



*The Latest Research in  
Self-Regulated Learning*

Editors  
Allyson Pitzel  
Christine Nardelli

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If you are looking for organizations to donate to this year, consider our SSRL SIG. In addition to basic operating costs, we use funds to support our three awards and the Graduate Student Mentoring Program. With your help, we can continue to support initiatives like these and possibly expand them in the future. If you are interested in making a charitable donation to our SSRL SIG, follow these three steps:

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## LETTER FROM THE CHAIRS

*Divya Varier & Michelle Taub*

*George Mason University & University of Central Florida*



*Divya Varier*



*Michelle Taub*

Dear SSRL SIG Community,

As we approach the end of 2024, we are delighted to share this Fall newsletter highlighting the innovative research and contributions from our esteemed members. This issue showcases the diverse perspectives and methodological approaches that continue to advance our understanding of self-regulated learning across various contexts.

### ***Highlights of the Fall Issue***

We are particularly excited to feature groundbreaking work that bridges traditional disciplinary boundaries.

Dr. Cristina Zepeda and Dr. Yeo-eun Kim's interdisciplinary review synthesizing cognitive and educational psychology perspectives on SRL represents exactly the kind of innovative thinking our field needs. Their work challenges us to break down silos and integrate diverse approaches to advance our understanding of self-regulated learning. Dr. Erin Peters-Burton's new book on supporting science and engineering students with SRL offers practical strategies for educators, while Dr. David Miele's research on metamotivation opens new avenues for understanding how learners monitor and control their motivational states. Dr. Timothy Cleary's work on multi-level assessment frameworks provides valuable insights for practitioners implementing SRL in school contexts.

We are especially proud to highlight the contributions of our graduate student members. Sahar Wahidi's innovative work on teachers as self-regulated learners and Molly Taylor's research on academic help-seeking among historically marginalized communities demonstrate the fresh perspectives and critical frameworks that emerging scholars bring to our field.

### ***Looking Forward***

As we witness the evolution of SRL research and practice, we are encouraged by the increasing focus on equity, interdisciplinary approaches, and practical applications. The integration of diverse theoretical perspectives, methodological approaches, and stakeholder voices positions our field to make meaningful contributions to educational practice and student success.

We encourage all members to continue pushing boundaries, fostering collaborations across disciplines, and maintaining our commitment to making education more equitable through SRL research and practice. Your work contributes to our collective understanding of how learners develop and deploy self-regulatory skills.

As we look ahead to 2025, we remain committed to supporting your research and professional development. While specific upcoming events will be announced separately, we encourage you to stay connected with the SIG community through our various channels and to consider presenting your work at future conferences.

Keep innovating, collaborating, and advancing our understanding of self-regulated learning.

Warm regards,  
Divya Varier and Michelle Taub

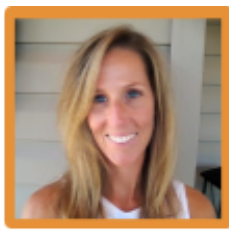
## LETTER FROM THE EDITORS

*Allyson Pitzel & Christine Nardelli*

*Kent State University & George Mason University*



*Allyson Pitzel*



*Christine Nardelli*

Welcome to our Fall 2024 edition of the SSRL SIG Newsletter! We are thrilled you are taking the time to read this issue and hope you will find the scholarly contributions valuable and insightful. This issue focuses on fresh and innovative research topics among self-regulated learning, where applications and contexts are diverse and extensive.

We hope that as you read the contributions provided by these scholars, you will feel inspired to continue to collaborate in research practices that will serve learners, educators, practitioners, and fellow researchers within the scope of self-regulated learning.

This issue also includes new research and perspectives from current graduate students. They provide sound advice for other graduate students and reinforce the need to push through boundaries of current research.

A special thank you to Dr. Varier and Dr. Taub for your words of encouragement to propel forward in this field with a focus on equity and practical, diverse perspectives. Extending contexts of disciplines will broaden awareness and include other views necessary for a deeper understanding.

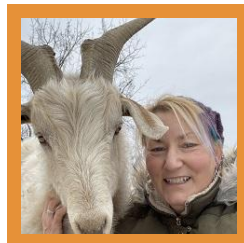
A huge thank you to our contributors for sharing your insights and new research! Your time and experiences are greatly appreciated and make this newsletter possible!

