AERA SIG
Studying and Self-Regulated Learning

Allan Wigfield

Contemporary Pioneers in Human Learning and Development

Teaching, Research, and Applications

Héfer Bembenutty

Contemporary Pioneers in Human Learning and Development

Pioneers Interviewed for the Book:
Lyn Corno, Allan Wigfield, Steve Graham, Philip H. Winne, Eric M. Anderman, Marita R. Inglehart, William Buskist, Gary E. McPherson, Theresa A. Thorkildsen, R. Eric Landrum, Pedro S. L. Rosário & Frank Pajares

Reflections on Contemporary Pioneers in Human Learning and Development
Pamela Ford Murphy

The latest issue of *Times Magazine*, brought to you by the Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) of the American Educational Research Association, showcases insightful reflections from our colleagues based on the interviews featured in *Contemporary Pioneers in Human Learning and Development* (Volume III). This release is part of Héfer Bembenutty's series, "Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications," highlighting another set of remarkable interviews with human learning and development experts.

We invited graduate students and junior and senior scholars to review these interviews. Each of them was assigned an interview. The reflections in this issue offer diverse perspectives on the contributions of these pioneers to the field. Similarly to the interviews, these insights provide a window into these influential scholars' lives and developmental journeys. These reflections are windows into their authors' educational and professional interests and experiences.

Bembenutty's interviews in *Contemporary Pioneers* offer a welcome opportunity to gain a more personal behind-the-scenes look at the development of the remarkable works we admire—works that have impacted our lives, education, and careers in many ways. As you read through the reflections, you will see how others draw connections from their practices, further highlighting our community's collaborative drive toward the shared large-scale goals of discovering and improving the experiences of both teachers and learners.

Many of the interviewees will be familiar to all of you. In contrast, others whose work may not align with your research interests will add to your perspective and appreciation of the diversity and relatedness of topics involved in contemporary human learning and development. The reflections summarize the main points of the interviews and make connections between the work, life experiences, and perspectives of the reflector and the interviewee.

In this issue, Jeffrey Albrecht discusses the interview with Allan Wigfield. Albrecht notes three themes: collaboration, application, and Wigfield's contribution to motivation theory. He describes how Wigfield's contributions to expectancy-value theory and situated expectancy-value theory directly relate to Albrecht's work in survey research on student motivation.

Tova Michalsky shares how Lyn Corno's work has inspired her. Michalsky highlights Corno's contributions to understanding self-regulated learning as a pillar of student achievement, the role of volition in sustaining effort, and the importance of adaptive teaching to balance structure and flexibility.

Rajib Chakraborty shares his inspiration from the work of Marita Inglehart, who developed the Humanistic Education Model, Awareness, Skills, and Knowledge (A-S-K). Inglehart learned the importance of being both a humanist and an academic from her mentor, Wilbert J. "Bill" McKeachie. Eventually, her work focused on providing high-quality dental education so that the professionals she taught in the dental field would excel as caring people providing humane services to those in need. As an educator of future professionals in science, education, and engineering, Chakraborty applies these principles in his teaching.

Kendall Hartley reflects on William Buskist's interview, noting the three themes of mentorship, continuous improvement, and teaching as a developable skill. He shares how these themes apply to his work as an educator of high school to doctoral-level students.

Jesus de la Fuente reviews the interview with Pedro Rosario, a prolific researcher and practitioner in the field of homework and self-regulated learning. His contributions to the understanding of the influence on learning of environment and other factors outside of the classroom, as well as his innovative teaching techniques, have been invaluable.

Kimiko Ching reflects on the interview with Eric Anderman, one of her mentors. Ching emphasizes the impact of Anderman's attention to the practical application of research and theory to real-life contexts.

Yeo-eun Kim shares her perspective on the interview with Philip Winne, whose work has enlightened and inspired her research and practice. She notes that Winne's contributions to the field involve theoretical and technological aspects. Winne has developed technological innovations to help mitigate accuracy issues inherent in reliance on self-report data.

