (IRB approval pending).

Furthermore, Callan et al. (2021b) translate SRL research to practice, and Callan et al. (in prep c) describe a framework for embedding microanalysis within classroom instructional design.

Shameless plug, I am open to journal suggestions for any in prep

articles above (greg.callan@usu.edu).

STRATEGIC PLANS TO PROMOTE THE SIG'S VISION

My primary goals as the treasurer of the SSRL-SIG are to grow membership and expand our presence at the annual AERA conference. I have several strategies to accomplish these goals. Data should inform decisions. Thus, Darolyn Flaggs (past treasurer) and I created a membership survey (https://usu.co1.qualtrics.com/jfe/form/SV_0J652QdpxflzvZY), which I will summarize to identify immediate and long-term practices to support our SIG.

Second, I analyzed SIG financial documents to inform membership goals. That data confirmed a need to increase membership while COVID-19 caused membership losses. First, reaching out to lapsed members is a common practice, but given email and video conference burnout from COVID-19, another email from someone you do not know may not be a highly successful approach.

Héfer Bembenutty had a great idea to enlist the help of several SRL leaders. You may hear from me soon. In addition to serving our current members, we need to attract new members as well. I have begun developing a list of potential new members who study similar topics.

If we wish to increase our presence at AERA conferences, we will need to grow our membership and receive more presentation proposal submissions. I am exploring a few options to increase presentation proposals, such as collaborating with the SSRL mentorship program or incentivizing graduate student and junior faculty presentation proposal submissions.

ADVICE TO CURRENT MEMBERS

It is difficult to advise a SIG with so many distinguished members. However, I will share two insights that I believe are important to the continued positive SSRL culture.

- Send some positivity. A few years back, I received a thoughtful and positive email from Roger Azevedo regarding my authored article. It meant a lot to me that Roger took time out of his busy schedule to reach out (in part, because that article had been desk rejected several times). On a similar note, I had found support and positivity from Deborah Butler and Taylor Acee when they provided helpful insights on new projects. Our SIG is fortunate to have rockstar members who share their time and talents. I want to emphasize

how meaningful this has been to me and encourage others to “send some positivity” if you find yourself in a position to do so authentically.

- Sharing opportunities leads to opportunities. Several months back, I reached out to an individual when I learned they sought an academic job without a current connection to research. I offered co-authorship for a manuscript, but now we are planning new research, I learned a lot from our interactions, and I have a new collaborator.

Upon request, references are available by contacting Gregory L. Callan (greg.callan@usu.edu)



Representative SRL Research

“This study used structured interviews to examine cyclical relations among self-regulated learning (SRL) processes before (forethought), during (performance), and after (self-reflection) engagement with a creative problem-solving (CPS) task. Theoretically, forethought influences performance, which subsequently influence self-reflection.

We examined three forethought processes (self-efficacy, interest, & strategic planning), one performance process (strategy use), and one self-reflection process (self-evaluation). Strategic planning predicted strategy use during the task; however, strategy use did not predict self-evaluation. Contrary to assumptions that strategy use during the CPS task would be the best predictor of self-evaluation, self-efficacy before engagement best predicted self-evaluation. We also investigated the predictive relationships between SRL and four CPS outcomes including the number of ideas (fluency), number of ideas types (flexibility), idea uniqueness (originality), and idea usefulness (usefulness). Self-efficacy and strategy use predicted fluency and flexibility whereas interest predicted the originality of ideas. No variables predicted idea usefulness.”

Callan, G. L., Rubenstein, L. D., Ridgley, L. M., Speirs Neumeister, K., & Hernández Finch, M. E. (2021). Self-regulated learning as a cyclical process and predictor of creative problem-solving. *Educational Psychology*, 1-21. <https://doi.org/10.1080/01443410.2021.191357>



Megan R. Krou, PhD, is a Research Analyst at Texas State University in the Office of Institutional Research. She is the Junior Treasurer/Membership Chair for the AERA SSRL SIG. Her research interests center on the motivation behind academic dishonesty in education.

MOTIVATION, ACADEMIC DISHONESTY, VISION, & PIECE OF ADVICE

Megan R. Krou

I am the Junior Treasurer/Membership Chair for the AERA SSRL SIG. I am new to the SIG but eager to learn more about it! I am currently a Research Analyst at Texas State University in the Office of

Institutional Research.

RESEARCH

I am interested in learning about the motivation behind academic dishonesty in education. There are internal and external motivators of academic dishonesty. If we can better understand what motivates students to cheat, we can create valuable and effective interventions to decrease cheating instead of increasing monitoring and sanctions.