We are always interested in your feedback on this issue and upcoming issues of the newsletter. Please feel free to send us an email if you have any suggestions for future topics.

All the best,  
Allyson and Christine  
(apitzel@kent.edu, cnardell@gmu.edu)

## RECENT PUBLICATIONS ON SRL

### SUPPORTING TEACHER AND STUDENT SRL IN STEM



*Erin Peters-Burton*

*Donna R. and David E. Sterling Endowed Professor  
in Science Education, George Mason University*

My research program incorporates the study of SRL strategies as two types of learners (students in classrooms and teachers in professional development) are engaged in STEM content and practices. I have published this work in science education, teacher education, educational psychology, marine biology, geology education, history and philosophy of science, technology, educational leadership, and learning disability journals. My research on SRL and understanding strategies of learners engaged in STEM content have produced metacognitive prompting interventions that were successful in increasing content, procedural, and epistemic knowledge. My work has tested the capacity of a self-regulated learning microanalysis technique with large, complex tasks. My work found areas of success for communicating learner strategies while the learning occurs, allowing for greater precision in measurement of personal factors and providing opportunities for instructors to be cognizant of STEM learning processes in time for adaptation.

#### *Recent Publication:*

**Title:** A Practical Approach to Supporting Science and Engineering Students With Self-Regulated Learning

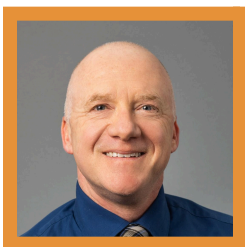
**Summary:** Science and engineering practices tend to be more difficult to teach and assess than content knowledge. This book presents tangible ways for teacher educators and teachers to design learning environments that involve

student goal setting, monitoring, and reflection on student performance in science and engineering practices. Since students may not have developed SRL skills on their own, particularly for science and engineering practices, this book models ways teachers can support effective learning behaviors and monitor student progress in science and engineering practices. The book also presents practical ways to set up preservice teacher instruction and inservice teacher professional development that address both SRL and science and engineering practices. Educational research designs are presented from qualitative, quantitative and mixed methods traditions that investigate student and teacher engagement with science and engineering practices through self-regulated learning.

**Reference:**

Peters-Burton, E. (2023). *A practical approach to supporting science and engineering students with self-regulated learning*. Cambridge University Press. ISBN: 978-1-009-10001-4

## THE CONTINUED EVOLUTION OF SELF-REGULATED LEARNING ASSESSMENT PRACTICES IN SCHOOL CONTEXTS



*Timothy J. Cleary*

*Professor, Chair of the Department of School Psychology, Rutgers University*

Throughout my scholarly career, I have focused most of my attention on developing and applying self-regulated learning (SRL) assessment and intervention practices across academic, athletic, medical, and clinical contexts. Specifically, my research has addressed several overlapping SRL topics: (a) identifying the practices and needs among school-based practitioners regarding SRL assessment and interventions, (b) developing reliable and valid aptitude and event SRL assessments, (c) developing effective school-based SRL intervention programs, and (d) examining the impact of SRL professional

development training on middle school and high school teachers. Most recently, I have begun exploring how school-based practitioners can concurrently use both aptitude and event measures to evaluate student SRL.

**Recent Publication:**

**Title:** A Multi-Level Framework for Assessing Self-Regulated Learning in School Contexts: Innovations, Challenges, and Future Directions

**Summary:** In this short commentary, I review a recent publication (Cleary & Russo, 2024) that used the lens of the diagnostic assessment process of the Self-Regulation Empowerment Program to examine school-based SRL assessment practices. The SREP diagnostic process emphasizes a multi-dimensional assessment framework, which involves using multiple measures from multiple sources to comprehensively assess student SRL. In addition to providing empirical evidence to support the utility of a multi-method, multi-source approach, the article emphasizes that no single SRL assessment (e.g., questionnaire, traces, interviews) can ever fully capture the nature of SRL and that by using both aptitude and events in complementary ways, we can have greater potential for understanding student SRL in more meaningful and substantive ways.

