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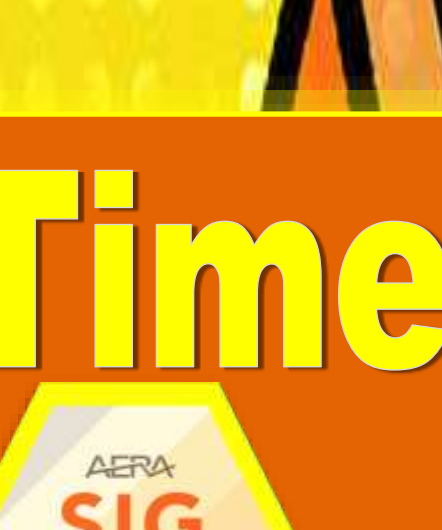
SSRL SIG Executive Officers: Scholars, Educators, & Self-Regulated Learners

Divya Varier



Michelle Taub

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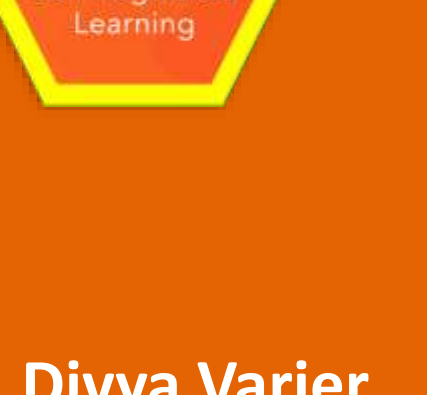

Lauren Cabrera

Allyson A. Pitzel

Charles Raffaele

Melani Loney

Pamela F. Murphy (Executive Editor)
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Editorial

History and Strong Leadership Team Essential to Success

Pamela F. Murphy

In this issue of the *Times Magazine* of the Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) of the American Educational Research Association (AERA), the current officers share their visions and plans for the SIG. I will share some of the history of the SIG and how we eventually arrived at where we are now. I will describe how I came to be part of this SIG.

Understanding the historical context of the SIG is essential to appreciating its current state. My involvement with the SIG resulted from a deep-rooted passion for studying and self-regulated learning. The SIG has provided me with a platform to engage with great scholars and contribute to advancing research in this field.

The SSRL SIG began at the AERA annual meeting in 1986. Originally known as the Academic Studying SIG, it underwent a significant transformation in 1991 when Barry J. Zimmerman proposed the current name, emphasizing the crucial role of self-regulation in studying and learning.

Since its inception, SIG members have been at the forefront of pioneering research in the field, contributing valuable insights and fostering a supportive environment for emerging scholars. Through their extensive research and dedication, these scholars have provided valuable insights into the processes and strategies involved in self-regulated learning, influencing educational practices and policies.

Our SIG is proud to present three prestigious annual awards. The Graduate Student Research Award, established in 2007, acknowledges the exceptional work of graduate students in their research endeavors. In 2013, we introduced the Poster Award to honor individuals who have demonstrated excellence in presenting their research findings. The Barry J. Zimmerman Award for Outstanding Contributions, first presented in 2015, celebrates individuals who have made significant and lasting impacts on our field through their research and professional endeavors. In 2014, we launched the Graduate Student Mentoring Program, which has proven invaluable in fostering emerging researchers' development.

I first became interested in independent learning as a high school student in Washington, DC. In the second semester of my junior year, the faculty at my school decided to experiment with this concept by inviting a few students to see if they could keep up with their classes without attending class sessions. My history teacher approached me about it, explaining that if I was willing to try it, I would be given the topics and chapters for each week and a schedule of tests and quizzes. Regular attendance in class would be optional for me, and I would only be required to come to class for scheduled assessments. If I did not do well on the tests, I would have to start attending class again.

I loved to read and learn new things. Also, that year, I was the assistant editor of the school newspaper and had an assigned office space, so I had an excellent place to work independently during the school day. I discussed this with my other teachers that semester, and they (except for physical education) agreed to let me do the same thing with their classes. Thus, I spent most of my time during the school day in my office, visiting the school library when I wanted information about what I was studying beyond what was in the textbooks.

Later, I discovered Hampshire College, which was founded on the concept of independent learning. I knew nothing about theories of independent learning, self-regulated learning, or academic motivation. However, I loved learning and could achieve my goals without much external supervision. My experience at Hampshire taught me about modes of inquiry and how to learn what I needed to know in school and life situations.

In 2005, after a varied career that included publishing, computer software development, teaching computer courses at the community college level, and teaching math at the high school level, I began my doctoral program in Educational Research and Evaluation at Virginia Tech. I was curious about how students become independent or self-regulated learners.

As a graduate student and former high school teacher, I was interested in understanding how students can develop self-regulation in academic contexts. I searched the university library for information on this topic. Barry J. Zimmerman and Dale H. Schunk edited the first book I found. In the spring of 2007, I attended AERA for the first time and was directed to the SSRL SIG by someone I met in a paper session, Sigmund Tobias. At my first SSRL SIG meeting, I was greeted warmly by people whose names I recognized from my reading.

In 2009, I had a poster presentation related to my dissertation research and was one of the SSRL SIG Graduate Student Research Award recipients. This was also when I was first elected Junior Secretary/Newsletter Chair. Back then, if there was an unfilled position by the time of the annual meeting, nominations could be taken from the floor at the business meeting, and someone would be elected. That happened to me, and I jumped right into helping with the newsletters and taking minutes at meetings. Later, I was privileged to serve as Program Chair and SIG Chair.

As we continue to expand and develop, we are grateful for the dedication and guidance of our past executive officers, whose leadership has paved the way for introducing new perspectives and dynamism within our organization. Their contributions have enabled us to embrace fresh ideas and maintain momentum to propel our initiatives forward. We are committed to upholding the standards of excellence set by our predecessors and look forward to welcoming future leaders who will further enrich our community with their knowledge and vision.