Wendy Matthews's reflection is focused on the interview of Gary McPherson, a pioneer of research on self-regulation in music learning. Self-regulated learning applies to any field, but research in specific subject areas is helpful to teachers and students. As a music educator, Matthews has followed and benefited from McPherson's example.
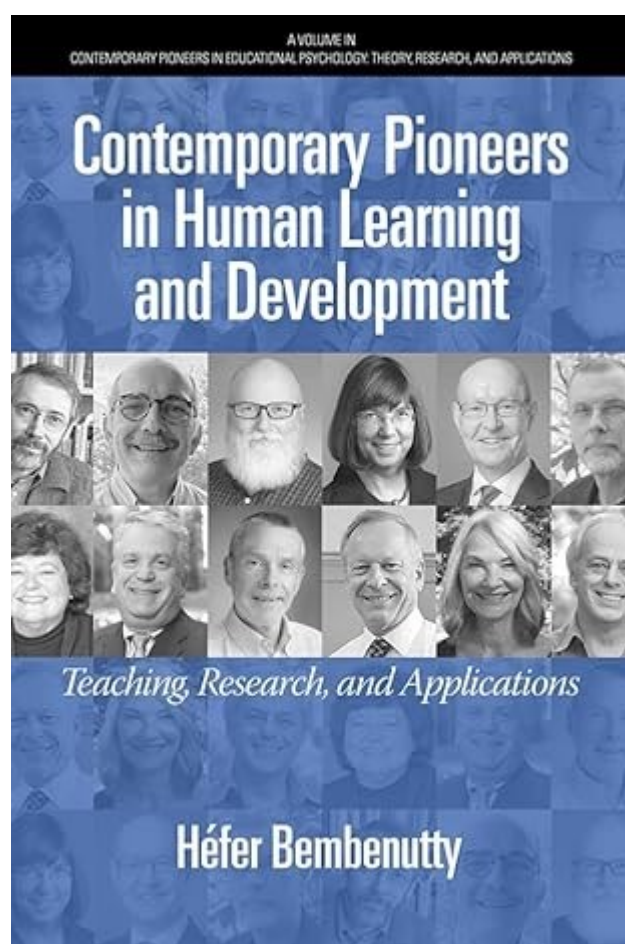
Daniel Pisari reflects on the interview with Eric Landrum. He finds inspiration in Landrum's focus on skill development through active learning in the classroom instead of an emphasis on lecturing, as well as his explanation of the distinction between grading and assessment. These concepts directly apply to Pisari's work with faculty, who update syllabi and plan learning activities for their classes.

As you may know, Frank Pajares passed away in 2009, after being interviewed by Bembenutty. He influenced many. Daisuke Akamatsu shares his thoughts on how Pajares' work inspired and impacted his practice as a scholar. Janira Collado Toro reflects on how Steve Graham's reading, writing, and self-regulation research relates to her emergent bilingual educator work.

Finally, Marie C. White has written a reflection on the interview with Theresa "Terri" Thorkildsen. I had the pleasure of meeting Thorkildsen in person recently and was impressed with her thoughtfulness and the ethical focus of her work. White does a great job summarizing the main points of the wide-ranging interview and the impact on our field of Thorkildsen's research.

Get ready for a dozen encounters with pioneering researchers and practitioners in the field of human learning and development in this issue's pages. You may find new ideas and inspiration. The insights gathered enrich our understanding of education and psychology and inspire us to continue evolving our teaching and learning methodologies. Enjoy!

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Allan Wigfield: Pioneer of Theory and Research on Expectancy-Value, Motivation, and Academic Literacy
Jeffrey R. Albrecht

Allan Wigfield described many key influences on his personal and professional growth in his interview for the third volume of *Contemporary Pioneers in Human Learning and Development* (Bembenutty, 2022). From his formative years at the University of Illinois and the University of Michigan to his career and retirement from the University of Maryland and his honorary professorship at the University of Heidelberg, Wigfield has demonstrated his ongoing passion for researching the psychology of student motivation and its impact on reading and literacy. In his interview, three themes were apparent that point to the values that have driven his professional growth and achievements: collaboration, application, and theoretical development in research.

