AERA SIG
Studying and Self-Regulated Learning

2021 Fall Newsletter

The Influence of Albert Bandura

Editors
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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 Fall 2021 Edition of the Studying and Self-Regulated Learning Newsletter! Aubrey Whitehead and I are both honored to serve as your Junior and Senior SIG Chairs.

Jill D. Salisbury-Glennon

Sadly, we lost a true legend in our field this Summer with the passing of Albert Bandura. Albert Bandura was more than a prolific researcher in our field, he was a beloved colleague and friend to so many of our SIG members who's lives and research were profoundly impacted by all that he contributed. We have all taught Bandura's experiments in our courses with the Bobo Doll experiment and its implications for exposing children to violence. We have also all cited and used his theoretical framework of a social cognitive model of self-regulated learning and his research into self-efficacy. Interestingly, we are only now beginning to really understand the far-reaching impact of his research and how ahead of his time he was. While there have been many benefits of technology during this otherwise somewhat socially isolating time, this time also comes with some challenges related to digital distraction. Thus, The Durable Legacy of Albert Bandura, written by Suzanne Hiller, is highlighted in this issue. Further, Hefer Bembenutty and his colleagues have conducted extensive research into some strategies that students can use in an effort to combat digital distraction so that they can become more self-efficacious, self-regulated learners who are able to engage in the academic delay of gratification.

We 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 develop our SIG: Studying and Self-Regulated Learning AERA 2022 Program. We also wanted to commend Gregory Callan and Megan Krou for their recruiting efforts, budgeting, and financial planning for the upcoming year. Our webmaster, Charles Raffaele, and our Social Media Coordinator Rinat Levy-Cohen have also done an outstanding job of keeping everyone informed of our SIG dates, information, and deadlines.

Aubrey Whitehead

In addition to all of the above, our SIG has been so fortunate to be able to publish an additional media outlet, the inaugural issue of the *Studying and Self-Regulated Learning SIG Spotlight.* During this time of social isolation across the globe, it is these digital resources that have served to connect our SIG members and thus they are now more important than ever. Since this has been a challenging year for so many, our SIG has tried to highlight the 2021 publications of our SIG members as these are featured in our 2021 *SIG Spotlight,* as well as several other helpful resources. Further, there are several recent articles that have been added to our SIG Website into the effects of this COVID-19 global pandemic on self-regulated learning. We are indebted to Hefer Bembenutty, Pamela Murphy, Kendall Hartley, and Charles Raffaele for all of their dedication in making the *SSRL SIG Spotlight* possible. Last but most definitely not least, we wish to express our most sincere appreciation to Hefer Bembenutty and Pamela Murphy for also generously serving as the Editor-in-Chief and the Executive Editor, respectively of the SSRL

SIG Times Magazine; and for their continued assistance and support of us all. If you have missed any of the past issues of the SIG newsletter and/or the SSRL SIG Times Magazine, they can be found on our website at ssrlsig.org. We wish you all a happy, healthy, and safe holiday season and we send our best wishes for a better and brighter 2022.

Letter from the Senior Editor

Robin Akawi

Sierra College

What an important impact Albert Bandura has had on my education and career, which has in turn positively impacted the students in the classes I teach. When first learning about Bandura, the context was in my undergraduate studies while taking a General Psychology course followed by a Child Development course. Both times were focused mostly on the social/modeling aspect of aggressive behaviors (e.g., the Bobo Doll study from 1961 as noted in Bandura & Walters, 1963). Little did I know at the time there was so much more to Bandura's work that would influence so many areas of behavior. I found the largest impact of Bandura's (1997) work in my own educational path in terms of the social cognitive theory of self-efficacy (the belief individuals have about their capability to do well on desired tasks). While self-regulated learning has many factors related to it, self-efficacy has been shown to be a key element to initiating and sustaining self-regulation (Schunk and Green, 2017).

Robin Akawi

The significance of this line of research, and application of it to the students in my courses, is seen every semester. This has been evidenced even more so once the pandemic started. Remote/online learning is difficult enough as is and a modality in which self-regulation is paramount to success in the course. However, when this modality is not the preferred modality for students who have no choice but to take the courses online, it creates a barrier to students' self-efficacy, especially in courses in which their self-efficacy tends to already be low such as statistics (or any math). It is with this understanding that Bandura, along with all other influential researchers in the field of self-regulated learning, have shaped my pedagogical/andragogical practices in which I utilize strategies to foster self-efficacy in students to increase the chances of them being more successful in their self-regulated learning goals.