Our current officers are a dedicated team committed to the success of our SIG. Divya Varier is our Senior SIG Chair, bringing experience and leadership to the role. Michelle Taub, our Junior SIG Chair, is an enthusiastic and driven individual who consistently contributes to our mission. Our Senior Program Chair, Kendall Hartley, is known for his strategic planning and innovative ideas. Alexandra Maria Patzak, as our Junior Program Chair, brings fresh perspectives and energy to our programs. Lauren Cabrera, our Senior Secretary/Newsletter officer, ensures effective communication and organization within our team. Allyson Pitzel, our Junior Secretary/Newsletter officer, is detail-oriented and dedicated to informing our members. Charles Raffaele, our Senior Treasurer/Membership officer, brings financial expertise and focuses on member engagement and growth. Melani Loney, our Junior Treasurer/Membership officer, is dedicated to maintaining the financial health of our organization and supporting our members. Together, they form a strong leadership team that is essential to the continued success of our SSRL SIG.

Pamela F. Murphy, PhD, is a Professor Emerita in the College of Arts and Sciences at the University of Arizona Global Campus. Her research interests include self-regulated learning and online teaching and learning. (pefvm@yahoo.com)

Empowering Student Growth: Fostering Self-Regulated Learning in My Classroom and the SSRL SIG

Divya Varier

As a graduate instructor passionate about student development, I am always looking for ways to cultivate self-regulated learning (SRL) skills in my courses. My classroom prioritizes collaboration and critical thinking, creating a safe space for students to explore complex ideas and refine their writing. Performance-based assessments with a strong writing component encourage self-reflection and growth.

My publications in SRL are centered on college students' writing which developed from my exposure to Sharon Zumbrunn's fantastic research on writing self-regulation. I am most interested in the self-evaluation and self-reflection phase of SRL. My current work seeks to bridge the formative assessment and SRL knowledge base. My co-edited book, *Teaching on Assessment* (Nichols & Varier, 2021), showcases how assessment practices can empower students' SRL and motivation. As a program evaluator, I am interested in improving the assessment and measurement process in SRL interventions and am thrilled to be evaluating a project led by Dr. Anastasia Kitsantas on fostering SRL in elementary and middle school students through tutoring. Tutoring is a new domain for me, and I am eager to see how this work will contribute to SRL theory and research.

Leading the SSRL SIG: A Vision for Growth

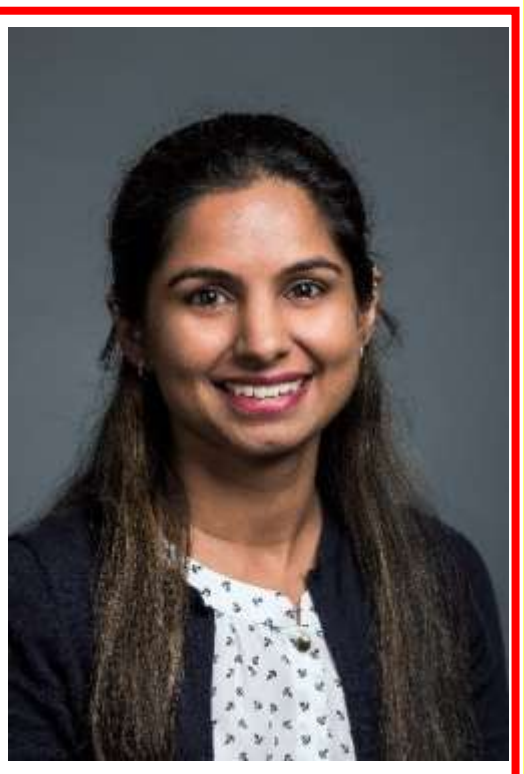
It is an honor to serve as the SSRL SIG Chair this year. My primary objective is to collaborate with the executive committee to expand our membership. A strong and diverse membership is crucial for the SIG's longevity. Building on Abe Flanigan's initiative last year, we will establish a dedicated diversity committee and strengthen our graduate student community.

The SIG's impact extends beyond our membership. We have an incredible pool of SRL experts within the SIG, generous with their time and mentorship. This diverse range of disciplinary expertise presents a powerful opportunity. Therefore, another key strategy involves creating knowledge products that benefit the broader educational research community. I would like to leverage that to co-create resources for those new to the field or interested in advancing their SRL research. Additionally, fostering collaboration and communication will fuel the SIG's growth. I would like to explore ways to reach out to other units within AERA and beyond, to promote the role of SRL in educational research and practice.

As an assessment and evaluation scholar, I believe in the power of data and information to drive decisions. I hope to graduate from this leadership position having established a way to measure the SIG's continued impact. This will equip future leaders with efficient and systematic monitoring strategies, ensuring sound decisions that propel the SIG forward.

By fostering a diverse and inclusive membership, generating valuable knowledge products, and forging strong collaborations, we can significantly impact the field of self-regulated learning. This collective effort will empower educators and students alike, fostering a culture of independent and self-directed learning. I'm excited to embark on this journey with the SSRL SIG!

Divya Varier, PhD, is an Associate Professor in the College of Education and Human Development at George Mason University. She teaches graduate-level courses in the Educational Psychology and Research Methodology programs, including education research, assessment, and program evaluation. Her research interests include the role of assessments in learning and instruction. She serves as the current Senior SSRL SIG Chair. (dvarier@gmu.edu)



Research Abstract

"Self-assessment, or students' evaluation of their own learning or performance in academic tasks, is a self-regulatory process that is intertwined with learners' cognitive, behavioral, and motivational processes. Among the motivational beliefs that have been studied in relation to self-assessment is self-efficacy, which refers to beliefs about one's capability to learn or perform a specified task successfully. The current study describes the development and validation of the Self-Efficacy for Self-Assessment in Argumentative Writing (SEESA-AW) scale to measure college students' self-efficacy beliefs for self-assessment in the domain of argumentative writing with two samples of undergraduate college students (N = 335 and N = 662). Exploratory and confirmatory factor analyses revealed three factors (grammar & mechanics, cohesiveness/flow, the presentation of arguments) that explained 65.4% of the variance. Evidence is also provided for convergent validity of the scale with regard to other writing self-efficacy scales. Educational implications are discussed."