Collaboration
Wigfield's career has been marked by many fruitful collaborations across various educational psychology and human development domains, which have significantly advanced our understanding of student motivation, achievement, and learning. After training with several highly influential motivation researchers at the University of Illinois, he kicked off his research career as a post-doctoral researcher under the guidance of Jacquelynne Eccles.

Wigfield has also partnered with several doctoral and post-doctoral students to create high-impact conference sessions and publications, touching on many areas of broad interest to the motivation and self-regulation research communities. For example, in 2017, he co-chaired the AERA session "Motivation Theory Yesterday, Today, and Tomorrow," which brought together several pillars of motivation research. It was a very well-attended session where many of us had to stand or sit on the floor. It was a success in that it got the theorists thinking about issues of diversity and generalizability of the theories and got many emerging researchers to think about new directions in motivation research. Further, the session led to a follow-up session in 2021, "Keeping the Conversation Going: Next Steps in Theoretical Approaches to Understanding the Academic Motivation of Racially and Ethnically Diverse Students."

Application
From early in his professional journey, Allan was driven to find ways to support the success of students and educators, particularly in reading and motivation. For example, with John Guthrie, Wigfield co-developed the Concept-Oriented Reading Instruction (CORI), which proved to be an effective intervention for improving children's reading motivation and comprehension. In 2019, he was awarded the AERA Division C Scribner Award for his wide influence in learning and instruction research.

He also worked with his graduate and post-doctoral students to review recent interventions that applied Situated Expectancy Value Theory (SEVT) principles (e.g., Rosenzweig & Wigfield, 2016; Wigfield et al., 2017) and helped to create some novel intervention approaches. For example, he contributed to several scoping sessions on SEVT interventions, such as the 2019 symposium "Motivation Interventions Proven to Work in K–12 Classrooms." These were all very well-attended sessions and strongly influenced me and other emerging motivation scholars.

Allan Wigfield

Contribution to Motivation Theory
Wigfield has spent decades refining concepts and processes involved in student motivation in the Expectancy Value Theory (EVT). His ability to address the continued relevance of SEVT to timely issues has grown stronger over his decades of concentrated effort, which is reflected in the many papers and commentaries he continues to publish in retirement. He continues to improve our theoretical understanding of motivation significantly.

In particular, Wigfield's publications have greatly contributed to our understanding of the development of achievement motivation over time in children and adolescents (e.g., Wigfield & Eccles, 1992; Wigfield et al., 2015). That work is conceptually rigorous and penetrating, highly accessible and transparent. His mastery of motivation is evident in his ability to synthesize and incisively differentiate many concepts across different theories and subdisciplines.

Personal Relevance
Wigfield's work has influenced my thinking about motivation for student learning and, more recently, other areas of student life. As a doctoral student at the University of Michigan, I worked toward clarifying the concept and role of relevance in EVT and EVT-based "relevance interventions." His writings on task value were indispensable in shaping that work. Indeed, few authors have gone as deep on the topic as Wigfield.

Now, as a Survey Specialist at the Institute for Social Research, I apply SEVT to help explain students' motivation to engage in survey studies conducted in schools. If motivation is lacking in survey participation, then survey engagement, data quality, and ultimately, the research and knowledge gleaned are threatened. For example, the most common reasons respondents choose not to complete a survey are that they do not have time (time cost) and it would interfere with other responsibilities (opportunity cost). They also opt out due to a lack of interest and personal identification with the topic. Thus, Wigfield's contributions continue influencing my thinking in educational psychology and beyond.