In this current newsletter, you will read about how Suzanne E. Hillar of Hood College describes the scope of Albert Bandura's durable legacy, starting with a reflection back to his mischievous youth. This is followed by Héfer Bembenutty of Queens College, City University of New York, reporting on the (sometimes) elusive goal of avoiding digital distractions during class time and how that relates to self-efficacy, self-regulation, and academic delay of gratification. Timothy J. Cleary of Rutgers University then shares a personal and impactful reflection about Bandura that includes how Bandura's work has had a great historical influence on current approaches to assessing SRL, including across several domains.

These wonderful reflections are followed by spotlighting graduate student work by Yuqing (Maggie) Zou of the University of Iowa, Samira Syal of North Carolina State University, and Nicola Nakashima of the University of Bath (UK).

Enjoy!

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Letter from the Junior Editor

Kendall Hartley

University of Nevada, Las Vegas

My appreciation for Albert Bandura and his work intensified over the past few years. While his papers and books have long influenced my work, a couple of talks left the most significant impression. The first was a talk he gave at the University of Southern California in 2007 (USC Annenberg, n.d.). Unfortunately, the video no longer appears to be available. In the talk, Bandura reviewed his work addressing social issues through novellas. It struck me as a fantastic example of good theories supported by solid research addressing critical human problems. This project utilized his ideas regarding modeling and the work of Everett Rogers and diffusion models (Rogers, 2010). While I had read about many of these ideas previously, the opportunity to listen and watch him describe these projects left a lasting impression upon me. He spoke with determination and compassion.

The second talk was an interview conducted by the American Psychological Association (Bandura, 2013). In this interview, Professor Bandura relates how he came to psychology and how his research developed. What I found particularly interesting was what he shared regarding the television industry's reaction to his studies on the impact of exposing children to violence. Despite this resistance from a powerful force in society, Bandura pressed on in this and related research.

Kendall Hartley

The relevance of his work to today's challenges is impressive. He foreshadowed contemporary challenges with electronic media and impressionistic children in many ways. In a review of social cognitive theory, Bandura notes the tremendous power of symbolically portraying behavior through mass media and the accelerating growth rate of these electronic systems (Bandura, 1999). Fast forward to today, where 96% of 18-29-year-olds in the U.S. have a smartphone (Pew Research Center, 2021) that they pick up 122 times and clock over 5 hours of viewing a day (Elhai et al., n.d.). The influence of social models continues unabated.

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The Durable Legacy of Albert Bandura

Suzanne E. Hiller

Hood College

Sometime in the early 1940s, in a small school in a remote town in Alberta, Canada, an adolescent Albert Bandura and his classmates played a joke on the teacher by hiding the sole trigonometry book; this text was the basis for the school mathematics curriculum in its entirety (Pajares, 2004). How intriguing to imagine the teacher's chaotic flurry in contrast to the many researchers and educators who have used Bandura's theories to mitigate anxiety and increase self-efficacy in educational settings.

Suzanne E. Hiller

Prominent aspects of Bandura's work center on the actions of individuals bound with social interactions and the environment, and through which a learner can use personal agency to transform their experiences (Schunk & DiBenedetto, 2020; Zimmerman, 2001). In addition, the range of Bandura's contributions to educational psychology are astounding in terms of the influence on social cognitive theory and self-regulation, self-efficacy and the sources of self-efficacy, and collective self-efficacy, as some examples. These facets of his work have formed the keystone of research, instruction, and learning across academic disciplines, grade levels, demographics, and cultural frameworks.

Self-efficacy, which is how a person views their capabilities for a task or skill (Bandura, 1997), is a particularly helpful construct in terms of research and instruction. Since self-efficacy is a strong predictor of achievement as a self-motivational belief (Schunk & Pajares, 2005), embedding self-efficacy measures within a research study is a commanding mechanism in demonstrating the impact of an intervention. Self-efficacy is domain specific, highly versatile, and effective in measuring the outcomes of novel situations. For instance, in citizen science programs, where students work with scientists to help with professional science research studies, integrating the Citizen Science Self-Efficacy Scale (Hiller & Kitsantas, 2016) has determined that this type of program has positive implications for student science achievement and STEM career motivation (Hiller & Kitsantas, 2014).