Varier , D., Kitsantas, A., Zhang, X., & Saroughi, M. (2021). Self-efficacy for self-assessment: Development and validation of the SEESA-AW scale for argumentative writing. *International Journal of Educational Research*, *110*,

https://doi.org/10.1016/j.ijer.2021.101885

Unlocking the Power of Multimodal Data Channels to Examine Self-Regulated Learning

Michelle Taub

Michelle Taub, PhD, is an Assistant Professor in the Department of Learning Sciences and Educational Research, in the College of Community Innovation and Education, at the University of Central Florida. She is also Core Faculty of UCF's Faculty Cluster Initiative's Learning Sciences Cluster and the Program Coordinator of the Learning Sciences track of the Education PhD program. She serves as an Associate Editor for *Learning and Instruction* and the *International Journal of Artificial Intelligence in Education* and is an Editorial Board Member for *Metacognition and Learning*. She has previously served as the SSRL SIG's Program Chair and is currently serving as the Junior SIG Chair. (michelle.taub@ucf.edu)

My research interests involve using multimodal data channels to examine self-regulated learning across contexts and populations. This includes using log files and keystroke logged data, eye tracking, videos of facial expressions, physiological sensors, and self-report data to explore the impact of emotions and motivations on learners' metacognitive self-regulatory process during learning with or without advanced learning technologies. This work has an impact on our SIG because learning and the opportunity to engage in SRL happens everywhere and my research team demonstrates ways we can explore learners' SRL everywhere—across various contexts (e.g., college, secondary, or elementary school, training sessions) and populations (e.g., students with exceptionalities, first-year college students, pre- and in-service teachers).

As an instructor in the field of Learning Sciences, I believe teaching and learning are complementary processes that together impact the success of the classroom and learning experience. I believe in fostering a self-regulated learning theoretical approach that views students as active participants in their learning, as opposed to being passive recipients of information, and I believe student choice is at the forefront of self-regulation in classroom activities and assignments. For example, by allowing my students to choose their assignment topics, it also allows me to learn more about them and their interests and who they are as learners.

By understanding who the students are, I am better prepared to help them by providing meaningful feedback and helping them feel included as members of the classroom society. Therefore, my overall goal for teaching and mentoring is to help students become better learners by fostering their self-regulated learning. My goal is to help make them aware of what they know, what they don't know, and what they need to do to help themselves improve. If I can get this message across to students, and make them become self-regulators, this will make a helpful impact on their coursework and in their future careers.

I think the best way to serve our SIG is to ensure that we as faculty and our students are staying involved with the SIG. We already have successful student programs, such as the Graduate Student Committee and Graduate Mentoring Program, and we need to ensure those groups continue and expand. We also need to continue to encourage faculty and students to submit their work to the SIG and participate in SIG events (e.g., the online panel sessions, the SIG business meeting at AERA, and SIG sessions at AERA). I think we need to continue planning successful SIG events, especially during the entire semester because it keeps our SIG active outside of the conference and allows us to expand our research on SRL.

We, as a SIG, have gained a lot of momentum over the past few years in terms of advancing how we are operationalizing, measuring, and analyzing SRL, and we owe that to you all as members. Continue to push the boundaries in the field of SRL and ask challenging questions to make us think about where we are going as a community and field. I am honored to be chosen by you to serve as a SIG officer, and I look forward to working with you all moving forward!

Research Abstract

"The goal of this chapter is to propose a cyclical process of how teachers can use multimodal multichannel data of cognitive, affective, metacognitive, motivational, and social processes to assist with the understanding of their own and their students' self-regulated learning (SRL), and their subsequent instructional decision making. What differentiates our proposed framework from theories of self-regulated learning is that we propose this cycle occurs throughout all phases of self-regulated learning and in real time. In this chapter, we outline each component of the framework, followed by a discussion of future steps that discuss our future view of the classroom with teachers and how they can use multimodal multichannel data to help them with their instructional decision making. We aim to make it clear that: (1) our proposed stages are non-linear and interdependent, which represents the foundation of SRL theory and the structure of classroom learning, and (2) our proposed framework highlights that using any technological tool to help teachers, not replace them."

Taub, M., & Azevedo, R. (2023). Teachers as self-regulated learners: The role of multimodal data analytics for instructional decision making. *New Directions for Teaching and Learning*, 174, 25–32. https://doi.org/10.1002/tl.20545

Self-Regulated Learning: Harnessing the Power of the Web, Smartphone, and Artificial Intelligence

Kendall Hartley

I am the 2024-25 SSRL Senior Program Chair. I am a former high school science teacher who has found a calling centered on students, teachers, technology, and self-regulated learning. My high school teaching experience led me to the conclusion that what separated the successful from the less successful students was based largely on knowledge. But it was not simply domain knowledge or intellectual ability that was holding many students back. It was, what Gregg Schraw and Rayne Sperling called, metacognitive awareness (Schraw & Dennison, 1994).

