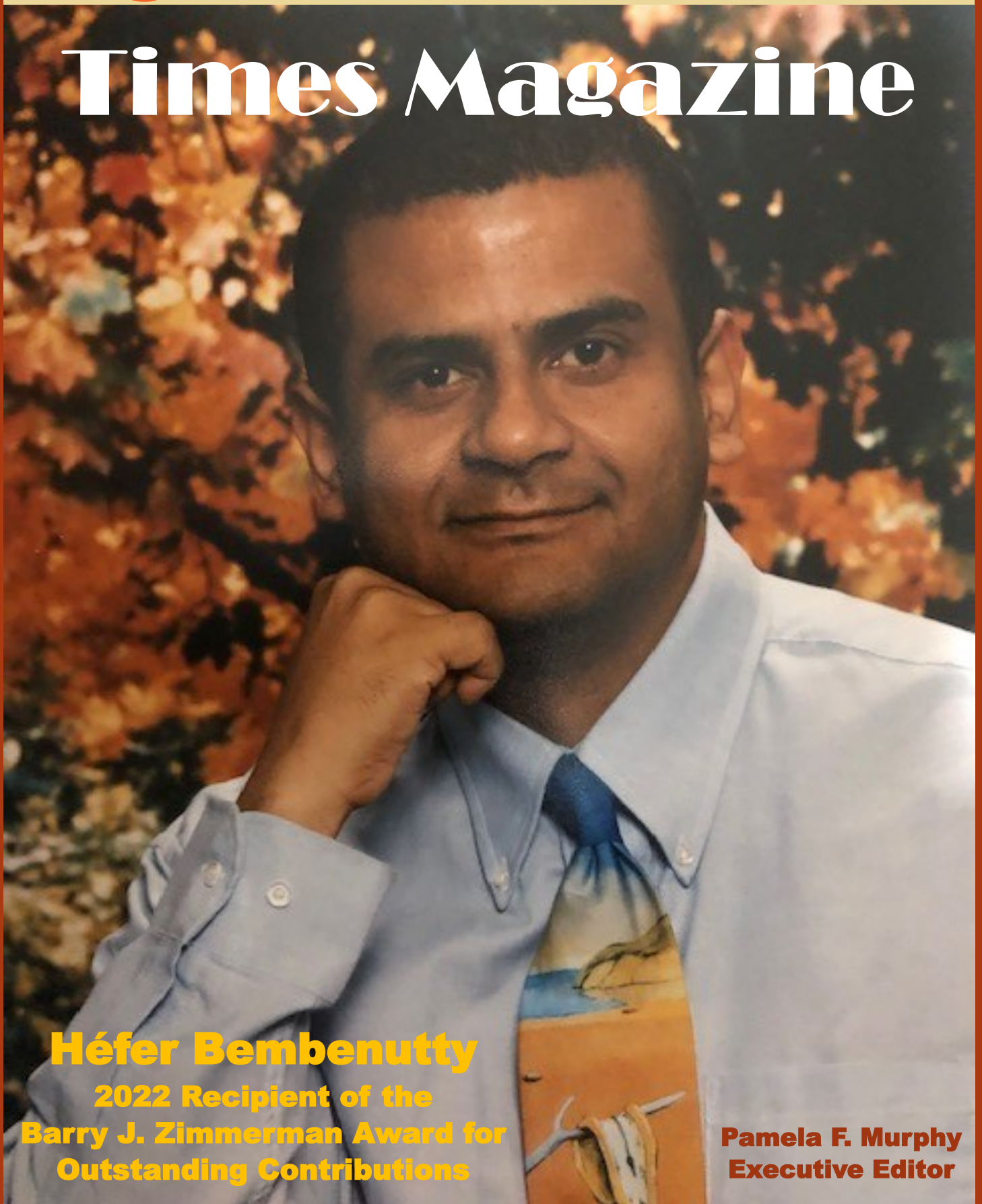




Studying and Self-Regulated Learning SIG
American Educational Research Association
Vol. 5, Issue 4, June 2022

Times Magazine



Héfer Bembenutty
2022 Recipient of the
Barry J. Zimmerman Award for
Outstanding Contributions

Pamela F. Murphy
Executive Editor

Héfer Bembenutty: Pioneer of the Cyclical Self-Regulated Culturally Proactive Pedagogical Model

Pamela F. Murphy



Héfer Bembenutty has emerged as a leading force for his scientific contributions to theory and research on self-regulated learning during the last decades. What especially impressed me is Héfer's Cyclical Self-Regulated Culturally Proactive Pedagogical Model, which he has pioneered in recent years with contributions of colleagues including Marie White, Akane Zusho, Revathy Kumar, DeLeon Gray, Anastasia Kitsantas, Timothy Cleary, Aloy Anyichie, Maria DiBenedetto, and Dale Schunk. His model focuses on classroom learning experiences through cyclical phases involving forethought, performance, and self-reflection. In the model, teachers and students engage in self-directed actions, behavior, and self-reflection to master content, reach important educational goals, and celebrate diversity, equity, inclusion, and social justice. Rather than merely promoting a culturally responsive pedagogy, Héfer advocates for initiating and sustaining a proactive process-oriented pedagogy of self-regulation.

In this issue of the Studying and Self-Regulated Learning SIG *Times Magazine*, we honor the accomplishment of Héfer Bembenutty in receiving the Barry J. Zimmerman Award for Outstanding Contributions to the field of self-regulated learning

(SRL). Héfer has served the SIG in various ways over the decades. Almost everyone associated with SRL knows Héfer in some professional or scholarly capacity, in the role of mentor, researcher, professor, colleague, or friend.

Contributors to this special issue highlight how Héfer's scholarly work and encouragement have positively impacted their professional work and other aspects of their lives. For instance, Timothy Cleary emphasizes Héfer's gift for cultivating interactions and collaborations "to guide, assist, and help others attain greater levels of success than what they might have otherwise believed or imagined they could" (p. 7). Héfer's influence on the international SRL community of scholars is represented by Motoyuki Nakaya and Takamichi Ito from Japan (p. 8), Evelyn Boruchovitch from Brazil (p. 11), and Carlo Magno from the Philippines (p. 12). Together, they provide evidence of his skills as a motivational speaker, an intellectual contributor, and a person always advocating for the celebration of equity, diversity, inclusion, and social justice. Héfer's former student, Mark Amoroso (p. 18), shares how Héfer helped shape his passion for teaching and Héfer's ability to use diverse and unique methods to promote self-efficacy and self-regulation among his students.

Scholars in many countries have used research and

instruments developed by Héfer, such as the Academic Delay of Gratification (ADOG) scale, and he has presented his research at prestigious venues, including Harvard University, Oxford University, the University of Oslo, and many others. Héfer has authored or co-authored nine books. He has published more than 40 research papers and has served as a guest editor for three journals. He is the originator and editor-in-chief of the SSRL SIG *Times Magazine*, in publication since March 2018.

I invite you to read the articles in this issue and learn more about Héfer as a person, gentleman, and scholar. Héfer invites us to empower our students and classrooms with renewed self-efficacy beliefs and the knowledge that teachers and learners need school environments that celebrate equity, diversity, and inclusion. Héfer invites us to transform our school environments through cycles of self-regulated culturally proactive pedagogy.

Sarah Young and Amanda Ferrara, generously and efficiently, served as the copyeditors of this issue of the SSRL SIG *Times Magazine*. Thanks, Sarah and Amanda!



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A Message from Barry J. Zimmerman

It is with great pleasure that I congratulate Héfer Bembenutty for being selected for this much deserved award for outstanding contributions to self-regulated learning. As Héfer progressed from a fledgling graduate student to the respected scholar he is today, he fully embraced and applied the core principles of self-regulation as is evident in the impressive body of work he has generated. Moreover, his infectious enthusiasm and advocacy for furthering research in the area and his personable nature and collegial spirit have contributed significantly to the widespread application of SRL models in education and other areas of research today. I am so pleased that Héfer's dedication to promoting the quality of educational research, both through his own research and his outreach nationally and internationally, is being recognized with this award. Working with Héfer over the years as my student, collaborator and friend has been my distinct pleasure.