Mathematics is a subject area where self-efficacy and the sources of self-efficacy (Bandura, 1997; mastery experiences, vicarious experiences, social persuasion experiences, and physiological states) have been integrated to study the effect of instructional strategies. In particular, student mathematics anxiety is worrisome for educational stakeholders. Examining the sources of self-efficacy is one way to assess learning outcomes and group differences based on a variety of factors, such as gender or socio-economic status (Hiller et al., 2020).

Bandura's durable legacy is evident by the way in which his theories translate into many different circumstances. For instance, an issue at the secondary school level is inconsistencies in how mathematics is taught during science instruction. Integrated mathematics procedures vary across individual science teachers and are often in contrast with the way information is presented through the mathematics department; this instructional discrepancy can create anxiety and confusion for students. A research study framed around collaborative professional development for both mathematics and science teachers would lend itself well to many elements of Bandura's work, including teacher self-efficacy for mathematics instruction, the sources of self-efficacy for mathematics instruction, student self-efficacy for various forms of mathematics based on innovative collaborations, and collective self-efficacy for mathematics instruction.

In 1977, Albert Bandura published his seminal book, *Social Learning Theory*. While he was writing, I was an elementary student unaware

of the impact his seminal book would have on education, much like the mischievous boy who hid the mathematics textbook decades earlier. As I reflect on Albert Bandura's works, I am grateful for the publications, tools, and knowledge that he has imparted.

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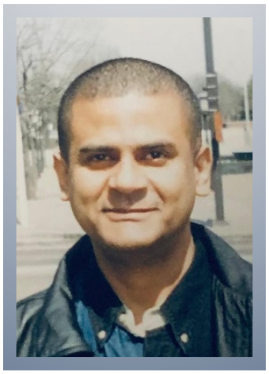
Silver Bullets Combating Digital Distraction during Class Time: Self-Efficacy, Self-Regulation, and Academic Delay of Gratification

Héfer Bembenutty

Queens College, City University of New York

Students succumbing to digital distraction during class time, coupled with educators' concerns about their ability to impart instruction with students' challenges to remain task-focused, has negatively impacted teaching and learning in our digital society. Fortunately, there are solutions to the problem of digital distraction in our classrooms.

Bandura's social cognitive theory has provided substantial theoretical grounds supporting the notion that individuals can sustain adequate self-efficacy beliefs, develop self-regulated learning skills, and delay gratification, three silver bullets against distractions to remain task-oriented during instruction. Bandura has posited that learners can proactively maintain appropriate behavior, beliefs, and actions.



Héfer Bembenutty

Bandura's insightful research on self-efficacy and his influence on self-regulated learning provide personal agency to deal with contemporary challenges with digital distraction. To Bandura (1995), *self-efficacy* refers to "the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations" (p. 2). To Bandura, *self-regulation* involves the individuals' ability to reach goals based on their actions, thoughts, feelings, affect, and self-efficacy beliefs.

Bandura made substantive and enduring contributions to research and practice about learners' agentic capabilities to pursue goals while avoiding distractions. He was a pillar establishing how the self-efficacy beliefs influence effort, persistence, choice of activities, and control over intrusive thoughts and feelings by keeping competency standards when facing challenges like digital distractions.

My colleagues and I have conducted research showing that self-efficacy and self-regulated learning are associated with a myriad of motivational beliefs and cognitive and resource management skills across the diverse human developmental spectrum. Considering those research findings could enlighten teachers to leverage students' interests, aspirations, and natural curiosity to have engaging learning experiences and remain free of digital distraction during class time. Summarized below are some of those findings:

1. Consistent with Bandura's social cognitive theory, with Maria K. DiBenedetto, we found that part-time business students reported higher self-efficacy beliefs for marketing themselves for future employment than full-time students. Part-time students were employed, and prior job experience enhanced their self-efficacy beliefs and agency (DiBenedetto & Bembenutty, 2011). With DiBenedetto, we also found that self-efficacy beliefs change over the semester. These changes positively predicted final course grades after controlling for gender, mother's educational level, and ethnicity among undergraduates enrolled in science courses (DiBenedetto & Bembenutty, 2013).