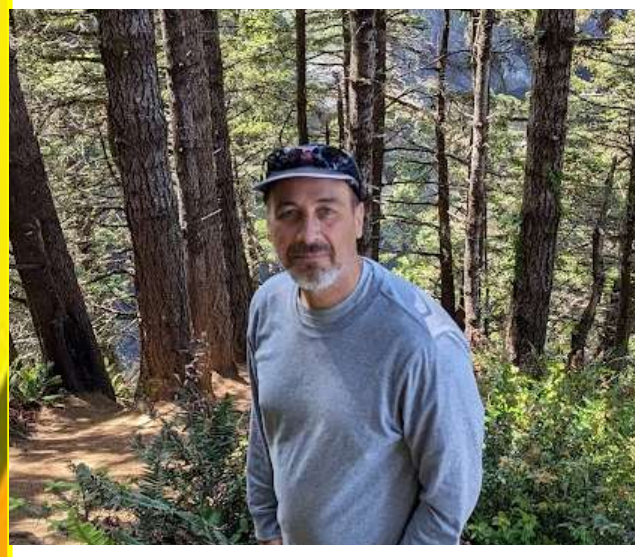
My introduction to metacognitive awareness coincided with the introduction of the World Wide Web to education. It was clear to me that this fantastic educational opportunity would be a boon to the strategically aware learner and an additional challenge to the less metacognitively aware.

My research journey began with investigations of the relationships between strategic knowledge and the use of web-based instructional materials (Bendixen & Hartley, 2003; Hartley & Bendixen, 2001). Of late, I have continued this research with the smartphone (Hartley, Bendixen, Gianoutsos, et al., 2020; Hartley, Bendixen, Olafson, et al., 2020) and artificial intelligence (Hartley et al., 2024). As someone who now has something of a historical perspective on school-based technology, I am simultaneously amazed and concerned with the impact that artificial intelligence is having on the educational enterprise.

I am very grateful for the opportunity to work with the SSRL SIG as the Program Chair. As I return to my faculty role after some years in administration, I am cognizant of the need to establish connections with this robust community of scholars. I will endeavor to make this a mutually beneficial relationship by contributing what I can to further the growth and development of the SIG. In the near term, I hope to help continue a review mechanism that is dependable, timely, and adheres to the established quality expected in the SIG.

There is a lot to appreciate about this SIG. I have been involved with other SIGs that are less invested and dependable. SSRL has provided a substantial amount of consistent support and professional connection for its members. This can be attributed to the structure of the leadership progression and the thoughtful engagement of those who have been members for many years.

References are available upon request (kendall.hartley@unlv.edu).



Research Abstract

"Artificial intelligence (AI) tools like ChatGPT demonstrate the potential to support personalized and adaptive learning experiences. This study explores how ChatGPT can facilitate self-regulated learning processes and learning computer programming. An evaluative case study design guided the investigation of ChatGPT's capabilities to aid independent learning. Prompts mapped to self-regulated learning processes elicited ChatGPT's support across learning tools: instructional materials, content tools, assessments, and planning. Overall, ChatGPT provided comprehensive, tailored guidance on programming concepts and practices. It consolidated multimodal information sources into integrated explanations with examples. ChatGPT also effectively assisted planning by generating detailed schedules. However, its interactivity and assessment functionality demonstrated shortcomings. ChatGPT's effectiveness relies on learners' metacognitive skills to seek help and assess its limitations. The implications include ChatGPT's potential to provide Bloom's two-sigma tutoring benefit at scale."

Hartley, K., Hayak, M., & Ko, U. H. (2024). Artificial intelligence supporting independent student learning: An evaluative case study of ChatGPT and learning to code. *Education Sciences, 14*(2), 120. https://doi.org/10.3390/educsci14020120

Kendall Hartley, PhD, is an Associate Professor of Educational Technology in the Department of Teaching & Learning at the University of Nevada, Las Vegas. He teaches graduate courses in instructional design, online learning, and multimedia programming. His research interests include the role of self-regulatory skills in online learning and the use of smartphones for learning. He has published numerous articles in peer-reviewed journals, including the *Journal of Educational Computing Research, Education Researcher, Journal of Technology and Teacher Education,* and the *Journal of Educational Multimedia and Hypermedia.* He is currently the SSRL SIG Senior Program Chair, having previously served the SIG as Secretary (Junior and Senior) and Junior Program Chair. (kendall.hartley@unlv.edu)

My Agenda: Helping Learners Achieve Their Goals Through Self-Regulated Learning

Alexandra Maria Patzak

My name is Alex Patzak. I am proud to follow in the footsteps of my heroes and friends as the current SIG junior program chair and to serve my community that way. Studying and self-regulated learning is at the heart of my research, teaching, and service, and I am glad to have found a home in the SSRL SIG.

In my role as Assistant Professor in Educational Psychology at George Mason University, I teach self-regulated learning and research methods courses at the undergraduate and graduate levels. Besides aiming to reach the learning objectives of each course, I follow a secret agenda: helping learners achieve their goals through self-regulated learning. In my courses, I offer opportunities for goal setting, exploration and refinement of learning strategies, metacognitive monitoring, and control in tandem with reflections to help learners self-regulate productively. I leverage technology to provide frequent actionable process feedback.

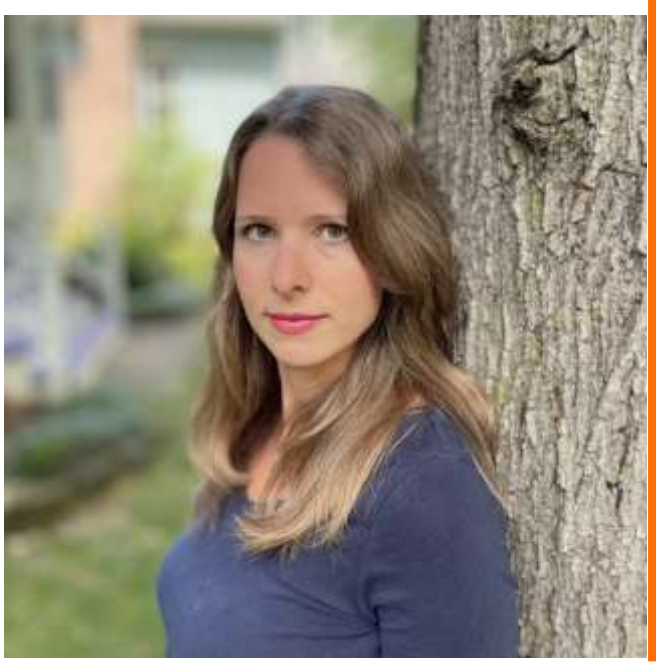
My research explores the "dark" side of self-regulated learning, such as understanding and measuring self-handicapping in education (Patzak, 2020). Through my research, I strive to broaden the framework for theorizing about and researching counterproductive self-regulated learning by merging predominant motivational perspectives with contemporary cognitive models of human decision-making. I utilize learning analytics to design actionable process feedback and scaffold productive self-regulated learning.