VISION

I hope to assist in increasing our membership enrollment, making sure the books are balanced, and assisting in any capacity that I can. Since I am new to

SIG leadership, I am ready to absorb any knowledge that I can. As Junior Treasurer/Membership Chair, I hope that I can continue to the longevity of the SIG by ensuring we maintain our budget and are able to increase our membership numbers.

PIECES OF ADVICE

I have one huge piece of advice! One piece of advice that I try to live by everyday is learn something new that scares you. Now, I am not necessarily saying if you are afraid of snakes, learn more about snakes! However, this could help you better understand snakes, which in turn helps you further avoid them. But if something seems scary, it could be just because it is the unknown. Strive to be a lifelong learner, no matter what the content is!

While I am new to the SIG and this leadership role, I am excited to be a part of this community and continue the good work we do.

Representative SRL Research

“Academic dishonesty is a rampant and troubling phenomenon in the educational sector. Although demographic factors have been linked with students’ academic dishonesty in the literature, many of these aspects are difficult to change. However, students’ motivation, a known malleable factor, may allow for opportunities to shape students’ beliefs, goals, and values, which can, in turn, mitigate academic dishonesty. In light of the growing literature on this topic, a research synthesis is needed to clarify discrepant findings and identify salient motivation factors associated with academic dishonesty. Thus, we examined relations between academic dishonesty and motivation as informed by achievement motivation frameworks. From 79 studies, meta-analytic results indicated that academic dishonesty was negatively associated with classroom mastery goal structure, individual mastery approach goals, intrinsic motivation, self-efficacy, utility value, and internal locus of control. Academic dishonesty was positively linked with amotivation and extrinsic goal orientation. Students’ age was a significant moderator for the relation between intrinsic motivation and academic dishonesty. Implications from meta-analytic findings are drawn with regard to theory and practice.”

Krou, M. R., Fong, C. J. & Hoff, M. A. (2021). Achievement Motivation and Academic Dishonesty: A Meta-Analytic Investigation. *Educational Psychology Review*, 33, 427–458. <https://doi.org/10.1007/s10648-020-09557-7>

Self-Efficacy

For self-efficacy and academic dishonesty, there were 67 effect sizes (which were all in the negative direction) originating from 27 different samples. After winsorizing 3 effect sizes, the weighted average correlation was $r = -.16$ (95% CI $[-.2, -.11]$), which was significant at the $p < .001$ level. Overall, this association indicated that an increase in students’ self-efficacy was associated with a decrease in academic dishonesty.

Intrinsic Motivation

Intrinsic motivation ($k = 13$) and intrinsic task value ($k = 10$) were combined due to their similarities in conceptualizations (e.g., Anderman 2020) and to increase the sample size for performing meaningful moderator analyses. For the relationship between intrinsic motivation/value and academic dishonesty, we extracted 32 effect sizes (25 negative and 7 positive) from 23 different samples. Upon winsorizing one effect size outlier, the weighted average effect was $r = -.17$ (95% CI $[-.23, -.1]$), which was significantly different from zero ($p < .001$). This suggests that as intrinsic motivation and value increased, academic dishonesty decreased.

Amotivation

For amotivation and academic dishonesty, from seven samples, there were 10 effect sizes (all positive), one of which was detected and winsorized. The weighted average effect was $r = .23$ (95% CI $[.14, .31]$), which was significant at the $p < .001$ level. Thus, as amotivation increased, academic dishonesty also increased.

Task Values

For utility value and academic dishonesty, we identified six effect sizes (all negative) from five different samples. After winsorizing one effect size outlier, we calculated a weighted average effect of $r = -.15$ (95% CI $[-.23, -.07]$), which was significant at the $p < .05$ level. Therefore, as utility value increases, academic dishonesty decreases.

Mastery Approach Goals

For the relationship between mastery approach goals and academic dishonesty, we extracted 55 effect sizes (52 negative and 3 positive) from 30 different samples. The weighted average effect was $r = -.17$ (95% CI $[-.21, -.14]$), which was significantly different from zero ($p < .001$). This suggests that as students’ mastery approach goals increased, academic dishonesty decreased.



AERA SSRL SIG

TIMES MAGAZINE

Vol. 4, Issue 5 ~ September 2021

The opinions and research claims expressed in *Times Magazine* are those of the authors and do not necessarily reflect the position of the AERA or our SIG SSRL. We do not fact-check every claim. Readers should judge the quality of the opinions and research claims and engage in direct conversation with the authors.