2. With Marie C. White, we found an association between homework practices, self-efficacy beliefs, self-regulation of learning, and final course grades among college students. We found support for the use of homework logs. Students' self-efficacy, intrinsic motivation, and help-seeking strategies were related to homework completion, which explains the development of self-directed learners.

3. In a study with undergraduate college students enrolled in science education courses at a large urban Korean university, I found a positive association between self-efficacy and academic delay of gratification. This finding establishes academic delay of gratification as a crucial self-regulatory strategy useful to protect intentions from distracting tendencies while academic goals are pressing. Academic delay of gratification significantly predicted final course grades (Bembenutty, 2004).

4. With J. Stephan Herndon, we found that study hours, self-regulation, intrinsic motivation, self-efficacy beliefs, academic delay of gratification, and grade level were significantly related to academic performance among high school students enrolled in an alternative disciplinary school. Results indicate individual differences in the self-efficacy beliefs with which students respond to this alternative academic setting (Herndon & Bembenutty, 2017).

Our research, conducted under the umbrella of Bandura's social cognitive theory of self-regulation of learning and self-efficacy, offers practical suggestions for educators who want to prevent or reduce students' digital distraction during class time. Educators could help students understand that digital distraction makes learning more difficult. Students need to believe that they are not regulated solely by external factors but have the human capacity to self-regulate, self-generate thoughts, actions, and outcomes and influence their social environment (Bandura, 1997).

Educators could help students to avoid digital distraction and activate their operation of the self-regulatory system by:

- Giving *individual self-monitoring forms* that students could use during instruction to monitor their motivation for learning, use strategies during instruction, and self-reflect on outcomes after the lessons.
- Giving students *homework logs* that they could use to track their motivation, use of strategies, and presence of distractions. Homework logs would help them find ways to avoid succumbing to immediately available rewards and to delay gratification for the sake of completing valuable tasks when alternative activities call for their attention.
- Providing a *group-self-monitoring form* that students can use during their group activities when tasks are assigned (e.g., a student takes

notes, another monitors the discussion, another presents to the class) to each group member to demonstrate how they are socially regulating their group work and collective self-efficacy beliefs.

Through these kinds of activities, students will have limited time to stay glued to their devices during class. Self-regulated learners with high self-efficacy for learning and performing and willingness to delay gratification would control their use of mobile devices during class and avoid off-task digital distraction.

Bandura's distinguished contributions of applications of his social cognitive theory, specifically self-regulation and self-efficacy, have significantly enlightened teaching effectiveness and students' learning. Bandura's abiding commitment to improving teaching and learning and leadership in developing practical mechanisms could empower educators and learners with the personal agency and competence necessary to deal with digital distractions. Certainly, self-efficacy beliefs, self-regulated learning, and academic delay of gratification are silver bullets against digital distraction during instruction.

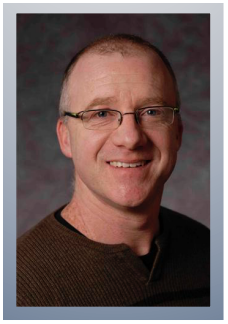
References are available by contacting Héfer Bembenutty. hefer.bembenutty@qc.cuny.edu

A Personal Reflection About Albert Bandura

Timothy J. Cleary

Rutgers University

Albert Bandura is one of the most influential and inspirational psychologists in the history of our field. In addition to the transformative and groundbreaking significance of social cognitive theory and associated principles, such as reciprocal determinism, Bandura championed the notion of human agency and the perspective that people exhibit the desire and capability to purposefully self-direct and control the events and circumstances that affect their lives (Bandura, 1986; 1997). Central to human agency and the ability to engage in adaptive forms of self-regulation is *self-efficacy* — perceptions of capability to perform specific behaviors to reach a desired level of performance. While possessing adequate *self-regulated learning* (SRL) skill to manage and control one's life is not synonymous with one's beliefs in using those skills in effective ways, a major influence of Bandura was the recognition that efficacy beliefs and SRL processes are intimately intertwined and connected, with both being central to adaptive human functioning.