Summary
In this interview, Wigfield noted that he wants to be remembered as "fair, interesting to work with, and fun both at work and outside of it." I want to take a moment to speak to Wigfield's humanity. I have conferenced with Wigfield at many AERA annual meetings and even had the great opportunity to attend the International Conference on Motivation in Helsinki, where my peers danced until the late hours with him, which I know was very special to them. I also visited Tübingen, Germany, with him, where we exchanged many ideas, enjoyed a cruise down the river, and fine dining with great beer and company. Beyond being much fun to be around, I remember the touching stories he shared with the motivation research community that were especially close to my heart, including memorials for Stuart Karabenick and Paul Pintrich. They were genuinely moving, and I will never forget them.

References are available upon request (jrajr@umich.edu).

Jeffrey Albrecht, PhD, is a Senior Survey Specialist at the University of Michigan's Institute for Social Research. He has studied student motivation for 15 years and is currently interested in applications of motivation principles to student engagement in survey research studies.

Lyn Corno: A Pioneer of Theory and Research on Self-Regulated Learning, Adaptive Teaching, Homework, and Volition

Tova Michalsky

Lyn Corno

The interview chapter with Professor Lyn Corno, conducted by Héfer Bembenutty, offers a deep dive into Corno's thoughts and contributions to educational psychology, focusing on self-regulated learning, volition, and adaptive teaching. Throughout the interview, Corno shares her insights on the importance of self-regulation in education, the nuanced role of volition in sustaining motivation, and the value of adaptive teaching practices. Her reflections are grounded in decades of research and practice, providing a comprehensive perspective on how learners and educators can thrive in evolving educational landscapes.

Three significant ideas emerge from the interview. First, Corno emphasizes the critical role of self-regulated learning (SRL) in fostering student success. She describes SRL as a foundational skill that enables students to manage their learning processes through goal-setting, strategic planning, and self-monitoring. Second, she delves into the concept of volition, differentiating it from motivation and highlighting its importance in maintaining effort and focus over time. Finally, Corno discusses adaptive teaching, advocating for a responsive approach that accommodates diverse student needs and encourages autonomy. Each of these themes offers valuable insights into the dynamics of teaching and learning.

Self-Regulated Learning: A Pillar of Student Achievement

In the interview, Corno highlights self-regulated learning as a key element of effective education. She explains that SRL encompasses a range of skills that allow students to take control of their learning, such as setting clear objectives, employing strategies to achieve those objectives, and reflecting on their progress. According to Corno, the ability to self-regulate is crucial not only for academic success but also for lifelong learning. Her emphasis on SRL aligns with the broader literature, which consistently identifies SRL as a predictor of positive educational outcomes.

Corno's contribution to the field of SRL is particularly unique in that she has broadened her understanding of how self-regulation functions in various learning contexts. She emphasizes the idea that SRL is not just a skill set for students but a dynamic process that evolves based on the demands of different learning environments. For example, in the interview, she reflects on how SRL can be adapted to settings outside traditional classrooms, such as in digital learning spaces. This broader perspective has influenced subsequent research in SRL, encouraging educators and researchers to consider the context-specific nature of self-regulatory processes.

From my perspective as a scholar in the field of self-regulated learning, Corno's focus on SRL resonates strongly. In my own research and teaching, I have observed how students who are able to self-regulate are more resilient in the face of challenges and better equipped to navigate complex learning environments. For instance, in a course I teach on self-regulated learning, I have found that students who actively engage in reflective practices, such as maintaining learning journals or setting weekly learning goals, demonstrate a higher level of academic performance. Corno's emphasis on the iterative nature of SRL—where students continuously assess and adjust their strategies—mirrors the adaptive processes I encourage my students to develop.