Barry J. Zimmerman



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The Many Roles of Dr. Héfer Bembenutty

Maria K. DiBenedetto & Dale H. Schunk

Maria K. DiBenedetto is a Lecturer and Director of Assessment and Reporting at the Bryan School of Business at the University of North Carolina at Greensboro. Her research interests are in self-regulated learning, self-efficacy, and assessment. **Dale H. Schunk** is a professor in the Department of Teacher Education and Higher Education at the University of North Carolina at Greensboro and former dean of the UNCG School of Education. His research and teaching specializations are learning, motivation, and self-regulation.

It is a genuine pleasure to discuss Dr. Héfer Bembenutty and the effect he has had on each of us and the field of studying and self-regulated learning. During his outstanding scholarship and career, he has had a profound impact on the theory of self-regulated learning, AERA's Studying and Self-Regulated Learning Special Interest Group (SIG), and the careers of self-regulated learning scholars throughout the world.

As an influential *scholar*, his enduring dedication to the growth and expansion of self-regulated learning have had global breadth and application and the field is enriched by his contributions and mentorship. The spirit of Dr. Bembenutty is not just in his contributions to the SIG, but in his warmth, kindness, and ability to inspire others.

Maria DiBenedetto

Dr. Bembenutty and I became first acquainted when I was a doctoral student in the early 2000s. We met at AERA's Annual Meeting, and he immediately took me under his wing, just as he has done with many other doctoral students, young scholars, educators, and others in the self-regulated learning community.

By embracing the four levels of self-regulated learning competency by Zimmerman and Schunk (1997), he serves as a *role model* and builds self-efficacy in each person he comes into contact with. I remember when I was preparing for my dissertation defense and the annual meeting was in New York. We met at Junior's Restaurant and Bakery,

home of one the most well-known deliciously made cheesecakes in New York City and I told him how nervous I was. Dr. Bembenutty talked me through the defense, encouraged me, and built my self-efficacy even though we were only just acquaintances at the time.

Shortly after I graduated, he reached out to me and encouraged me to publish my work. As a novice scholar, he agreed to be a *collaborator* with me on one of my first research studies, only under the condition he would be second author. He served as my *mentor* in my junior level positions for the Studying and Self-Regulated Learning SIG and he treated me as a *colleague* and respected my decisions and leadership as the SIG Chair.

Over the years, Dr. Bembenutty and I became not only colleagues but *friends*. He has come to my home many times for a homecooked Italian dinner, attended my daughter's graduation party, encouraged me to stay strong in times when I have felt down, and always reminded me that we are Dr. Zimmerman's legacy.

I am only one of many for whom Dr. Bembenutty has extended himself as he cares deeply about the power of self-regulated learning and its ability to help each of us reach our personal goals. His actions and dedication have helped expand the visibility of the SIG throughout the world and the popularity of self-regulated learning as an important theory in educational psychology. While his impact on the field is great, his impact on my life is even greater and I am thrilled the SIG honored

him with the most symbolic of awards, the Barry J. Zimmerman Award for Outstanding Contributions to the Field of Self-Regulated Learning!

Dale Schunk

Dr. DiBenedetto has summarized well Dr. Bembenutty's endearing qualities. He is a master *mentor and networker*. During the times we have spent together (including a memorable trip to a candy store in San Francisco with Marie White), he has introduced me to many people, and meeting them has enriched my career. The way he has contributed to the growth of the SIG parallels the way he has facilitated the growth of many members through mentoring and networking.

He also is something of a *matchmaker*. First at AERA in New York and later at AERA in New Orleans, he introduced me to Maria DiBenedetto. In New Orleans in 2011 we were on the program together in a session honoring Dr. Zimmerman's contributions. Our professional association developed into a personal one, and we now have been married for almost six years. Thank you, Héfer!



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A True Champion...

Marie C. White



successfully employed in the field of education, they still recall the impact Héfer had on their self-efficacy to remain focused on their goals and bring their gifts and talents to inner-city classrooms.

On a more personal level, Héfer is considered a member of my family. My husband and Héfer share a strong and fond rivalry since one is strongly rooted in the University of Michigan and the other in Ohio State University football madness. Our youngest grandchild is known to be called “Heferito” and often FaceTimes with Héfer practicing Spanish vocabulary pronunciation.

There are not enough words to describe the treasure we all have in Héfer Bembenuity. I have only scratched the surface of the dimensions of our relationship and the impact he has had on our professional and personal lives. I am both honored and grateful to have him in our lives!

Marie C. White, PhD, has been engaged in research on help-seeking since being introduced to the topic by Barry J. Zimmerman. After years of investigating help-seeking, standards-based education, and teacher educational practices, White has turned her attention to self-regulation in the context of socialization and home-schooling. Her work also includes designing courses for Gordon College in diversity, social and emotional learning, anxiety-related behaviors, socialization, and benefits of homeschooling.



When I began my research for my dissertation, I googled “Help-Seeking and Teacher Education.” Somehow the name of Héfer Bembenuity emerged along with a paper he presented at AERA in 2006. I immediately reached out to this unknown person through email, and to my surprise, he responded by offering me any assistance I needed. He said he was in Michigan and would be glad to support my research. At the time, I did not know Héfer was part of the learning community created and mentored by Dr. Barry Zimmerman. When I asked Dr. Zimmerman if he

thought I could ask Héfer for help with my research, he proudly shared that Héfer was one of his students and might be a good choice for my committee. From that day on, Héfer can be credited as the catalyst for moving me into areas of accomplishment in the professional life that I would never have ventured into on my own.

Central to our work together was a book we published with Miriam Vélez, *Developing Self-Regulation of Learning and Teaching Skills Among Teacher Candidates*. Héfer became an integral part of our program and spent a great deal of time encouraging our teacher candidates

who were struggling to become fully certified. Pictured here are some of the teacher candidates whose journeys were featured in the publication. All now



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Dr. Héfer Bembenutty: A True Scholar, Educator, and a Gentle and Kind Soul

Peggy P. Chen



Peggy P. Chen, PhD, is an associate professor of educational psychology at Hunter College, City University of New York.

She conducts research in academic self-regulated learning, teachers' grading beliefs, and classroom assessment.

If anyone knows who the Pope is, they are likely to know who Dr. Héfer Bembenutty is in the field of Educational Psychology. I first met Héfer at the Graduate Center, the City University of New York, when both of us were doctoral students working with Dr. Barry Zimmerman. Even though Héfer and I were in different cohorts at the Graduate Center, we attended a number of classes together and developed a good friendship because of his friendly nature. He has been most generous in helping his classmates and much fun to be with off-campus, as well.

Since graduate school, Héfer has been one of the most well-versed scholars in the literature of our fields and continues to be most up to date in the research on self-regulated learning. He is known for his research on academic delayed gratification and developed his famous survey to assess learners' academic delay of gratification (ADOG).

While Héfer was finishing his doctoral dissertation, he started teaching at various CUNY

colleges and became a full-time faculty member at Queens College. He eventually became a full-fledged tenured faculty member. Héfer, at Queens College, and I, at Hunter College, have worked together on several projects.

We conducted our first study in 2005 on urban preservice teachers' self-efficacy at Queens and Hunter Colleges. While the study did not yield a high-quality publication, we continued our collaboration.

In 2013, Héfer, along with Tim Cleary and Anastasia Kitsantas, invited me to contribute a book chapter on calibration and self-regulated learning to honor our mentor, Barry Zimmerman (Chen & Rossi, 2013). Héfer has a vast knowledge of the fields he is involved in, but he is well versed in other fields, such as philosophy and theology.

In 2018, Héfer and I worked together to intersect our research in performance calibration and delayed gratification. As a result, we contributed a book chapter to the second edition of the *Handbook of Self-regulation of Learning and Performance* (Chen & Bembenutty, 2018). Working with Héfer for decades has been a pleasure and a valuable learning experience.

There are too many interesting anecdotes about Héfer to recount. In the time I have known him since the mid-1990s, he has attended and participated in almost every major conference in the education and psychology. He always brought a camera with him and took pictures with researchers and educators in our fields. How can anyone say no to Héfer when he greets you with

such energetic and enthusiastic hellos? Héfer introduces people at the conferences to help them make professional connections. When he reads a new article and thinks it relates to your field of interest, he will email it to you.

Héfer cares deeply about scholarly work produced in self-regulated learning and related fields. He is a true scholar, educator, and a gentle and kind soul. His research contributions to our field and our SIG are well-known and evident.

If you do not know about Héfer in SRL and academic delayed gratification, you need to get to know him. Everybody needs a Héfer in their professional and personal lives.