The SREP diagnostic assessment process consists of four levels that collectively address two broad issues: (a) specific challenges experienced by students at a “class” and “learning activity” level (Levels 1 and 2); and (b) nature and quality of students’ SRL skills across these contexts and activities (Levels 3 and 4). To begin, practitioners seek to identify the content area classes of greatest challenge for students (e.g., algebra) as well as the specific learning activities within those classes that are most problematic. The information gathered at the pre-SRL assessment level (1 and 2) is critical for helping practitioners select and customize the aptitude and/or event measures to be used in the evaluation.

After reviewing empirical evidence supporting the use multiple SRL measures, the article identifies several barriers that limit the use of



SRL assessments in traditional school-based evaluations, such as integrating and interpreting multi-method data, time constraints to collect and interpret SRL data, and the ambiguity that practitioners may face in selecting the measures. Future research needs to directly address these latter issues while also considering solutions for enhancing the viability of SRL assessments. Example solutions include enhanced pre-service training, formalized and more extensive SRL professional development opportunities, enhanced access to SRL assessments that are not commercialized or norm-referenced.

**Reference:**

Cleary, T. J., & Russo, M. R. (2024). A multi-level framework for assessing self-regulated learning in school contexts: Innovations, challenges, and future directions. *Psychology in the Schools*, 61(1), 80-102. <https://doi.org/10.1002/pits.23035>

## EXPLORING PEOPLE'S KNOWLEDGE OF MOTIVATION AS A TARGET OF SELF-REGULATION



*David Miele*

*Associate Professor, Department of Counseling, Developmental, and Educational Psychology, Boston College*

Much of my current research on self-regulation examines how individuals monitor and control their task-specific motivational states in order to achieve their goals. For the most part, research on motivation regulation has focused on the strategies that people use to increase the strength of their motivation in particular contexts or in response to certain types of motivational problems. In contrast, the research that I have been conducting with Drs. Abigail

Scholer and Kentaro Fujita (along with numerous doctoral students) puts more emphasis on how people assess their own motivational states and decides when it would be appropriate to implement a control strategy (i.e., on the *monitoring* aspect of motivation regulation). Our research also examines the ways in which people regulate the *quality* of their motivational states (e.g., shift between controlled and autonomous forms of motivation) in order to optimize task performance.

*Recent Publication:*

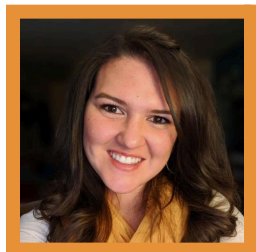
**Title:** The Role of Metamotivational Knowledge in the Regulation of Motivation

**Summary:** In this article, we provide an overview of the metamotivational framework that we developed to investigate motivation regulation. We define metamotivation as the processes and knowledge involved in monitoring and controlling one's motivation states in order to achieve valued goals. An important assumption of the framework is that both monitoring and control processes draw on at least three types of metamotivational knowledge: task knowledge, strategy knowledge, and self-knowledge. After providing a speculative account of how this occurs, we review empirical work that has been guided by our framework. Much of this work has focused on assessing task and strategy knowledge that could be used to establish a fit between the type of motivation one is experiencing (e.g., intrinsic vs. extrinsic) and the processing demands of a given task (e.g., a need for rote vs. creative processing). Toward the end of the article, we turn our attention to metamotivational self-knowledge, including the beliefs that people hold about what it feels like to experience a particular type of motivation. We speculate that people draw on such beliefs to make sense of their metamotivational feelings (e.g., boredom) and that such feelings play an important role in people's bottom-up monitoring of their motivation.

### Reference:

Miele, D. B., Fujita, K., & Scholer, A. A. (2024). The role of metamotivational knowledge in the regulation of motivation. *Motivation Science*, 10(3), 197–209. <https://doi.org/10.1037/mot0000336>

## BREAKING SILOS: INTEGRATING AND SYNTHESIZING EDUCATIONAL AND COGNITIVE PERSPECTIVES ON SELF-REGULATED LEARNING



*Cristina Zepeda*

*Assistant Professor, Psychology and Human Development, Vanderbilt University*

Guided by self-regulated learning theories, I examine the interplay between metacognition and motivation and their impact on learning. For example, I investigate how metacognitive interventions that provide direct instruction and practice with metacognitive skills affect different aspects of student motivation and learning in classroom and digital learning environments. Relatedly, to inform this research, I examine how teachers engage their students in SSRL (via their discourse) and student beliefs about how they study and motivate themselves to learn. Additionally, in collaboration with discipline-based education researchers, I evaluate how instructional supports within gateway STEM courses can equitably impact student learning and motivation. Across these scholarly pursuits, I incorporate various psychological perspectives, use a range of methodological approaches, and collaborate with multiple stakeholders to test and build upon theory while exploring the practical implications. Central to my work is my goal of making education more equitable and better preparing students for future learning.