Almost every activity and interaction involves some form of learning. I believe studying and self-regulated learning researchers and practitioners enhance understanding about and facilitate self-regulated learning for people from all walks of life. Research conducted by members of the SSRL SIG is relevant and impactful for formal, informal and non-formal learning environments.

We are uniquely qualified to support communities through evidence-based practices and data-driven decision-making across the landscape of education. To further amplify the impact of studying and self-regulated learning research, I encourage all members of the SIG to collaborate with their local communities and together engage in productive change. Collaboratively we can seek answers to questions like:

- **How can we facilitate the transfer of our research into practice?**
- **How can our research support studying and self-regulated learning across diverse learning environments?**
- **How can we better serve our diverse communities?**
- **How can we contribute towards fostering just education?**
- **How can we train and mentor future researchers and educators to continue this journey of enhancing studying and productive self-regulated learning for all?**

If you too have found a home in the SSRL SIG, I want to welcome you and encourage you to think about how you might be able to contribute. Every SIG member brings a unique set of experiences and insights that enriches discussions and accelerates the trajectory of this SIG. Any contribution matters, big or small. That is how our heroes started this SIG and why it continues to strive. I am looking forward to working with all of you!



Dissertation Abstract

"Self-handicapping is intentionally fabricating obstacles to performance. It is very prevalent in education where it interferes with learning and lowers academic achievement. Few self-handicapping experiments have approximated authentic learning situations, elevating concerns about ecological validity and generalizability. This study addressed several methodological concerns by (a) posing a task common in education, and (b) offering participants multiple occasions to choose among several productive, neutral, or self-handicapping approaches to learning. Undergraduate learners were randomly assigned to receive contingent or non-contingent success feedback on three learning tasks. Each task offered multiple occasions to claim or practise self-handicapping by making selections within a component of the software. Those selections caused changes in the learning environment while participants worked on tasks and generated data about self-handicapping more realistically situated and in finer grain than data gathered in prior research. Results indicate this method for unobtrusively recording data about self-handicapping validly represented the construct. Learners' choices reflected preferences for certain handicaps and described patterns of hidden versus blatant self-handicapping. Evidence for self-handicapping and self-regulated learning across tasks was found. Some learners repeatedly self-handicapped, Others self-regulated learning over time by demonstrating metacognitive awareness, monitoring, and control of learning activities regardless of feedback provided. Encouraging metacognition may aid self-handicappers to more productively self-regulate their learning over time."

Patzak, A. (2020). *Measuring and understanding self-handicapping in education.* [Doctoral dissertation, Simon Fraser University]. Summit Dissertation & Thesis Database.

Alexandra Maria Patzak, PhD, is an Assistant Professor in the Educational Psychology program in the College of Education and Human Development at George Mason University. She primarily teaches courses in educational psychology, research methods, and educational measurement. Her research focuses on enhancing students' learning and academic success, with a particular interest in self-regulation in online learning environments and reducing counterproductive forms of self-regulated learning. She currently serves as the SSRL SIG Junior Program Chair. (apatzak@gmu.edu)

Exploring the Intersection of SRL and Its Related Constructs

Lauren Cabrera

Allyson A. Pitzel and I are excited to highlight the important work of our members. Something that struck both of us at AERA 2024 was the increasing interest in how SRL and its related constructs intersect with other domains. We want to highlight the contributions being made by examining these intersections as well as the constraints to doing this work. By highlighting this innovative work, we hope to bridge silos and inspire new ideas. (cabrer50@msu.edu)

Research Abstract

"Targeting motivation and engagement in science is crucial for middle school students' achievement. This mixed methods study aimed to better understand middle school student engagement and motivation profiles in science by applying latent profile analysis (*N* = 1828) and student focus group interviews (n = 27). Quantitative results showed five profiles characterized by unique configurations of motivation (self-efficacy, mastery and performance goal orientations) and engagement. Specifically, three profiles (*Highly Motivated and Engaged, Average Motivation and Engagement, Below Average Motivation and Engagement*) demonstrating level effects and two profiles that demonstrated shape effects (*Unmotivated and Disengaged*, *Mastery Motivated and Engaged*) emerged. Grade and school level socioeconomic status were significant predictors of profile membership, and profiles characterized by higher motivation and engagement were associated with higher science achievement. Qualitative findings provided insight into how profile indicators manifest in urban classrooms including how the various motivation and engagement dimensions co-occur as students participate in various science activities. The integration of quantitative profiles and qualitative themes contribute to our understanding of not only how students differ in their motivation and engagement, but also what these profile indicators look like in situ and relate to science learning outcomes. Practical implications for teachers, such as differentiated approaches to support students' unique motivation and engagement needs, are discussed. Finally, lines for future research are outlined, underscoring the affordances of the mixed methods approach in person-centered work."