Dr. Héfer Bembenutty, your kindness shows in how you affirm the field of SRL and touch the lives of so many in our fields.



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Héfer Bembenutty: The Great SRL Connector

Timothy J. Cleary



I am excited and honored to share a few personal reflections about Dr. Héfer Bembenutty and his contributions to the field of self-regulated learning (SRL) and the broader scholarly community.

In his best-selling book, *The Tipping Point*, Malcom Gladwell discussed three kinds of people who are often instrumental in producing important changes in our society: connectors, mavens, and salespeople. Connectors are those who know an unusually large and diverse number of people and possess an uncanny ability to make and sustain new partnerships and relationships continually.

In the words of Gladwell, connectors have "...a special gift for bringing the world together" (p. 38) and that their unique effect on the world is due to "...something intrinsic to their personality, some combination of curiosity, self-confidence, sociability, and energy" (p. 49). Héfer Bembenutty is one of these special individuals.

I first met Héfer while we were graduate students under the mentorship of Professor Zimmerman at CUNY in the late 1990s. For over a year, we worked on a grant-funded project at New York City College of

Technology to develop innovative SRL programming within classrooms. Like most members of the research team, Héfer was a talented researcher with great ideas. But Héfer stood out from his peers for his positive energy, zest, and enthusiasm for his work. Even back then, Héfer displayed a knack for stimulating new conversations, creating pathways for communication, and making those around him feel noticed and appreciated.

Over the past couple of decades, I have been amazed at Héfer's desire and ability to continually cultivate vibrant collaborations and interactions within our SRL community, such as helping graduate students and early career scholars become leaders within the SSRL SIG or using newsletter and magazine initiatives to promote the wonderful work being conducted within the motivation and SRL communities.

My professional career began in 2001 as a licensed school psychologist working in a large middle school in New York. I thought the school-based practitioner role would be my "forever" job, but as often happens in life, my thinking and goals shifted. While many individuals helped me during this transitional phase of my career, it was Héfer who was instrumental in getting me connected to the broader family of SRL scholars and community.

Upon receiving my first tenure track position at the University of Wisconsin-Milwaukee, Héfer was at the forefront of getting me involved in AERA and the SSRL SIG and introducing me to important people in the field. At the time, I did not fully understand why Héfer was so dedicated to and encouraging of my involvement. But as time passed and I had the chance to observe Héfer more frequently, I realized that he possesses a genuine interest in empowering and elevating people in general. It is simply his core or essence as a person.

I also had the good fortune of collaborating with Héfer and Anastasia Kitsantas on an edited volume, *Applications of Self-Regulated Learning across Diverse Disciplines: A Tribute to Barry J. Zimmerman* (Bembenutty, Cleary, & Kitsantas, 2013). Given that we were all mentored by Professor Zimmerman, we collectively had a strong desire and motivation to lead a project that honored the applicability and far-reaching impact of his scholarship. To be perfectly frank, however, it was Héfer who was the generative and driving force behind this edited volume.

Like so many of his other professional initiatives, such as interviewing prominent scholars within our field or highlighting the work of promising graduate students or early career scholars in the SSRL *Times Magazine*, Héfer loves to shine a light on the accomplishments of his colleagues.

From my perspective, a key aspect of Héfer's legacy involves his ability to make friends and acquaintances, and to leverage these relationships to guide, assist, and help others attain greater levels of success than what they might have otherwise believed or imagined they could.

Although Héfer can be proud of his accomplished research career in the areas of delay of gratification, self-efficacy, SRL, and test anxiety, I wrote this short reflection to underscore just how very important Héfer has been to our SRL community and that his greatness extends beyond what is merely published in a journal or book. It involves his graciousness, genuine care for others, and willingness and passion for championing the accomplishments of others.

I want to congratulate Héfer on winning the Barry J. Zimmerman Award, and to share my viewpoint that he is one of the greatest and most sincere advocates and champions of SRL initiatives and causes.



Timothy J. Cleary, PhD, is a Professor in the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University. His primary research

interests include the development and application of self-regulated learning (SRL) and motivation assessment and intervention practices across academic, athletic, medical, and clinical contexts. Dr. Cleary currently teaches doctoral courses in learning theory, academic interventions, and statistics.



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Celebration and Appreciation for Dr. Bembenutty from Japan

Motoyuki Nakaya & Takamichi Ito

It was our great pleasure to hear that Dr. Héfer Bembenutty won the 2022 Barry J. Zimmerman Award for Outstanding Contributions to the field of self-regulated learning (SRL), and we would like to deliver congratulations to him from the bottom of our hearts.

Our Appreciation for Dr. Bembenutty

In November 2016, Moto Nakaya was at the City University of New York, Queens College, as a visiting scholar in the College of Education. Of course, I already knew the name of Dr. Bembenutty as a world-famous researcher in self-regulation of learning, especially academic delay of gratification. I remember my first time meeting Dr. Bembenutty at the entrance of the Secondary Education and Youth Services (SEYS) faculty floor at Queens College. He had a big smile, invited me to his office, and actively listened to my research interests: relationships among SRL, motivation, and classroom culture. After that, he gave me great opportunities to discuss my research with him, and sometimes he even treated me to a delicious lunch. Everywhere he went on campus, everyone was smiling and speaking to him. Everyone had loved him.

Then, Dr. Takamichi Ito came to New York City at the end of January,

and we all met for a discussion at Queens College on a very snowy day. Dr. Bembenutty welcomed him and gave him an opportunity to share his research about SRL in Japan to Queens College students. We were able to get a valuable chance to interact and exchange insights with them. As a result, we have taken significant opportunities to exchange research information between the US and Japan.

Dr. Bembenutty's Excellent Insight as an Invited Lecturer of the Japanese Association of Educational Psychology (JAEP)

In October 2017, JAEP welcomed Dr. Bembenutty as an invited lecturer. Many researchers and teachers were looking forward to his memorable lecture. His lecture focused on the following worthy points of SRL:

- classic and current theoretical views of delay of gratification;
- self-efficacy and homework and their association with the delay of gratification and self-regulation;
- research evidence for the association between the delay of gratification and self-regulation that could enhance the understanding of academic success from a self-regulated learning approach;
- implications for educational psychology instruction, and considerations of

increasing instructional practice for the best of all learners.

His passionate speech and informative discussions fascinated Japanese educational psychologists, schoolteachers, and other participants.

SRL Research Exchange Between the US and Japan

In April 2019, along with Japanese SRL researchers, we published a Japanese translation of Dr. Bembenutty, Cleary, and Kitsantas' book, *Applications of Self-Regulated Learning Across Diverse Disciplines: A Tribute to Barry J. Zimmerman*, to share this outstanding contribution with Japanese educational researchers and other interested persons. In this way, Dr. Bembenutty's thoughtfulness and insights facilitate a meaningful research exchange between the US and Japan. We would like to sincerely thank and celebrate this honor for Dr. Bembenutty.



Motoyuki Nakaya (PhD)

is a Professor of the Graduate School of Education and Human Developmental Sciences at Nagoya University, Japan. His research interests include educational psychology, especially academic and social motivation in classroom context.



Takamichi Ito (PhD) is an Associate Professor of the Graduate School of Human Environment Studies,



Kyushu University, Japan. His primary research interest is self-regulation and social regulation in diverse learning contexts.



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A Scholar and a Gentleman

Linda J. Sturges



Linda J. Sturges, PhD, is a Professor Emerita (Mathematics) and former Vice Provost for Institutional Assessment at SUNY Maritime College. She earned her doctorate in Educational Psychology, under Barry J. Zimmerman's advisement, from the CUNY Graduate Center.

I met Héfer Bembenutty at the 2011 AERA conference in New Orleans. At this annual meeting, Dr. Zimmerman was recognized for his dedication and service to our Studying and Self-Regulated Learning SIG. We bonded as former doctoral students who were fortunate to have Dr. Zimmerman as their dissertation advisor. Héfer was generous with his time, introducing my group of recent graduates to various researchers.

Although our professional interests did not mesh for research collaboration, Héfer found the

perfect opportunity for me to apply my professional experiences to the reflections of several contributors to Alice Artzt and Frances Curcio's book, *The Inspirational Untold Stories of Secondary Mathematics Teachers*.

CUNY's Queens College TIME 2000 program for secondary education mathematics students is an innovative program that moves students through their mathematics and education courses and monthly meetings as a cohort. The program integrates self-regulation of learning in terms of personal and professional development toward becoming a master teacher.