Timothy J. Cleary

Bandura's theories on human functioning, specifically the interaction between self-efficacy and SRL processes, has had a major influence on my theoretical investigations, development of assessment and intervention programs, and development of teacher professional development programs. In a couple of recent correlational studies, my colleagues and I examined the interplay among contextual, motivational, and regulatory processes, as well as the individual

and collective influence of these processes on mathematics achievement (Cleary & Kitsantas, 2017; Kitsantas et al., 2020). A key finding across studies was that middle school and high school students' self-efficacy perceptions had a direct predictive influence on their regulatory functioning and mathematics achievement, while also mediating the effects of contextual variables and other motivational processes on these outcomes. In our work, self-efficacy has clearly been a central process underlying adaptive academic functioning.

Bandura's emphasis on SRL as a feedback loop as well as the instrumental role of self-efficacy enhancement in applied contexts were key principles influencing the development and evaluation of my SRL intervention, the Self-Regulation Empowerment Program (SREP; Cleary et al., 2017; Cleary, 2020). A central goal of SREP is to enhance student empowerment through nurturing their strategic skills and optimizing their efficacy beliefs and other motivational processes (e.g., attributions) in regulating their learning and in using task-specific strategies during learning.

Importantly, Bandura's use of the term *microanalysis* to describe the process of examining changes in adults' self-efficacy perceptions during anxiety-reduction interventions (Bandura & Adams, 1977) served as a major historical influence on some contemporary SRL assessment approaches. In Bandura's work with individuals with snake phobias, he developed and administered self-efficacy questions to assess individuals' context- and task-specific perceptions of capability during their engagement in the therapeutic activities. This highly focused and contextualized assessment approach served as a foundational component of current *SRL microanalysis* assessments; a task-specific structured interview to assess cyclical phase motivational and SRL processes as individuals engage in learning or performance-related activities (Cleary, 2011; Cleary et al., 2021). Bandura's influence in this assessment realm has been far-reaching, as SRL microanalysis approaches have been used across myriad domains (e.g., academic, athletic, clinical) and tasks (e.g., mathematics problem solving, basketball shooting, musical practice, diagnostic reasoning) with samples ranging from elementary to graduate school.

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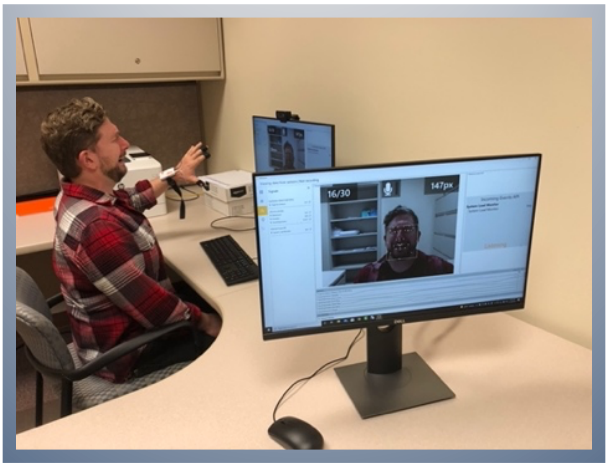
2022 Annual Meeting

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

Photo credit

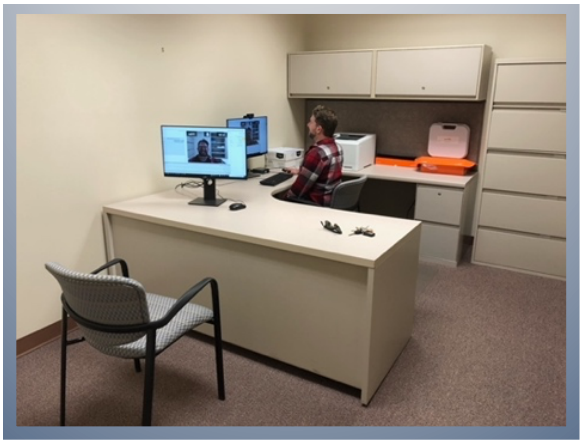
Graduate Student Lab Spotlight

The Taub Lab in Learning Sciences is located within the University of Central Florida's Department of Learning Sciences and Educational Research and the Learning Sciences Cluster within UCF's Faculty Cluster Initiative. With a focus on advanced learning technologies, self-regulated learning processes, and multimodal data, the Taub Lab is working to better understand learning across a wide range of contexts and diverse learner populations. Our lab works collaboratively with the university and our surrounding community to investigate how learning processes unfold within real-world settings. The lab's research focuses on utilizing multimodal, multichannel data alongside more traditional self-report and performance measures to conduct in-depth examinations of learners' self-regulatory processes during teaching, learning, and writing. Our lab uses data streams like log files, eye-tracking data, physiological sensors, videos of facial expressions of emotional states, and keystroke logging to investigate the complex, multifaceted factors that impact the learning process.