The Role of Volition in Sustaining Effort

A central theme in Corno's reflections is the concept of volition and its distinction from motivation. Corno notes that while motivation involves the desire or drive to initiate an action, volition is the strength required to maintain that action despite potential obstacles. As she explains, "Volition takes over when motivation fades," focusing on the self-control mechanisms that help students stay on track even when distractions arise or the task becomes challenging. According to Corno, this distinction is critical because educators often focus solely on enhancing motivation without providing students with strategies to sustain their efforts when the initial enthusiasm diminishes.

The perspective on volition is particularly relevant in my work with preservice teachers. I have noticed that while many of these future educators begin their training with high levels of enthusiasm, maintaining that drive throughout their studies can be challenging, especially when they encounter the realities of classroom management and the complexities of teaching diverse learners. Integrating Corno's insights into my teaching practice, I have introduced strategies to help students develop volitional control, such as creating action plans for their teaching practice and using self-reminders to stay focused on their professional development goals. Corno's reflections underscore the importance of helping both teachers and students develop the resilience needed to sustain their efforts over time.

Adaptive Teaching: Balancing Structure and Flexibility

Another significant theme in the interview is Corno's advocacy for adaptive teaching, a philosophy that emphasizes the need for educators to tailor their instructional approaches based on the evolving needs of their students. Corno discusses how adaptive teaching requires teachers to be observant and responsive, adjusting their strategies to provide the right level of challenge and support. This approach, she notes, is critical in fostering self-regulated learning, as it encourages students to take ownership of their learning while ensuring they receive the guidance they need to succeed.

In my teaching practice, adaptive teaching is an effective strategy for promoting student engagement and autonomy. For example, in a practical training course for biology education students, I have implemented flexible assessment methods that allow students to choose from a range of projects based on their interests and strengths. This flexibility accommodates diverse learning preferences and encourages students to take initiative in their learning. Corno's emphasis on adaptive teaching reinforces the importance of creating learning environments that are both structured and flexible, enabling students to develop their capabilities within a supportive framework.

Conclusion

The interview with Lyn Corno offers valuable insights into the dynamics of self-regulated learning, volition, and adaptive teaching. Her reflections highlight the complexity of fostering effective learning environments and the importance of equipping both students and educators with the skills needed for sustained success. Corno's emphasis on the interplay between motivation, volition, and adaptability aligns closely with my own experiences as an educator and researcher. It serves as a reminder that teaching is not just about imparting knowledge but also about nurturing the skills and mindsets that empower learners to take charge of their educational journeys. As educators, we can draw on Corno's insights to create classrooms that are not only places of knowledge acquisition but also spaces where students learn to navigate challenges, set meaningful goals, and persist in their pursuit of excellence.

Tova Michalsky, PhD, is a senior lecturer who heads the Learning and Teaching Sciences Department at the School of Education at Bar-Ilan University in Israel. Her work combines several interrelated academic fields, where she draws on her expertise as an educational researcher and her extensive professional experience in teacher education. She developed the innovative "**PfS**" method for evolving pedagogical frameworks, to develop preservice teachers' *Professional vision (PV) for Self-regulated learning (SRL)* during participation in a preservice academic course entitled "SRL Teaching and Learning Methods." During their university course, preservice teachers receive explicit PV scaffolding – popup prompts indicating when and what to notice and reason about – while analyzing SRL-teaching events from video cases of expert teachers. Vignettes depict direct SRL teaching (explicit and implicit strategy instruction) and indirect SRL teaching (powerful learning environments). Many websites have been developed in Israel based on the PfS method for teacher education. Moreover, she collaborated with various countries in designing PfS-based teacher education curricula. (**tova.michalsky@biu.ac.il**)

Steve Graham: A Pioneer of How Writing Develops, Is Taught, and Can Be Used To Support Reading and Learning
Janira Collado Toro

Steve Graham's love for his family and his conviction in remaining self-regulated during tough times are some attributes we should all follow. He is also dedicated to learning and committed to helping children with special educational needs and all students. His ways of empowering colleagues to understand the continuum of the effective writing process further substantiate why he is a regent professor and the Warner professor at Arizona State University. He has received many scientific awards for his theoretical and empirical contributions.