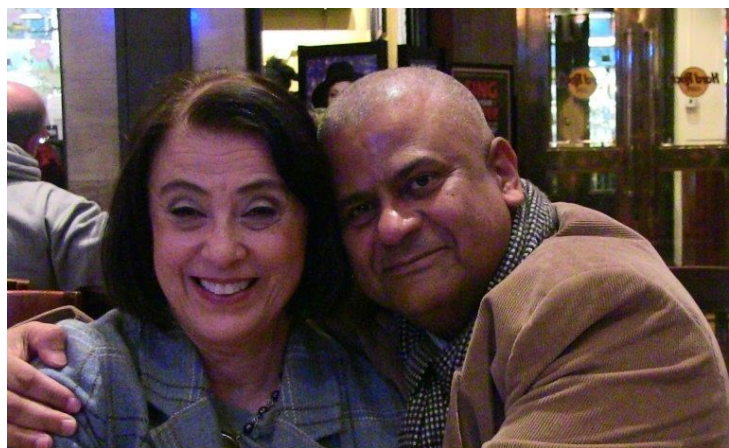
As a professor of mathematics, who started her career as a high school mathematics teacher, I provided commentary and encouragement to several graduates as they reflected on the role of SRL in

their teaching and professional practices.

It is fitting that Héfer is the 2022 recipient of the Barry J. Zimmerman Award for Outstanding Contributions to the field of self-regulated learning.

Héfer Bembenutty's extensive research has expanded the body of knowledge on self-regulated learning. His service to our SSRL SIG as an officer, mentor, and *Times Magazine* editor honors Dr. Zimmerman's legacy.

During my doctoral work, I wrote to William Lan for additional information regarding the strategy and knowledge measures he used in his study with statistics students. He commented how lucky I was to study with Dr. Zimmerman as he "is really a gentleman plus scholar." For those of us fortunate to know and work with Héfer, we would also say he is a gentleman and a scholar.



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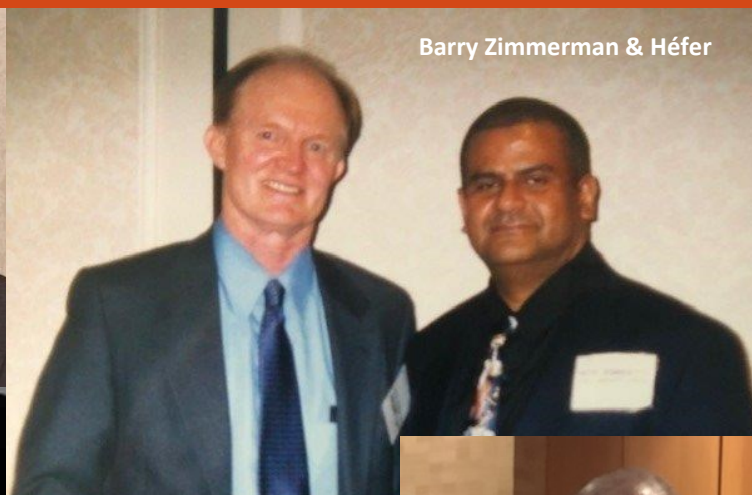
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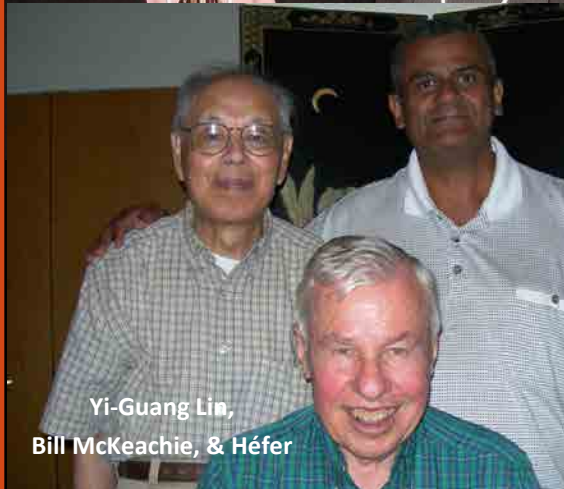
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Stuart Karabenick & Héfer



Barry Zimmerman & Héfer



Yi-Guang Lin,
Bill McKeachie, & Héfer



Dale Schunk & Héfer



Maria DiBenedetto & Héfer



Linda Bol & Héfer



Marie White, Anastasia Kitsantas, Maria DiBenedetto & Héfer



Willy Lens & Héfer



Divya Varier & Héfer



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“You are part of me and I am part of you” Evely Boruchovitch

I completed my PhD studies in Educational Psychology at the School of Education of the University of Southern California (1989-1993). Dr. Myron Dembo advised me to become a member of AERA at that time as a PhD student. I did that for a couple of years. Then I came back to Brazil and stopped being an AERA member for a certain time.

As I was studying and researching self-regulated learning in Brazil, I decided to become an AERA member again in 2009. It was a wonderful decision. I applied to be a member of both the Studying and Self-Regulated Learning SIG and the Motivation in Education SIG.

In my first year of being an SSRL SIG member, Dr. Heidi Andrade was the Chair of the SIG. She was very kind and sweet. I appreciated her attitude. At this time, I met Dr. Bembenutty in person for the first time. He was also very warm. I have admired the SIG members' research for a long time. I have always been interested in their work. Wonderful scholars!

More precisely, with Dr. Bembenutty's permission, one of my

doctoral students translated his homework log into Portuguese and used that in her doctoral dissertation research. I also collected data using his academic delay of gratification scale.

In 2016, I was one of the main organizers of the First International Seminar on SSRL in Brazil at the State University of Campinas, in Campinas City, São Paulo. Dr. Bembenutty was the special guest and invited speaker at this event. It was a great honor to have Dr. Bembenutty with us.

The International Seminar on SSRL and Motivation had a huge attendance. Researchers, basic education teachers, and graduate students from almost all Brazilian states came to join us. We had an overflow crowd.

Dr. Bembenutty's presence at this event was very important to the growth of self-regulated learning research in Brazil. The audience loved him, and so did my university colleagues. He lectured in many sessions about self-regulated learning, the state of the art, challenges and future perspectives, as well as the learning academic model and educational experiences, among other themes.

Dr. Bembenutty stayed a couple of

days at my university, and my graduate students had the opportunity to present their research projects to him and receive his feedback with wonderful suggestions. We learned so much from him!

I had the opportunity to work with Dr. Bembenutty and serve on our SIG as junior and senior secretary, helping him with the editions of the SIG Newsletters. It was a wonderful experience! I admire Dr. Bembenutty very much. He is an outstanding scholar and a wonderful human being. His commitment to our SIG and the advancement of self-regulated learning around the world is remarkable. I am very happy that he is the recipient of the Dr. Barry J. Zimmerman Award for Outstanding Contributions this year.

In addition, I totally agree with him that *“An essential outcome of self-regulated learning science is for teachers and students to experience, ‘You are part of me and I am part of you’”* (Bembenutty, 2019).

Dr. Bembenutty, you are part of me!
You are part of us!



Evely Boruchovitch, PhD, is a Full Professor in the Department of Educational Psychology in the School of Education at the State University of Campinas (Unicamp), in Campinas, São Paulo, Brazil.



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From Academic Delay of Gratification to Reflections on Learning

Carlo Magno

One of the research programs that I have been working on is self-regulated learning. In 2006, I started to develop a measure for academic self-regulation for Asian learners, and part of the sequence of studies was to establish the predictive validity of the tool. The work entailed reviewing published studies in which constructs converged with self-regulation were of primary interest.

One of these established variables that worked with self-regulation was Academic Delay of Gratification (ADOG). Consistent reviews established that learners who are able to prioritize academic-related tasks are the ones that are able to successfully set and achieve their learning goals. The consistent author that appeared in studies about ADOG was Dr. Héfer Bembenutty. This particular author and construct should not be simply disregarded in studies on self-regulation.

Prior to my pursuit of studying ADOG with academic self-regulated learning was the great opportunity to meet the author, Dr. Bembenutty. In August 2012, the Philippine Educational Measurement and Evaluation Association organized its first international conference in Manila.