Cabrera, L., Bae, C. L., & DeBusk-Lane, M. (2023). A mixed methods study of middle students' science motivation and engagement profiles. *Learning and Individual Differences*, *103*, 102281. https://doi.org/10.1016/j.lindif.2023.102281

Lauren Cabrera, PhD, is a postdoctoral research associate in the Department of Counseling, Educational Psychology, and Special Education at Michigan State University. Within the Linnenbrink-Garcia lab, she coordinates the M-PLANS project, a multi-state research-practice collaboration focused on helping middle school science teachers integrate motivational principles into their instruction. Her research focus is centered on ways science teachers can help promote their student's motivation and engagement in class. She serves the SSRL SIG as the current Senior Secretary/Newsletter officer.

Dissertation Abstract

"Students must employ self-regulated learning (SRL) and socially-regulated learning (soRL) in the science classroom, which includes a wide array of independent and collaborative learning activities. However, little is known about how student SRL and soRL co-occur in students' learning and how the classroom teacher influences that regulation in situ (Cabrera et al., in preparation; Panadero et al., 2015). This explanatory, sequential case study analyzes classroom video data from six middle school science classrooms. The study uses an integrated coding scheme that captures SRL and soRL behaviors, soRL modes, and targets of regulation (Greene & Azevedo, 2009; Hadwin et al., 2018; Heirwig et al., 2019; and Zimmerman, 2002). Results show that student SRL and soRL behaviors are influenced by the activity structure and physical layout of the classroom, regulatory behaviors mostly manifest as behavioral and cognitive regulation in the performance phase, and teachers impact student regulation by prompting behavioral monitoring and comprehension monitoring. Theoretical and practical implications are discussed in addition to future directions for SRL and soRL research."

Cabrera, L. (2022). *Self-and socially-regulated learning in middle school science classrooms: A multiple case study.* Virginia Commonwealth University. https://doi.org/10.25772/6ZVJ-Z477

Youth in Restrictive Education Settings Can Develop Self-Regulation Skills

Allyson Pitzel

While a doctoral student at the University of Alabama, I have led a series of single-case design studies in a juvenile justice facility using the self-regulated strategy development (SRSD) instructional approach with embedded self-determination. Instruction has focused on teaching adolescent girls with or at-risk for emotional and behavioral disorders (EBD) the POW+TREE (**P**ick my idea, **O**rganize my notes, **W**rite and say more, **T**opic sentence, **R**easons, **E**xplain reasons, **E**nding; Harris et al., 2008) writing mnemonic and the **D**on't **G**o **S**neaking **P**ast **A**ny **M**ad **E**lephants (e.g., **D**, decision making; **G**, goal setting; **S**, self-awareness; **P**, problem solving; **A**, advocacy (self-); **M**, monitoring (self-); **E**, efficacy (self-); Cuenca-Carlino & Mustian, 2013) self-determination acrostic. After instruction, youth responded to self-advocacy focused persuasive writing prompts that were developed by me.

In all studies, youth demonstrated an increase in writing performance and self-determination skills following SRSD instruction. Youth also self-advocated more through their writing. In addition to these studies, I have started to expand my research to SRSD for reading (e.g., main ideas and details, written summaries), as well as intensifying other components of the SRSD instructional approach (e.g., goal setting, self-instructions) across restrictive education settings.

Impact on SSRL SIG

My unique and established research line can impact the SSRL SIG in multiple ways. First, this research can provide more insight into working with youth in our most restrictive educational settings, especially as it relates to self-regulated learning (e.g., motivation). In addition, this work can shed more light into infusing self-determination skill instruction within self-regulated learning that can help children and youth generalize such skills to other settings (e.g., postsecondary education, workforce, community).

SRL Teaching Philosophy and Approaches

I have served as the primary interventionist in my SRSD with self-determination studies. This has allowed me to gain firsthand experience working with youth in restrictive education settings and developing their self-regulation skills. While working with youth, I keep my instruction student-centered, relevant, and engaging. I also make sure my instruction is trauma-informed. For example, I created writing prompts where youth had to self-advocate for things inside of the facility. After creating the prompts, I had the facility director, teachers, and staff review the prompts to ensure they were trauma-sensitive and made any edits based on their feedback. The prompts were also a way to engage the youth as they were relevant to their current environment.

Allyson Pitzel, PhD, is a postdoctoral scholar at Kent State University. Her research focuses on improving the literacy and self-determination skills of youth with or at-risk for emotional and behavioral disorders (EBD) in restrictive education settings (e.g., residential treatment facilities, juvenile justice facilities). She serves as the current SSRL SIG Junior Secretary/Newsletter officer. (apitzel@kent.edu)

SSRL SIG Ideas

As the recently elected SSRL SIG Junior Secretary/Newsletter Chair, I plan on collaborating with the Senior Secretary/Newsletter Chair to develop the SIG Newsletters. I am also interested in helping the SSRL SIG learn more about the population of youth I serve, as they are often overlooked in research (e.g., hosting a webinar related to self-regulated learning for youth in restrictive education settings).