*Recent Publication:*

**Title:** An Interdisciplinary Review of Self-Regulation of Learning: Bridging Cognitive and Educational Psychology Perspectives

**Summary:** There we were: Dr. Yeo-eun Kim and I were graduate students on a mission to conduct research on self-regulated learning. We hadn't met yet, but we were each being trained in different types of psychology programs (Dr. Kim in Educational Psychology, and I in Cognitive Psychology). However, both of us experienced similar challenges in navigating the literature on self-regulated learning – there were clearly different approaches and understanding how they work for or against each other was hazy. Fast forward several years, and the same questions still lingered. Thus, we ventured to write this theoretical review to synthesize cognitive and educational perspectives of self-regulated learning. After reviewing hundreds of manuscripts, we captured how the two fields had different conceptual lenses, contextual foci, methodologies, and variables of interest. We also identified where they overlapped and demonstrated how to integrate them (see Figure 1, it's a beauty). And why do these siloed perspectives exist? Potentially because we have different scholarly communities, training, and resources available. So, as a field, if we want to be more innovative in our approaches, it is on us to diversify our communities, broaden our methodological and analytical toolkits, and collaborate with those with different sets of expertise.

### Reference:

Kim, Y., Zepeda C. D., & Butler, A. C. (2023). An interdisciplinary review of self-regulation of learning: Bridging cognitive and educational psychology perspectives. *Educational Psychology Review*, 35(3), 92. <https://doi.org/10.1007/s10648-023-09800-x>

## GRADUATE STUDENT PUBLICATIONS

### MESSAGE FROM THE GRADUATE STUDENT COMMITTEE

The SSRL SIG's *Graduate Student Committee* recently hosted our "Workshop on Scholarly Identity." A video recording of that event can be found [here](#). The event was an incredible success and was attended by about 100 people. In the spirit of this month's focus on supporting new SRL research avenues, we are hopeful that hosting such events helps prepare the next generation of scholars to pioneer new, exciting areas of SRL research! We encourage all of the



SIG's graduate student members to attend our future workshops and events!

The members of the *Graduate Student Committee* are Willow Alston-Socha (North Carolina State), Yan (Diane) Dai (Auburn), Bridget Daleiden (UNLV), Sasha Li (McGill), Stephanie Greenquist-Marlett (Old Dominion), August Masonheimer (The Ohio State), and Linyu Yu (North Carolina, Chapel Hill).

## **APPLYING SELF-REGULATED LEARNING THEORY: NEW RESEARCH FROM GRADUATE STUDENTS**

### **SELF-REGULATION, IDENTITY, AND SOCIAL CONTEXTS**



*Molly Taylor*

*PhD Student, Virginia Commonwealth University*

My research in self-regulated learning aims to center the experiences of undergraduate students, particularly those from historically marginalized communities. Specifically, my research falls at the intersection of 1) self-regulation processes such as academic help-seeking, 2) motivational processes including belonging and mattering, and 3) student identity. Importantly, I also use critical frameworks such as the Phenomenological Variant of Ecological Systems Theory (PVEST), which is an identity-focused cultural framework. I also include Critical Race Theory (CRT) and the Belonging Opportunity Structures framework (Gray et al., 2018) in my work, as these culturally relevant perspectives help me to understand the experiences of multiple marginalized students while also maintaining a strengths-based approach to these investigations. Across all lines of my research, I love exploring contextual opportunities for student self-regulation and integrating social-cognitive theories with critical, ecological theories in education.

### *What research projects and/or studies have you led or assisted with related to SRL?*

Currently, my dissertation research utilizes several methodologies across three papers, all exploring academic help-seeking in higher education. These papers include a systematic literature review on contextual opportunities for academic help-seeking, a mixed methods study on belonging and academic help-seeking among multiple minoritized student populations using PVEST, and a practitioner-focused paper with evidence-based strategies for instructors to create optimal help-seeking outcomes for their students.