The aim of the conference was for local participants to engage in a conversation among international scholars in the field of education and psychology, and Dr. Bembenutty fit the interest in this field. I had invited Dr. Bembenutty to come all the way over to Manila to give a session on ADOG and motivating learners. Dr. Bembenutty

Carlo Magno, PhD, is the founder of the Center for Learning and Assessment Development-Asia. He is presently the technical



adviser for the United States Agency for International Development (USAID) on the Learning Recovery Plan in the Philippines and Instructional Supervisors' Professional Development.

left the participants in the session with one important message — one needs to feel great each moment and more great things will follow!

In 2015 under my supervision, one of my PhD students, Dr. Amalia Roldan, completed her dissertation in which ADOG was one of the major study variables. She designed a model explaining that first-year college students could further delay their gratification in their math course if they believed that they could learn math well (incremental mindset) and used self-regulated learning strategies (Roldan, 2015). Her dissertation was later on published in the *Educational Measurement and Evaluation Review*.

In 2014, I completed a university-funded research project, which further theorized about ADOG. I was able to establish in a model that learners who have high academic abilities have a higher potential to delay their gratification and implement self-regulation successfully (Magno,

2014). The success of learners to self-regulate highly depends on if they delay gratification on non-academic related tasks.

In November 2012 and March 2014, I met with Dr. Bembenutty again in New York. He introduced me to other scholars like Stuart Karabenick and Maria DiBenedetto.

My stays in New York City are always memorable with Dr. Héfer Bembenutty due to wonderful dinner conversations. I also saw the musical “Wicked” on stage in New York City with Dr. Bembenutty. Since 2012,

Dr. Bembenutty has always sent me issues of the AERA SSRL SIG *Times Magazine* and copies of his recent publications. His papers are always good reads and references that I use in my reviews and class discussions.

I first knew Dr. Bembenutty as a paramount scholar in the field of educational psychology, known for his important contribution, academic delay of gratification, which is now widely studied.

For the past ten years, he has been not only a scholar that I look up to, but he is also a dear friend. He never neglects to send me messages and inquiries about situations in the Philippines and constantly invites me to attend webinars. I am grateful that I have known him and we never stopped communicating.

Upon request, references are available by contacting
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Héfer Bembenutty: The Heart and Soul of the SSRL-SIG

Akane Zusho

The first time I heard Héfer's name was in a research group meeting during my first year of graduate school. Every two weeks, under the leadership of Bill McKeachie, a small group of us, including Yi-Guang Lin, Stuart Karabenick, Paul Pintrich, and I would meet in the small, windowless back room to discuss our latest data collection efforts. Inevitably, at some point during our meetings, the topic of conversation would naturally turn to Héfer. Bill (or Stuart) would often update us on what was happening with Héfer — “Héfer just passed his research comps!”... “I’m working on this study on delay of gratification with Héfer.” I remember thinking at the time... “Who IS this Héfer, and why do we always talk about him?”

Well, many decades later, I

can see why our conversations always turned to Héfer. I have encountered many academics since that first year of graduate school, but never one like Héfer. There is just something about him. Of course, one can point to his many scholarly accomplishments, including the significant advances he made in the area of delay of gratification. But beyond that, I cannot name anyone who cares so deeply about the field of self-regulated learning, *and* the people who make up the SSRL SIG more than Héfer. It is one thing to care about the ideas and theories, which of course he does, but it's another to truly care about its members.

In many ways, Héfer is not just the face, but the heart and soul of the SSRL SIG. The time he spends nurturing junior colleagues and graduate students, the care with which

he edits the SIG's *Times Magazine* to celebrate the latest news and accomplishments of its members: these are just a few examples of his love of the SIG. Personally, Héfer has been one of my biggest cheerleaders and I owe my career, in part, to his efforts. Although I have never formally worked with Héfer on a publication, I did contribute to several of his edited volumes. I'm also convinced that he was the “anonymous” reviewer who played a pivotal role in greenlighting one of my textbooks. He has also served as an important mentor to a number of my own graduate students.

I truly cannot think of anyone more deserving than Dr. Héfer Bembenutty to receive the Barry J. Zimmerman Award for Outstanding Contributions to the field of self-regulated learning. It is indeed bittersweet that the rest of the college research group cannot be here to celebrate this momentous occasion, but I know that they are all beaming with pride, wherever they are. So, Bill, Stuart, Paul, and Yi-Guang — here's the latest news, Héfer did it! As you always knew he would.



Akane Zusho, PhD, is currently a Professor in the Graduate School of Education at Fordham University. Her research focuses on developing equitable teaching practices to promote the motivational and self-regulatory processes of urban, minoritized youth.



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Héfer: Always a Teacher and Mentor at Heart!

Anastasia Kitsantas, Laura Dallman, Jenny Mischel,
Binyu Yang, & Aubrey Whitehead

I vividly remember meeting Héfer at the American Educational Research Association (AERA) Annual conference in 1997 in Chicago. We immediately connected. We shared similar research interests and most importantly were both mentored by Professor Barry Zimmerman. Over the years, we continued to see each other at conferences. We started collaborating together in 2010 on our edited book (Bembenutty, Cleary, & Kitsantas, 2013), which was a tribute to our beloved and exceptional mentor *Barry J. Zimmerman*. It was a pleasure and an inspiration to work with Héfer on this project.

Although we remained connected throughout the years, what brought us ever closer together was our passion to mentor graduate students and encourage them to become proactive in the Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) of AERA.

Héfer's caring personality and research expertise attracted the attention of a number of my graduate students who worked under his supervision on numerous projects. My students raved about meeting Héfer and having the opportunity to work with and learn from him. Their comments below speak for themselves!

Laura Dallman pens: "What is most admirable—and appreciated—

about Héfer is his effusive positivity and encouragement. One leaves each encounter or correspondence with him feeling empowered, enlightened, and uplifted. I had the pleasure of working with Héfer when I guest edited the SSRL SIG *Times Magazine*. Héfer was an exceptional mentor who guided me in my own thought development as well as the practical aspects of enlisting authors and editing content. Not only did he provide such expert counsel, but he also expressed curiosity about concepts and constructs that were new to him, allowing me to share my newfound learning. My confidence and articulation of the integration of teacher emotional and cultural intelligences were bolstered by his enthusiasm."

"My students raved about meeting Héfer and having the opportunity to work with and learn from him."

Jenny Mischel writes: "I've known Héfer on a personal level for nearly two years now and consider him an amazing mentor and dear friend. Our relationship began when Dr. Anastasia Kitsantas (my doctoral advisor, dissertation chair,

and also a dear friend) suggested Héfer ask me to help edit one of the SSRL magazine issues. He was open to my area of interest and excelled at helping me apply self-regulated strategies throughout the process. Beyond this issue, he continued mentoring me by continuing to include my insight on other editors' SSRL issues. He is always encouraging and supportive of me and other researchers. We value his suggestions and thrive on his encouragement. Héfer is a great mentor and researcher. But he is more than that. He is a wonderful friend, role model, and I am lucky to have him in my life."

Aubrey Whitehead writes: "When I was a student, Héfer was revered as an academic and celebrated as a professional and person. So, before a personal trip to New York, I reached out to him and asked if we could meet for a quick conversation. He went a step further and invited me to (really, insisted that I) teach one of his class sessions. Of course!! The legend of Bembenutty did little justice to our actual meeting. Héfer was such a genuine professional who asked so many questions about my path and plans going forward. He gave me incredible feedback on classroom management and presentation techniques that I continue to employ. Héfer told me, with his traditional gusto, about his love for the SSRL

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Héfer: Always a Teacher and Mentor at Heart!

Continued from page 14

SIG. He told me about the vision of the SIG and why it was important to the educational psychology field. Before I knew it, Héfer had talked me into considering running for a position in the SIG. The rest is history. My sincere appreciation to Héfer for benefitting my research and professional development.”

Binyu Yang pens: “I first worked with Dr. Héfer Bembenutty in 2019, as guest editor. During that five months, Dr. Bembenutty frequently checked with me, helped facilitate and coordinate the entire progress, reviewed all the reflections, and adjusted the formatting and layout of the whole issue. His prompt responses (always within 12 hours), professionalism, and unconditional support have made this special issue come out right on time.

I always wondered how Dr. Bembenutty could coordinate multiple missions and multitask so well. Then one word came to my mind: PASSION. It is his great passion for teaching and research that drives him to contribute to the SRL community and the advance of the field as much as he can.”

Yes, indeed Binyu, it is Héfer’s PASSION for teaching, research, and service that has moved all of us and many others forward in so many ways! Thank you, Héfer, for sharing your gifts with us!