Graham's work empowers learners with self-regulated learning of writing skills. He demonstrated that all students could learn with valuable feedback and significant instruction. His experiences as an impulsive child and how he encountered a teacher who helped him enjoy learning caused me to reflect on my own experiences. His story inspired me as an educator to recognize my struggling students and how our efforts create a lasting impact.

Graham's interest started with the needs of special education students. Prior to that spark of interest, while working as a high school student teacher, Graham discovered that his students—many of whom were also his coworkers at a night job—could not read. However, he was still uncertain about what to study at that moment. Later, he decided to devote his time to education. While working on his doctoral program, he studied the types of reading mistakes of students with disabilities. He focused on the processes involved in writing and how they operate. He developed effective instructional practices for teaching writing to all students.

Graham married Karen Harris and they tested self-regulated strategy development (SRSD) together. This model studies the student's strategic, self-regulatory behavior, knowledge, efficacy, and motivation. SRSD incorporates multiple effective instructional components like activating background knowledge and modeling with self-regulatory processes to empower students as learners.

Graham and his colleagues identified how to teach foundational writing skills that were not considered in the model. His research showed how to teach writing in an exceptional way, and we should emulate that. From it, we learn the importance of providing frequent opportunities for students to write, establishing goals for writing, offering support, teaching essential writing skills and processes, and the importance of the writing environment so students continue growing and thriving.

Graham was asked, "How can writing be used to support reading and learning?" He said, "It supports both because by increasing how much students write, it will lead to overall reading comprehension." Teaching writing leads to improvements in word reading, fluency, and comprehension. Good reading depends on writing and vice versa. Students are better readers and learners due to writing and writing instruction. If we expose our students to writing about the material that they read, it will lead to reading comprehension.

Responding to the interviewer's question, "How did you become interested in writing?" Graham replied that he was learning to write academic papers and became interested in the writing process.

Graham taught us how his research informs theory. He demonstrated that students' writing improves when writing strategies, abilities, knowledge and motivation are taught, supporting the theoretical importance of each of these constructs to writing development.

Graham's research plan for the next five to ten years is to study how writing is taught in other countries. This implies learning about the effectiveness of some instructional procedures, teachers' beliefs on writing, and the relationship between writing performance and motivation. He wants to test the effectiveness of his instructional practices and expand new measures of teachers' beliefs about writing and their self-efficacy in teaching it.

When asked how he would like to be remembered, he said, "In a positive light." He wishes that writing would become an important element of the school curriculum and that other researchers and advocates would become interested and continue contributing to this important matter. "Writing is the most neglected subject in the world,"

he said. Graham wishes to become a stepping stone for others' achievements as we advance.

In speaking about his awards for contributions to education and psychology, he humbly said that awards are always for everyone who contributed to the research. The most important award for Graham was the Distinguished Alumni Award by Valdosta State University. He shared this award with his mom, who saw his struggles and never questioned his capacities when he was in elementary school.

SRSD incorporates many practical instructional elements that I utilize as an emergent bilingual educator. As educators, we should activate background knowledge to help students connect new learning to previous experiences. Additionally, we must give plenty of daily writing opportunities, assuring a low affective filter environment. Emergent bilinguals can and should write daily with support while still learning English. Graham mentioned the classroom writing environment to help students on their writing journey.

I agree that the writing environment impacts our emergent bilingual students as writers. Moreover, culture could affect the writers' perception of writing, of the purposes for writing, and how they see themselves as writers. We need to be aware of that to be sensible of our students' culture and their writing views, and to add to their experience.

From this interview, I learned how writing influences reading and vice versa, as well as the importance of providing model text, providing opportunities for writing, setting goals for writing, and considering the writing environment. I am fascinated by the wealth of knowledge in this article. I know firsthand how pivotal this topic is— for me due to my work with emergent bilinguals, and for all educators.