### *What are your future research interests related to SRL (e.g., projects, studies, grant ideas, careers)?*

I am most excited to explore new approaches to academic help-seeking in my research, specifically the integration of academic help-seeking into socially-regulated learning frameworks. Self- and socially-regulated learning in collaborative settings fascinates me, especially when it comes to processes like help-seeking that are traditionally thought to be carried out independently. In the future, I'd also like to study the connection between social goals as a facet of belonging and academic goals and the role that help-seeking plays in this relationship.

### *What advice do you have for current graduate students interested in SRL?*

Look outside of traditional SRL theories and read across a wide scope of research. I have learned so much and gained new perspectives from scholars studying other facets of learning, including scholars outside of educational psychology. Especially when working with diverse groups of students, pushing our boundaries of knowledge helps SRL research to become more inclusive.

## FROM RESEARCH TO PRACTICE: TRANSFORMING THE UTILITY OF SRL IN REAL-TIME



**Sahar Wahidi**

*PhD Candidate, George Mason University*

I am a PhD candidate at George Mason University's College of Education and Human Development. My primary specialization is Educational Psychology, with a secondary emphasis on Interdisciplinary Approaches for Methods to Practice in Early Childhood/Early Childhood Special Education. My research focuses on educators' self-regulated learning, promoting the idea that to best support our learners we must first begin by empowering our teachers. My future endeavors are to promote the fostering of self-regulated learning for early childhood educators in special education through non-traditional professional learning opportunities, as well as propelling the direction of SRL research towards exploring teacher's as self-regulated learners. I have presented the concept of teachers as self-regulated learners at various conferences and publications, and have given numerous professional developments along the lines of teacher self- and co-regulation (with other adults and students), well-being using SRL, and teachers as self-regulated learners.

### *What research projects and/or studies have you led or assisted with related to SRL?*

My passion lies in taking research findings and working with educators as they apply the evidence-based practices in real-time. To this, I have had the opportunity to work with the Early Childhood/Early Childhood Special Education Training and Technical Assistant Center at GMU. Although my assistantship has ended, I periodically collaborate with TTAC in providing professional learning opportunities on teacher self- and co-regulation using the knowledge I

gained from the research projects, coursework, conference presentations, and publications that I have had the privilege to be a part of.

### *What research projects and/or studies have you led or assisted with related to SRL?*

From my current review of the literature, I have found that there is a gap regarding teacher's self-efficacy as self-regulated learners. I hope to continue exploring this niche, beginning with utilizing and further validating my novel scale – Efficacy as a Regulated Learner Scale for Teachers (EaRLS-T), aimed to capture an individual teacher's beliefs regarding their capability to engage in SRL behavior – from my dissertation across various teacher and educator roles.

### *What advice do you have for current graduate students interested in SRL?*

My advice to current graduate students is to continue pushing the boundaries of SRL by critically exploring how it has been applied across different contexts and for different learners, not being afraid to take those out-of-the-box approaches to research and inquiry!

## GRADUATE STUDENT MENTORING PROGRAM COMMITTEE MESSAGE

The AERA SSRL SIG is offering a Graduate Student Mentoring Program (GSMP) to support graduate students attending the 2025 Annual Meeting in Denver, Colorado. The program aims to provide mentorship, professional networking, and community-building opportunities, helping students connect with established scholars and peers in the self-regulated learning field.

Eligible participants include AERA and SSRL SIG graduate student members and early scientists, with the opportunity to develop ongoing mentor relationships, attend social and academic events, and take on formal academic roles. The application deadline is February 16, 2025.

Here is the full program information document. [https://docs.google.com/document/d/1C\\_kA7rmj6vroUREBGBapRjFCqqtC0G6MybmjvSNKvM/e\\_dit?usp=sharing](https://docs.google.com/document/d/1C_kA7rmj6vroUREBGBapRjFCqqtC0G6MybmjvSNKvM/e_dit?usp=sharing)

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Graduate Student Contributor: Christine Nardelli (cnardell@gmu.edu)

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## AWARDS COMMITTEES (2024-2025)

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Chair: Héfer Bembenutty (hefer.bembenutty@qc.cuny.edu)

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### *Graduate Student Mentoring Program Committee*

Chair: Fernando Rodriguez ([fernandr1@uci.edu](mailto:fernandr1@uci.edu))



*The Latest Research in  
Self-Regulated Learning*