“Then one word came to my mind: **PASSION.**”

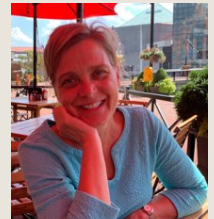


Héfer Bembenutty, Diana Zimmerman, Barry J. Zimmerman, Anastasia Kitsantas, Timothy Cleary



Anastasia Kitsantas is a Professor of Educational Psychology in the College of Education and Human Development at George Mason University. Her research interests focus on the development of self-regulated learning, learner motivational beliefs, and peak performance in academic, athletic, and health related domains.

Laura Dallman, George Mason University, recently defended her dissertation exploring teacher emotional and cultural intelligences in working with diverse student groups. Before her doctoral studies, Laura was an elementary school teacher in Fairfax County Public Schools and at international schools in Russia, Belgium, Haiti, and Georgia. She holds an MDiv from Yale University and a BA from Augustana College, IL.



Jenny Mischel is a second-year Visiting Assistant Professor at Oxford College of Emory University. Her research interests focus on strategies to help youth to self-regulate emotions when bullied/cyberbullied as well as how to promote positive self-efficacy beliefs.

A former Air Force officer, **Aubrey Whitehead** currently serves as an Assistant Professor of Psychology, and leadership fellow at the Virginia Military Institute. His research focuses on the effect of close social groups (i.e., family, friends, and educators) on undergraduates’ selection of, and persistence in, STEM majors. Aubrey has developed and taught courses on motivation, educational psychology, leadership science, and self-regulated learning. He will serve as the incoming chair for the Studying and Self-Regulated Learning SIG.



Binyu Yang, MA, is a PhD candidate and Research Assistant of Curriculum and Pedagogy at The George Washington University. Her research interests primarily focus on college students’ self-regulation in online learning contexts, SRL interventions and strategies, and second language learning and teaching.



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Dr. Héfer Bembenutty, a Gift to Me and Our Field

Taylor W. Acee

I am delighted to contribute this personal reflection in honor of Dr. Héfer Bembenutty, recipient of the 2022 Barry J. Zimmerman Award for Outstanding Contributions. As the award committee and others are addressing Héfer's many outstanding scholarly contributions, I focus my reflection on how Héfer has served as a mentor to me, a connector within our field, and a pillar of our SSRL SIG.

Before I first met Héfer at AERA, I had already become fond of his work on academic delay of gratification and self-regulated learning. I had also already known of Héfer as one of Dr. Barry Zimmerman's students through loving stories my mentor, Dr. Claire Ellen Weinstein, told of her colleagues and their students.

I am not sure when I first met Héfer, but I do remember that while I was a graduate student, Héfer chaired my first AERA paper session, with Dr. Dale Schunk as discussant. Somewhat nervous, I remember Héfer being very kind and calming.

Shortly after becoming faculty at Texas State University, Héfer began mentoring me in my service roles in the SSRL SIG. Early on, under Héfer's leadership as SIG Chair, I served the SSRL SIG by helping to establish the Outstanding Poster Award. I went on to serve in several other positions, including Chair.

Throughout my years of service to our SIG, whether in an official capacity or not, Héfer was always available for guidance and support (thank you, Héfer!).

I also had the opportunity to edit with Héfer through SSRL SIG publications and share in the creation of scholarly works he co-edited with Timothy Cleary and Anastasia Kitsantas, such as *Applications of self-regulated learning across diverse*

disciplines: A tribute to Barry J. Zimmerman. No matter the particular collaboration with Héfer, I could always count on him to push the extra distance to think things through and do them well! For me, Héfer has been an inspiration for excellence and building community through scholarship!

Héfer is tremendous at scavenging the field for talent and innovative ideas, disseminating his findings, and building community in the process. Héfer brings people and ideas together across disparate geographic areas and areas of scholarship and practice. He is a veritable connector of high magnitude within our field, for students and faculty across age generations. For instance, through SSRL SIG publication outlets, namely the *Times Magazine*, Héfer shares the fruits of his scavenging of talent and innovative ideas within our field by featuring emerging and established scholars and their work.

Héfer celebrates and integrates diversity by recruiting scholars from across the globe with diverse interests related to studying and self-regulated learning theory, research, and practice. Héfer has been exceptional at threading personal narratives and humanizing pictures within scholarly topics,

Taylor W. Acee, PhD, is an Associate



Professor and Program Coordinator in the Graduate Program in Developmental Education, Department of Curriculum and Instruction at Texas State University.

reminding us that there is a human with feelings and personal stories at the helm of every research study. Héfer also reaches out individually to folks within our SSRL SIG community to share with them relevant scholarly readings, opportunities of interest, and news of our colleagues.

Héfer recruits and advocates for graduate students and early-career scholars within our SSRL SIG; accordingly, with Héfer's involvement, our SSRL SIG has seen an influx of top talent and comradery in our field. In sum, Héfer has continued to serve as a role model, mentor, and friend to me, and his loving influence on our SSRL SIG and the field is beyond what any impact metric could hope to capture.



Héfer Bembenutty with Danielle and Taylor Acee



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Dr. Héfer Bembenutty: A Mentor and a Friend, Generous in Guidance, Expertise, and Care

Charles Raffaele

I have to admit; I was thrilled when I received an invitation from executive editor Dr. Pamela Murphy of the SSRL *Times Magazine* to write a reflection commemorating Dr. Héfer Bembenutty's receiving the Barry Zimmerman Award for Outstanding Contributions to the field of self-regulated learning. On levels both professional and personal, over the years I have known Héfer, I have witnessed the way he puts all of himself into the betterment of his colleagues and his field.

I first met Héfer in his capacity as the supervising professor of the introductory educational psychology course that I taught (and still teach) in the Secondary Education & Youth Services (SEYS) department at Queens College, City University of New York. As such, he guided me through the course requirements and how to teach it most effectively (which he still provides me guidance on). Though I appreciated his insight and directions from working under him early on, I did not know yet just how important his presence would become to my professional development.

I regard our formal association because he is a mentor figure to me, and I like to think we are genuine friends too. I cannot count the number of times, both in his official professional relations with me and just when speaking about some other professional matter. He has provided me crucial information or advice on how to proceed. These interactions have included dissertation guidance (as he is also on my dissertation committee), job-seeking guidance, information on how to live one's life healthily while working in academia and being connected with other great academic individuals. If not

Charles Raffaele is a doctoral candidate in the educational psychology program at the Graduate Center, City University of New York. His research is focused on second language learning with games and multimedia.



for his influence, I would surely be a robot, performing my duties without a mind to their long-term significance, dissemination within the field, or meaning to me.

I have worked with Héfer on a multitude of topics, ranging from his areas of interest to mine and all kinds of others within our general field. We have worked together on my educational psychology survey class teaching, writings for digest outlets of the SSRL SIG, my own guest editor role under his editor-in-chief role on an SSRL *Times Magazine* issue, my dissertation study (on multimedia-based second language learning), symposiums for the SEYS department, and countless other projects. Our topics have stretched from educational psychology in general, to self-regulated learning, to digital second language learning.

I would like to share, not so much an anecdote, but certain characteristic moments I've had with Héfer. For one, there is the way any of our phone calls start. He will begin with a boisterous greeting and then ask me how I am. "Okay" or "all right" will not be acceptable—Héfer will probe until you realize, you are alive and have opportunities laid before you, and

should be enjoying your day. Also, his listening, whenever I have something I want to suggest or run by him, makes me feel that he is always treating me with care. His receptivity has surely deepened my feeling of a bond with him, pushing beyond the intellectual to the emotional.

"Okay" or "all right" will not be acceptable—Héfer will probe until you realize, you are alive and have opportunities laid before you, and should be enjoying your day.

Before I close this reflection on my experiences with Dr. Héfer Bembenutty, I would like to emphasize how encouraging he is of students finishing their doctoral degrees and getting started in careers following. When he has witnessed the work you have performed, he always gives feedback with a positive glint, while also giving the suggestions necessary for your further development. He believes you can make it, and because he believes it, you believe it too. This is in addition to, of course, his impressive contributions to the field of self-regulated learning, particularly regarding the academic delay of gratification concept he uncovered and determined aspects of. For these reasons, I am so happy to see him receiving the recognition of the esteemed Barry Zimmerman Award for Outstanding Contributions to the field of self-regulated learning.

Enjoy your deserved moment,
Héfer!