The Taub Lab is led by Michelle Taub, Ph.D., an assistant professor in the department of learning sciences and educational research and core faculty of the learning sciences cluster. Dr. Taub received her Ph.D. in Psychology (Human Factors and Applied Cognition) from North Carolina State University. The lab includes second-year Ph.D. student Allison Banzon as well as first-year Ph.D. students LaVonda Walker and Mariam Manzur. Members of the lab hold diverse experiences across higher education and instructional settings. Lab members work closely with Dr. Taub to create meaningful partnerships within the surrounding community, applying SRL theories and current research methods to investigate real-world problems.

Currently, the Taub Lab studies SRL across multiple contexts. This includes research that investigates students' SRL processes using log-file data generated within the educational game Crystal Island or exploring the writing processes of undergraduate students through facial expressions, surveys, and keystroke logging. Through this research, the lab combines quantitative and qualitative research methods with statistical, data mining, and qualitative coding analyses to produce work that highlights aspects such as the temporal dynamics of SRL or how SRL processes interact with external factors like emotions and motivation. The Taub Lab and its members work hard to create an inclusive environment, both within the lab and in the research they conduct.

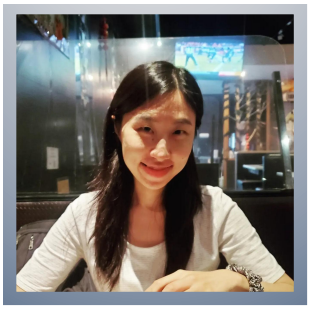


GRADUATE STUDENT SPOTLIGHT

Yuqing (Maggie) Zou

University of Iowa

Introduction: Maggie is a doctoral candidate in the educational psychology & learning sciences program at the University of Iowa. She is also a graduate teaching assistant in statistics courses. Her research interests include student academic achievement and engagement, student motivation, and teacher and parental autonomy support. She is an international student who is originally from China.



Yuqing (Maggie) Zou

I have completed a course project that aimed at designing an online undergraduate educational psychology course that can support students' self-regulated learning (SRL). I started by stating the definition of SRL and the importance of promoting SRL in online learning environments: In a life-long learning society, self-regulated learning ability becomes important for everyone, which refers to the learner's ability to plan for a task, monitor his/her performance, and reflect on the outcome (Zimmerman, 2002). Strategic action (e.g., planning, monitoring, and reflecting/evaluating), metacognition, and motivation to learn are involved in the learning process (Butler & Winne, 1995; Perry et al., 2006; Zimmerman, 1990). Student self-regulated learning will be facilitated if they can choose what they are interested in or what they believe is useful to them. Then I describe how to design an online course site that can support SRL: Instructors should organize layout and navigation well so that students can easily locate the materials they want and get access to the location that they want to reach (Narciss et al., 2007). For example, logistic information like assignment and grade can be listed as icons vertically on the very left side of the site, and a running-title line can be added above the actual working area (Narciss et al., 2007). Also, course materials should be well organized in a hierarchal way so that students can easily catch the main concepts and develop concept maps. For example, under the unit module "constructivism," there should be the first hierarchy with two topics "cognitive constructivism" and "social constructivism," and the second hierarchy with three subtopics "scaffolding," "zone of proximal development," and "collaborative learning" under "social constructivism," and the third hierarchy with definition, example, and issue under "collaborative learning." In addition, supplementary resources should be provided in various forms of videos, pictures, and tables to facilitate learners' self-regulated learning.

Now I plan to do a quantitative research study exploring the relations among factors including teacher autonomy support (TAS), student autonomous motivation, self-regulated learning, and academic achievement in college-level algebra courses. My research questions will be 1. What are the relations among factors, including the students' perception of TAS, SRL, autonomous motivation, and academic achievement? 2. How are the perception of TAS and SRL affecting student academic achievement? 3. Does autonomous motivation play a mediating role in the relation between the perception of TAS and academic achievement and the relation between SRL and academic achievement? The study will be conducted in undergraduate algebra courses offered by the College of Liberal Arts and Sciences at a research one university in the midwestern part of the United States. Data will be collected through questionnaires and correlation and regression analysis methods will be used to explore the research questions.