I recognize the need for knowledge about the writing process because this was not emphasized in college. I share with confidence the words of wisdom from this interview. Steve Graham's contribution to the writing process will continue to affect educators here and worldwide.

References are available upon request.

Janira Collado Toro completed a master's degree in educational psychology with an ESOL teacher preparation. Her research interests include self-regulation, self-efficacy in writing, growth mindset, and academic achievement. She is now working on researching how emergent bilingual middle school students from a Title 1 school perceive their experience of creating a family storybook in terms of growth mindset and self-efficacy in writing. (janiracollado@yahoo.com)
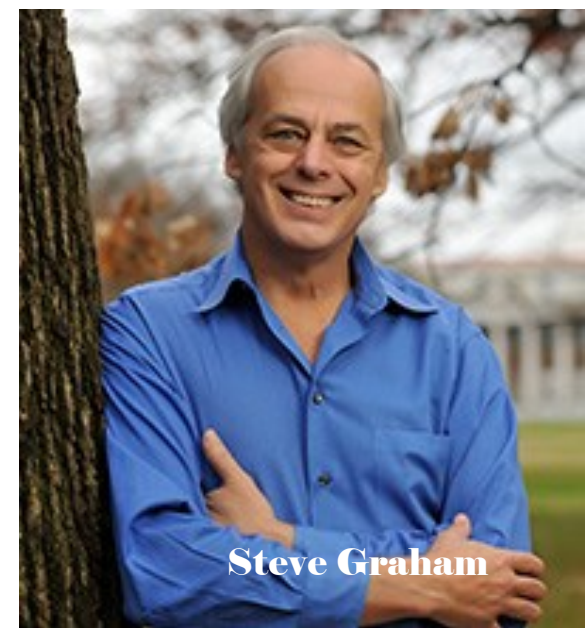
Steve Graham

PHILIP H. WINNE: A PIONEER ON WAYS OF RESEARCHING SELF-REGULATED LEARNING

Yeo-Eun Kim

Without a doubt, Philip H. Winne has made substantive and enduring contributions to the field of self-regulated learning and learning technologies. Today, he is also a pioneer in conceptualizing innovative research that blends self-regulated learning with learning science and learning analytics. He is an actual role model and dedicated mentor for many of us studying self-regulated learning. As an early career researcher, I have long admired Winne's work, which inspires me.

Reading about his journey, from childhood "science experiments" in his basement to being part of the "Magnificent Seven," playing three different sports, and working summer jobs, including at the County Fair, was simply fascinating. His curiosity, various experiences, and guidance from great mentors have clearly shaped his journey. It was exciting to read the part about how he discovered his path to educational psychology while exploring the Bucknell University course catalog. I am genuinely grateful that he ended up choosing this field – he has dramatically advanced our understanding of students' learning and challenged our thinking.

Winne and Hadwin's 4-phase model of self-regulated learning was among the first frameworks I encountered during my graduate studies. It served as a foundational framework that shaped my understanding of self-regulated learning. Now that I am also pursuing research in this area, I still find myself revisiting this model again and again. Learning about how Winne developed his conceptualization of self-regulated learning, from his early research experiences to the four key issues that shaped his thinking, gave me a deeper appreciation for the theory. It felt like discovering the "behind-the-scenes" stories of the theory.

In addition to the conceptual model, one of Winne's most significant

Philip H. Winne

contributions to the field is his dedication to supporting students' learning through technological innovations. In particular, he developed *nStudy*, a software tool designed to enhance learners' computational thinking, problem-solving abilities, and self-regulated learning (Winne et al., 2019).

Students can use nStudy to study, whatever they are trying to study, and while doing so, the software simultaneously generates fine-grained, time-stamped trace data that educators and researchers can use to gain a nuanced understanding of learning processes. It will capture what students are reading or watching and *how* they engage with the material. It is like smartwatches (or fitness trackers), but instead of tracking physical steps, nStudy tracks every step in a student's learning process. Winne describes this as a way to build "a complete account of operations each learner applied." Such data would allow researchers to understand how learners engage with the given content comprehensively.