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We Can Be Teachers Who Will Defend Our Quarters Stone by Stone

Mark Amoroso

I first met Dr. Bembenutty in late August 2014 in his Human Development and Learning in Middle Childhood and Adolescence course. On the first day of the course, Dr. Bembenutty started with a song, “Guantanamo,” and invited us to sing new lyrics related to teaching that went along the lines of “We can be teachers! Oh yes, we can be teachers.” This was the start of a professional relationship of knowing that Dr. Bembenutty wanted to work with us on our dignity, creativity, and compassion for teaching.

While teaching about self-regulated learning, his insistence of wanting to see that we were reflective in our everyday interactions with students and others created a path for us to try new ideas in the classroom.

What comes to mind in my experiences of learning educational psychology can be summed up in two occasions of deep reflection. Students, or others, who have

spoken to Dr. Bembenutty may have heard his story of the child and the quarter he receives from his father, which shows the ability to reach a goal even when faced with adversity. When first hearing this story, I was taken aback by hearing the parable of the boy fighting to keep his possession. You are, in fact, in control of your journey. Your goals may have hurdles, but much is possible when goals are set up with determination and a path.

Seven years have passed and I still have the quarter that Dr. Bembenutty gave to each of us as a symbol of our self-efficacy for learning and teaching and to remind us that we needed to defend our goals and teaching dreams.

Another story of self-regulated learning comes from Dr. Bembenutty’s faith and self-efficacy in laying a foundation. Achieving your goals is done by setting one layer of stones one day at a time. In the same way, we build relationships with the students we have in our classes. Donovan’s song goes like this:

*“If you want your dream to be,
Build it slow and surely.
Small beginnings, greater ends.
Heartfelt work grows purely.
If you want to live life free,
Take your time, go slowly.
Do few things but do them well
Simple joys are holy.
Day by day, stone by stone,
Build your secret slowly.
Day by day, you’ll grow, too,
You’ll know heaven’s glory.”*

What I learned in Dr. Bembenutty’s class was educational and shaped my ability to put myself out there when teaching. Teaching is a group effort, and you meet many people; emotions, creativity, and self-efficacy are all factors within us daily. This is what I cherish in my life.

Weekly, I think back and even share the courage and practice of dignity building in my students and within myself to keep motivation, because growth is a process that takes time. In the same way, it is a group effort to maintain a sense of self-efficacy in our journey in life.

Lastly, on the last day of that semester in 2014, Dr. Bembenutty invited my group to sing a rendition of “What About Teachers?” to Michael Jackson’s “What About Us?” We changed the lyrics to reflect that we will be there for all our students and to reflect our commitment to promote self-regulation and teach with passion. Somewhere in Dr. Bembenutty’s computer files, he must have that song. It was a joy and pleasure to do that because it meant a lot in putting yourself out there and using joy in the way we approach the people in our lives.

Thank you, Dr. Bembenutty, for helping me out throughout the years.



Mark Amoroso is a New York City Department of Education teacher and a graduate student at Queens College in TESOL.



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Raj Wesley, Magda Campillo, Yasemin Schneider, Suzanne Pool, & Héfer



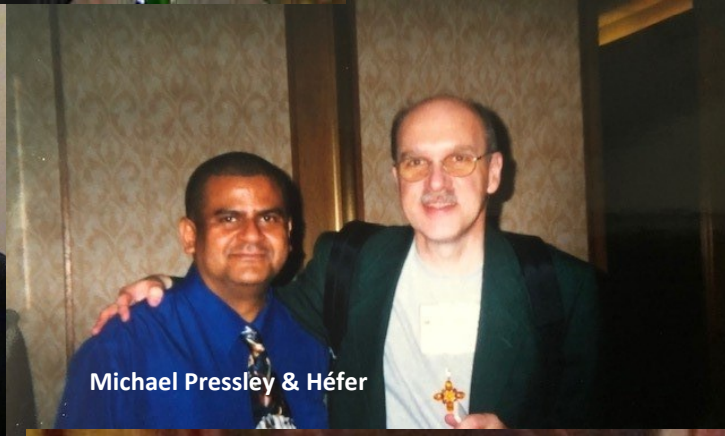
Laurie Lowe & Héfer



DeLeon Gray & Héfer



James Banks & Héfer



Michael Pressley & Héfer



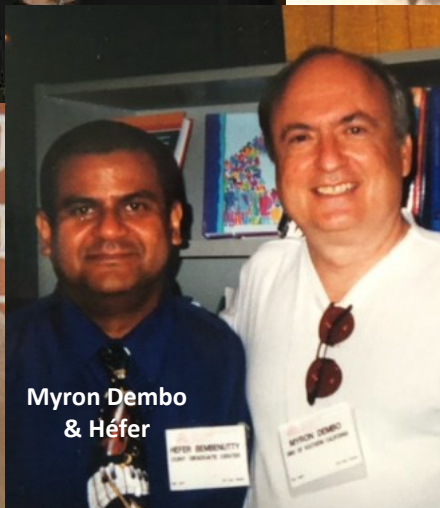
Jill Salisbury-Glennon & Héfer



Carlo Magno & Héfer



Erin Gruwell & Héfer



Myron Dembo & Héfer



Eleanor Armour-Thomas & Héfer



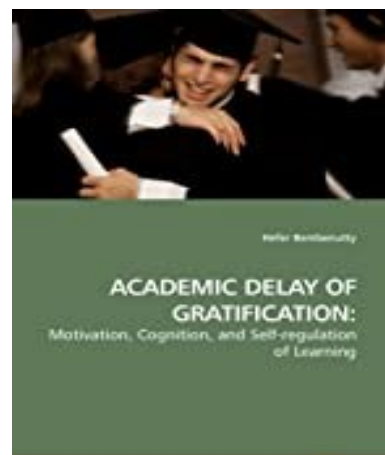
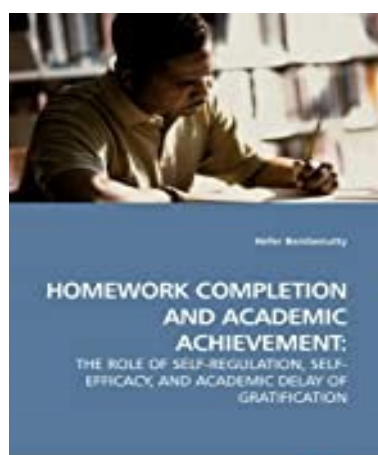
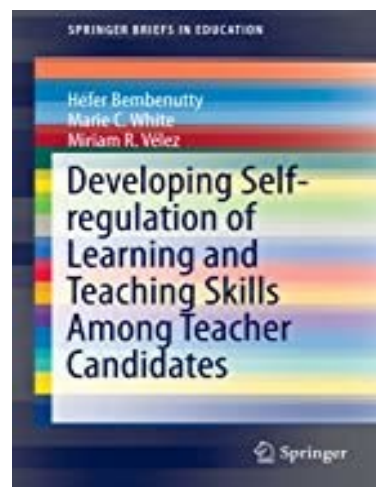
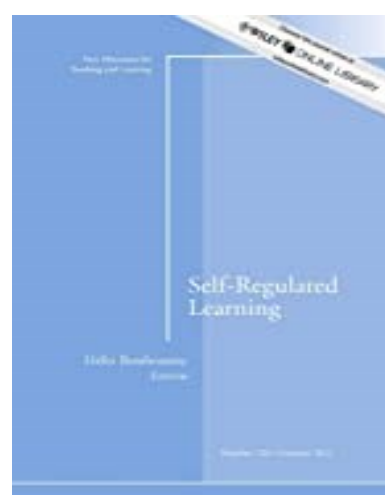
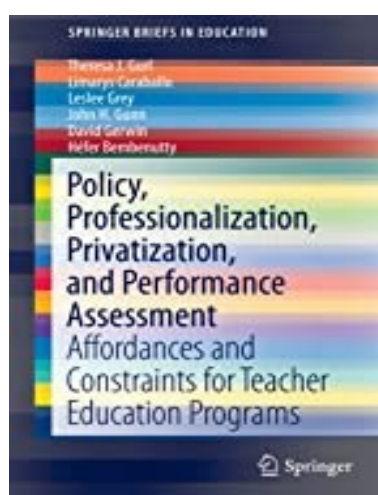
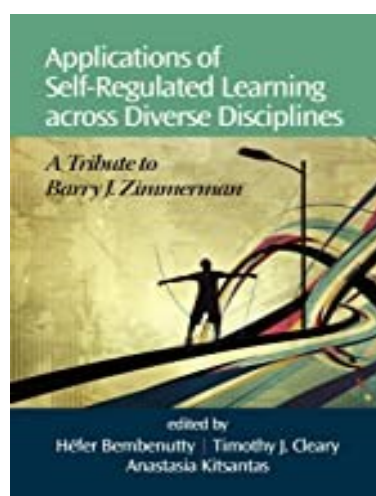
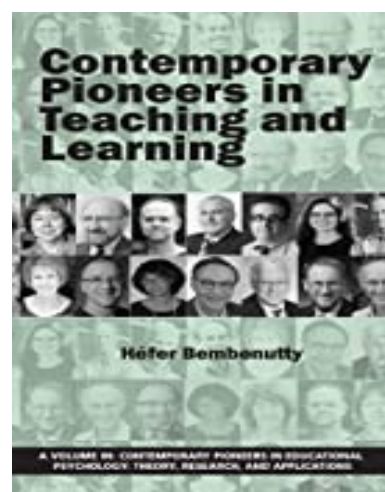
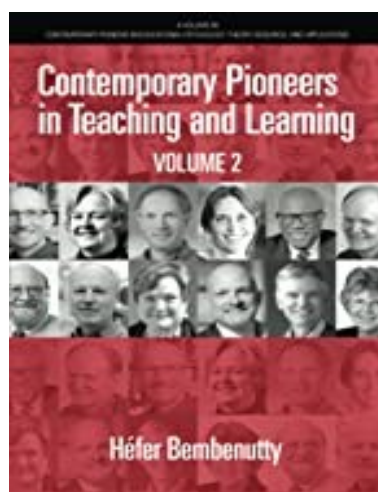
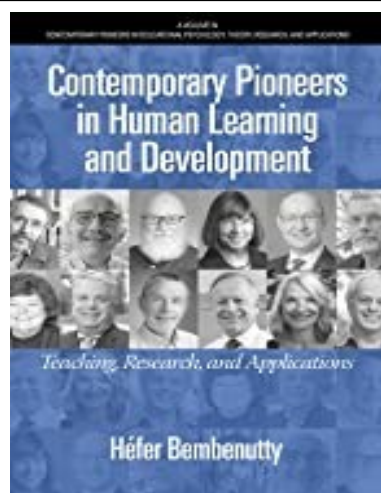
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Dr. Héfer Bembenutty's Bibliography