Message to SSRL SIG Members

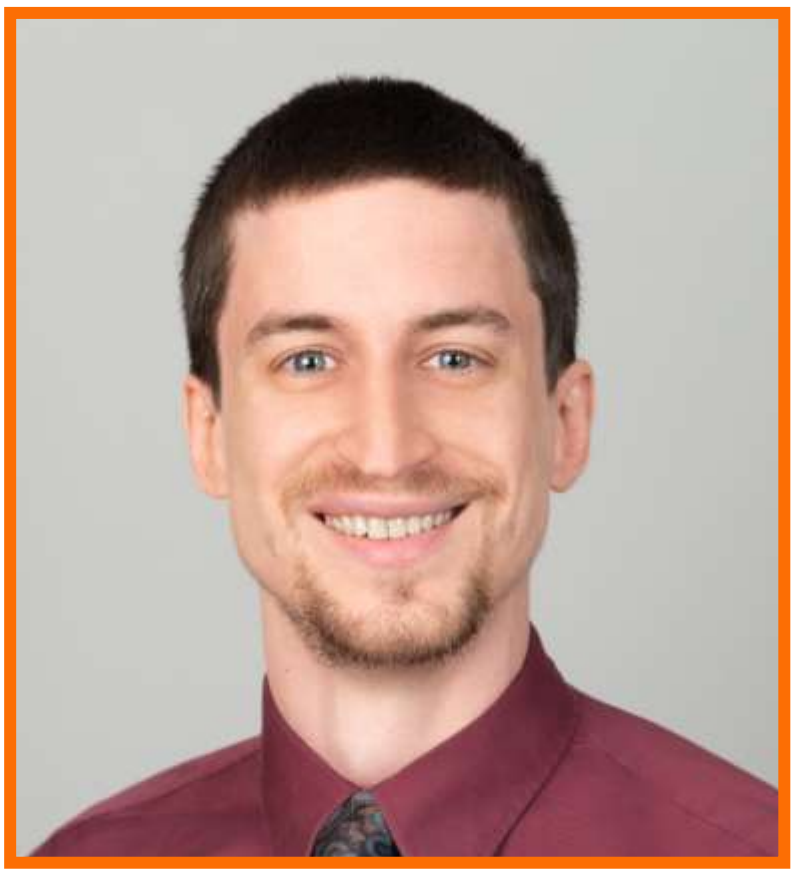
I am eager and excited to work with the SSRL SIG this year. I hope that SSRL SIG members will continue to shed light on new ideas surrounding studying and self-regulated learning that will move the field forward. I believe that connection and engagement are key to moving the needle in our field. I encourage researchers, scholars, and practitioners to engage with each other throughout the year to learn and grow. Whether this be connecting virtually, sharing resources, or collaborating on projects – any are welcome. This is especially true as we get closer to the AERA 2025 Annual Meeting.

The AERA Annual Meeting serves as another time for members to connect on ideas that are important to the SSRL SIG community. It is also a valuable time to learn from other SIG members who may have varying research interests and agendas. Attending sessions and listening to each other's work is one way to do this. Often, this leads to future opportunities, research ideas, and collaborations that are necessary for our field to continue to grow. Through consistent engagement and dialogue, the possibilities for the SSRL SIG are endless. It is together that we can make our ideas become a true reality.

Research Abstract

"Youth with and at risk for disabilities served in alternative education settings frequently struggle with the writing process, which impedes their ability to communicate ideas and opinions with others. Providing explicit teaching of a writing strategy is necessary for this population of youth. This study examined the effects of self-regulated strategy development (SRSD) with self-determination skills on self-advocacy-focused writing probes (e.g., persuasive) for adolescent female youth in a juvenile justice setting. Emphasis was placed on teaching youth how to use persuasive writing as a tool to self-advocate for things they want or need. The SRSD instructional approach was investigated using a multiple-probe-across-participants design to evaluate the effects. Visual analyses indicated a functional relation between SRSD with self-determination instruction and youth's writing skills. All youth demonstrated an increase in organizational quality and self-advocacy in writing from baseline to independent practice. Limitations to the current study and future directions are discussed."

Pitzel, A., Sanders, S., Jolivette, K., Hackney, A. J., & Virgin, A. S. (2024). Self-regulated strategy development: Connecting persuasive writing to self-determination for youth in juvenile justice facilities. *Exceptional Children*, *90*(3), 255-273. https://doi.org/10.1177/00144029231220309



Achieving Successful Pedagogy Through Self-Regulated Learning

Charles Raffaele

Serving our Studying and Self-Regulated Learning Special Interest Group of the American Educational Research Association as the Senior Treasurer/Membership officer is an honor.

I currently work as a postdoctoral scholar at New York University Steinhardt's CREATE Lab, where I am conducting research under the leadership of Jan L. Plass. My research focuses on digital media and applications' learning benefits and developmental impacts. Specifically, I am interested in studying the use of games for learning, second language acquisition with multimedia, and how children utilize digital media. My goal is to contribute to our understanding of how digital media can be effectively used for educational purposes and its influence on children's development.

In my current primary self-regulated learning (SRL) research, I have collaborated on a chapter titled "A Self-Study on Promoting Self-Regulated Learning Using Technology During Remote Instruction," which is now in press. This chapter, co-authored with Héfer Bembenutty and Daniel Pisari, discusses our SRL-supporting adaptations in response to the emergency remote instruction for undergraduate teacher candidates during the COVID-19 pandemic.

The self-study revealed three key themes: 1) the role of teacher educators in supporting social and emotional learning, delay of gratification, and self-regulated learning; 2) the importance of applying established pedagogical approaches, particularly during crises; and 3) the significance of reflection and overcoming challenges in teacher education programs.

As an educator, I have had the opportunity to instruct teacher candidates, and currently, I am involved in the education of future learning designers. A key component of my teaching approach is integrating SRL processes by equipping students with long-term applicability skills rather than focusing on memorizing transient facts. This emphasis on skills necessitates active cognitive involvement from the students, thereby requiring them to take charge of their learning, which aligns with the principles of SRL.