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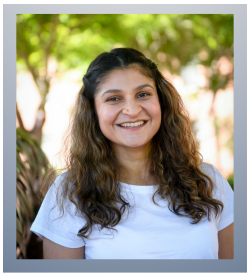
Samira Syal

North Carolina State University

Introduction: Samira is a fourth-year doctoral student in the Department of Educational Psychology at North Carolina State University.



Samira Syal

My research focuses on examining and fostering self-regulated learning among elementary-aged students in the context of reading. Specifically, my work centers on the interaction between motivational and metacognitive components of SRL impacting comprehension of informational texts. I have pursued this line of inquiry within authentic learning environments, namely within classroom and digital learning environments. The bulk of my research emphasizes the role of motivation within the context of SRL environments. An ongoing project involves examining potential metacognitive risks posed by situational interest among elementary-aged students in classroom settings. This project is noteworthy in that it helps address an important emerging issue in the SRL literature, namely, understanding the interplay of motivational and metacognitive variables in the pursuit of developing improved SRL and the ensuing impact of such interaction on learning outcomes. This study will be presented at the 2022 Annual Meeting of the American Educational Research Association and the manuscript is slated for submission shortly in a peer-reviewed journal.

I am also interested in the examination of motivation in SRL environments like that of digital learning environments. Specifically, I'm interested in examining how learners' self-reports of SRL variables translate to actual learning behaviors in digital learning environments and how this, in turn, can impact learning outcomes. Results from my recent article published in Computers and Education and presented in the 2020 American Educational Research Association found that fifth-grade students' self-reports of motivation did not necessarily predict trace measures of learning behaviors in a science game-based learning environment (GBLE) (i.e., Crystal Island-Uncharted Discovery) and that trace measures of engagement and disengagement were stronger predictors of learning outcomes than self-reports. These findings indicate that there appears to be a gap between students' beliefs of their motivation and their real-time learning behaviors in an SRL environment, like that afforded by the GBLE. My ongoing Doctoral dissertation work further expands on this line of research using a classroom intervention, which compares fifth graders' metacomprehension skills in two versions of an online SRL environment – a science GBLE called Missions with Monty and a computer-based version of this program. The purpose of this inquiry is to examine students' self-reported motivational beliefs apropos their learning behaviors in both SRL environments and potential motivational pathways underlying students' performance and learning outcomes in and out of these SRL environments.

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Nicola Nakashima

University of Bath (UK)

Introduction: Nicola just completed a Master's degree in Education at the University of Bath in the United Kingdom.

Nicola Nakashima

I conducted mixed methods research on academic help seeking as a self-regulated learning strategy of adult blended learners in Sri Lanka. The sample included 119 adult part-time learners from a UK business undergraduate degree which is offered in Colombo, Sri Lanka. I was interested in understanding if the type of adult learner (traditional and non-traditional university students) and gender differences existed in their academic help-seeking behaviors, which factors influenced it and how personal tutors fostered academic help seeking as a learning strategy. Academic help-seeking was identified as one of the most important self-regulated learning strategies for university students' academic success through the literature. It is also a resource management strategy under Zimmerman's self-regulated learning model and falls under Bandura's social cognitive theory and Vygotsky's social learning theory and the Zone of Proximal Development. The literature review suggested factors such as academic self-efficacy, achievement goal orientations, perceived benefits, and costs of academic help-seeking to have an influence on adult learners' intention to seek academic help, instrumental help, and executive help. Further, a perceived research gap was identified under a new contextual determinant which was the personal tutor support provided by the institution for academic help. Hence, open-ended questions were added to explore the adult learner's experience in seeking academic help with their personal tutors. Additionally, semi-structured interviews were conducted with three personal tutors. Statistical data was analyzed using SPSS and descriptive, correlation, regression and sample t-tests were conducted. Qualitative data was imported to NVivo, coded and thematic analysis was conducted. Finally, the data were triangulated. Some of the major findings suggested perceived benefits and costs do predict academic help-seeking of adult learners. However, no gender difference or type of adult learner difference was found amongst the adult learners' academic help-seeking behavior.

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The Influence of Albert Bandura