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Dr. Héfer Bembenutty's Selected Editorial Excerpts

Keys To Helping Helicopter Teachers To Promote Motivation Research To Practice and Self-Regulated Learning (April 2022)

“Helicopter teachers excuse the students for misbehaving simply because ‘I do not want to hurt their self-esteem.’ They are self-esteem teachers whose values and self-worth come from the students. These teachers’ identity is determined by the affection they receive from the students. In contrast, self-efficacious teachers are those whose self-beliefs are grounded on the skills, competency, mastery disposition, self-reliance, and self-regulated processes through which they approach teaching.”

Falsifiability of Motivation and Self-Regulated Learning Theories (March 2022)

“If motivation and self-regulated learning theorists agree that falsified theories need to be replaced with new ones, courageous actions are needed to advance current and new theories with practical applications to effective learning.”

Bandura, Johnny, and Delay of Gratification (November, 2021)

“Through observational learning, Johnny, a student who disrupts classes, is reluctant to turn off the cell phone during instruction, is unwilling to wear a mask to avoid the COVID-19 infection, is unwilling to delay gratification, and displays low self-efficacy for learning, could be transformed into a skilled, thriving, agentic, proactive, and self-efficacious, and self-regulated learner. “

Love in the Time of Cholera:

Four Self-Regulated Learning Pedagogies (September 2021)

“In the time of cholera (COVID-19 and its variants Beta, Gamma, Delta, and Lambda)... motivation and self-regulation have, among others, four systematic pedagogies (Social and Emotional Supportive Pedagogy, The Self-Efficacious and Skill-Focused Pedagogy, The Culturally Proactive Pedagogy, and The Cyclically Agentic Pedagogy) that would promote human agency, performance, and learning.”

Accepting Educational Responsibility, Equity, Diversity, Inclusion, and Self-Regulated Learning (April 2021)

“Focusing on technology, computer analysis, artificial intelligence, behavioral traces, microanalytic protocol-based measures, digital games, and multichannel data significantly advance our discipline, but they are not enough. Integration of diversity in those areas should shed light on the behavior and learning experiences of underrepresented students.”

An Interview with Dr. Stuart A. Karabenick:

You Are a Part of Me, As I Am a Part of You (September 2020)

“I remember when you spoke at AERA in Toronto and cited the poem Theme for English B by Langston Hughes, the line of ‘...a part of me, as I am a part of you.’ ... You told us that the essence of the teacher-student and the mentor-mentee relationships in self-regulation research is that students and mentees should feel that they are a part of us and we are a part of them.”



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Dr. Héfer Bembenutty's Selected Publication Abstracts

Bembenutty, H. (2022). Sustaining motivation and academic delay of gratification: Analysis and applications. *Theory Into Practice*, 61(1), 75-88. <https://doi.org/10.1080/00405841.2021.1955555>

"To be academically successful, students need to delay gratification, sustain motivation, keep a high level of self-efficacy, and maintain an appropriate balance within their hot/cool cognitive-affective system. The cognitive-affective personality system includes 5 cognitive-affective mediating components (i.e., individuals' way of *encoding* themselves and situations; *expectancy* for success and *beliefs*; *affective responses*, *emotions*, and *feelings*; *goals* and *values*; and *competencies* and *self-regulatory plans*), and it is the theoretical framework that guides this article. Consistent with the theme of this special issue and by focusing on college students, I present applications of motivational theory to educational practices for each of the 5 cognitive-affective mediating components with particular attention to a hot-cool system analysis of delaying gratification. The article describes specific motivational practices that could advance existing knowledge and enhance teaching, learning, and performance among college students. The article provides practical applications about how teachers could promote motivation when assigning long-term projects."

Bembenutty, H., & Hayes, A. (2018). The Triumph of homework completion: Instructional approaches promoting self-regulation of learning and performance among high school learners. In M. K. DiBenedetto (Ed.), *Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas* (pp. 443-470). Springer, Cham. https://doi.org/10.1007/978-3-319-90928-8_15

"Research has uncovered that to be successful in homework completion learners need to be self-regulated by setting goals, delaying gratification, selecting appropriate learning strategies, maintaining a high degree of self-efficacy, as well as self-monitoring and self-reflecting on homework outcomes. However, less is known how high school teachers impart instruction and assign tasks that enhance students' high quality of homework completion. Using Zimmerman's cyclical model of self-regulation of learning as a theoretical framework, the chapter begins with a description of a teacher's journey integrating instructional approaches intended to promote self-regulation of learning and performance among high school learners. Then, a research scholar reflects about the teacher's journey, which reveals positive relationships between homework and self-regulation, self-efficacy, culturally proactive pedagogy, and delay of gratification. The chapter concludes with implications for instructional practice and future research and proposes that a positive relationship between homework and a range of self-regulation skills exists that facilitates academic achievement and performance."

Bembenutty, H. (2016). Motivation and self-regulated learning among preservice and in-service teachers enrolled in educational psychology courses. *Scholarship of Teaching and Learning in Psychology*, 2(4), 231-244. <http://dx.doi.org/10.1037/stl0000068>

"Social-cognitive theory proposes that human agency is a function of self-efficacy beliefs and self-regulatory competencies. This study examined teacher candidates' motivation and self-regulated learning, and how gender and educational level are associated with their performance during their teaching training. Participants were undergraduates (n = 30) and graduate (n = 22) teacher candidates seeking initial teaching certifications, and graduates seeking professional teaching certification (n = 22) in secondary education at an urban college in the United States. The results revealed that delay of gratification was associated with academic performance, but it was inversely related to reported self-handicapping behavior. Self-handicapping was inversely related to academic performance. Reporting negative emotions was inversely related to teacher self-efficacy, outcome expectancy, intrinsic motivation, and delay of gratification. Negative emotions were positively associated with low academic performance and self-handicapping. Gender moderated the association between self-handicapping and academic performance, but only for males. When male students' level of self-handicapping was high, their actual academic performance was low, but it was not the case for female students."



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