I have various specific approaches to support this pedagogy. For a few examples:

- I prioritize interactive activities over traditional lectures. I believe in engaging students through hands-on experiences rather than simply speaking at them. I typically introduce new concepts or activities verbally, and then encourage students to participate in low-stakes writing exercises or group discussions to further develop their understanding. During and after these activities, I actively engage with students, responding to their thoughts and providing guidance as needed. This approach allows for a more dynamic and participatory learning environment.
- To motivate students and their ownership of learning, I frame activities around topics that may interest them and have them actively connect material to their own experiences. For example, I use pop culture examples to introduce emotional and behavioral disorders and then have my students develop approaches to help children with these issues. My students know they will likely have to do this one day!
- I give feedback that encourages students' reflection (including on what went WELL!) and future editing/improvement, rather than just justifying a grade (i.e., I use a coaching approach to feedback, as described in John Bean's *Engaging Ideas* book).
- I provide opportunities for previewing content before lessons and reflecting on it afterward. I start the semester by previewing the course's main topics and how they all fit together. I also review topics from completed classes and preview upcoming ones.
- I support social and emotional learning by having my class activities involve group work and putting the students' needs first (building camaraderie and modeling my priorities on learning and fairness). An example of a fun group activity I have is a roleplay, where groups act out scenes demonstrating Bandura's triarchic reciprocal causality model, and fellow students analyze their classmates' scenes. An example of putting students' needs first is when I make a mistake in teaching or grading—I let students know of my error, give the corrected information or feedback, and do not hold my error against them.

One way to serve our SIG on an ongoing basis is by talking about it with emerging scholars, particularly ones interested in SRL research. Some SRL-interested doctoral students may still need to learn of the SSRL SIG and would be excited to know about it and quickly get involved. We also need to continue to perform and disseminate research that furthers the self-regulated learning field and keeps it updated in our changing world.

If you would like to peruse my research, here are references for two of my publications:

- Bembenutty, H., Raffaele, C., & Pisari, D. (in press). A self-study on promoting self-regulated learning using technology during remote instruction. In J. D. Salisbury-Glennon, C. Wang, & D. M. Shannon (Eds.). *Examining the cognitive and psychological effects of the COVID-19 global pandemic on high school, undergraduate and graduate learners*. Information Age Publishing.
- Raffaele, C., & Brooks, P. J. (2020). Transforming writing instruction in the teaching of psychology. In T. M. Ober, E. Che, J. E. Brodsky, C. Raffaele, & P. J. Brooks (Eds.). *How we teach now: The GSTA guide to transformative teaching* (pp. 357-370). Society for the Teaching of Psychology. http://teachpsych.org/ebooks/howweteachnow-transformative

Lastly, a message for everyone in the SIG: Lately, not everything's been easy for everyone, and even in the best of times, academic research can occasionally feel isolated. However, the work we do is important, and all struggles we face only serve in the end to provide contrast for the bright miracles of life. Let us remember to support each other, as our collective strength is what makes us a community. Stay open-minded but also hold on to your well-tested convictions. Seek solace, opportunities, and moments in each other. Have a great 2024-2025 year!

Charles Raffaele, PhD, can be contacted by email (charles.raffaele@nyu.edu).

All Students Have the Capacity for Self-Regulation

Melani Loney

My formal education includes a PhD in Educational Foundations and Leadership specializing in Educational Psychology and Program Evaluation from Old Dominion University. Research interests include the impact on individual student self-regulated learning when SRL strategies are integrated as components of lessons in K-16 courses.

My SRL instructional philosophy is that all students have the capacity for self-regulation. Some may self-regulate naturally, and others may need to be provided with SRL scaffolding to implement the practice. Much of my teaching is in the form of STEM in-service teacher professional development. In this role, I provide SRL scaffolding for learning strategies that are aligned to new technologies, and the curriculum standards.

SRL is a process that students must practice. Students must be met at their current level of understanding and provided with the tools to move forward in their SRL journey. Once they become aware of their SRL actions, it is much easier for them to achieve academic success. My job is to assist them in their journey.

Since I am new at my position within the SIG, I am still learning about possible methods for proactive engagement of SSRL membership. It is apparent that everyone in the SIG is busy, and members' time should be considered for any type of proactive engagement within the SIG. Since the SIG serves professionals in all parts of the US and farther, the engagement would most likely have to take place online or in print. I hope to learn more about what the members of the SIG want, during my role as a SIG junior officer.

Melani Loney, PhD, is the Program Manager for STEM and CS Education Initiatives at Old Dominion University's Center for Educational Partnerships. In this role, she designs and implements grant-funded projects with a focus on teacher professional development. She works with local school divisions to conduct educational research and provide professional development in effective, research-based instructional strategies. Her past employment includes 24 years with Virginia Beach City Public Schools, serving as a science teacher for 13 years and a Science Coordinator for 11 years. For the past 9 years, she has been in her current position at Old Dominion University. Within the SSRL SIG, she serves as the Junior Treasurer/Membership officer. (mloney@odu.edu)

Dissertation Abstract

"This study investigated the impact of training in self-regulated learning on community college, geoscience students' achievement, metacognition, time management, and science motivation scales. The study also investigated the impact of SRL training on these outcomes as a function of gender and ethnicity. During the Fall of 2022, 70 community college geoscience students from 9 different classes participated in the study. The classes were bifurcated with one half of the students in each class randomly assigned to the SRL treatment and the other half to the control condition. Each week, for 10 weeks during the semester, students in the treatment group utilized a component from each of the three phases of Zimmerman's (2002) cyclical self-regulated learning model as one of their geoscience class assignments. At the beginning of the week students in the treatment group would set instructional goals and create a calendar that included class time, study time, work, and relaxation time. During the week the same students would monitor their class attendance and study practices. At the end of the week, students would reflect on whether they attained their goals set at the beginning of the week and reflect on the reasons for their success or failure. As an alternate activity students in the control group were assigned to write a brief summary of a famous geoscientist's biography. All students' final exam and final course grades were examined to determine the impact of SRL training on science achievement. Study participants completed a questionnaire containing metacognition, time management, and science motivation items. No significant differences were found between students in the SRL treatment and those in the control group."

Loney, M. A. (2023). *The effects of self-regulated learning on community college students metacognition, motivation and achievement in geoscience courses.* Dissertation, Educational Foundations & Leadership, Old Dominion University, http://doi.org/10.25777/1d9q-sz54 https://digitalcommons.odu.edu/efl_etds/318