From a learner's perspective, nStudy can be a powerful tool for gathering and analyzing study behaviors. It can also be a personalized guide to refine learners' approaches to learning. One of the most compelling features of nStudy is its ability to collect multifaceted trace data *without* interrupting the learner's learning processes.

The potential to tailor learning experiences for individual learners—almost like creating complicated, personalized algorithms—could significantly improve learning outcomes. By collecting extensive data, students can become better self-regulated learners or active agents in their own learning by constantly updating and enhancing their learning strategies. It will naturally empower students to make more informed, data-driven decisions on how they go about their learning, drastically transforming students' learning experiences. I agree with Winne's prediction that technological tools like nStudy will play an increasingly significant role in scaffolding student learning in the upcoming years.

Many researchers, including myself, heavily rely on self-reports when studying self-regulated learning. However, Winne emphasizes respecting the boundaries and limitations of self-report data, encouraging the integration of multiple data sources. He challenges researchers to approach self-report data more cautiously, mainly because learners' recollections of their study behaviors may not always be accurate or comprehensive (Winne & Perry, 2000).

This emphasis on measurement accuracy nicely aligns with Winne's broader aim to provide more reliable data

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through tools like nStudy, ultimately enhancing the quality and depth of SRL research.

After reading this interview, I wondered how I could connect these insights to my recent interest – the pursuit of multiple goals. I am particularly interested in students' decision-making in the context of multiple goals, where they must navigate their academic, social, and well-being goals, which often compete against each other. I think Winne raises intriguing questions and possibilities for improving the data sources to increase accuracy and richness. I will have to think more critically about how I can go beyond self-reports and integrate various data sources (e.g., trace data) to understand the complexity of multiple goals regulation better.

Reading and reflecting on the interview with Philip H. Winne has been enlightening and inspiring. His unwavering commitment to enhancing learning experiences through technological tools and rigorous research methodologies will undoubtedly have a long-lasting impact on the field of self-regulated learning. The development of nStudy exemplifies how he continues to innovate and shape our understanding of students' learning processes.

For many scholars deeply invested in self-regulated learning, Winne's work provides a rich foundation to build upon and a model for approaching research with curiosity, passion, and dedication. I highly recommend reading this chapter to learn from his perspectives, gain valuable insights, and be inspired by his innovative approaches.

References are available upon request.

Eric M. Anderman: A Pioneer in Motivational Research and Translating Research Into Practice

Kimiko Ching

Eric M. Anderman is a highly accomplished researcher and educator in educational psychology. In this interview (Bembenutty, 2022), he reflects on his influences, research, and teaching. His work is multidisciplinary as he applies motivation theories to different practical contexts. However, his research is but one side of his impact, as his passion for translating research and theory into practice is woven through his work. He is a true pioneer in moving forward work that emphasizes the importance of how educational theories play out in real-life settings.

Anderman's work in motivational research stems from early influences from his family and college instructors and his experience as a middle school and high school teacher. Although he is often recognized for his work in goal-orientation research, he incorporates many different theoretical perspectives.

Anderman explains that his research questions and hypotheses guide the use of his theoretical perspectives. He calls attention to how educational psychologists should carefully consider which motivation theories are being applied in any given situation and establish a balance between precision and utility about how these theories are applied.

Significantly, Anderman extends motivational research into relevant and important areas for educators and their students. His productive research agenda calls attention to the importance of goal structures in health education classrooms, students' motivation behind cheating, and the impacts of violence against educators. This research reflects interdisciplinary collaborations across these topic areas and the importance of applying motivation theories to practical settings.

Anderman reflects on the importance of translating research into practice. He has helped redefine how motivation theories can effectively be shared with and applied by teachers. He shares that when he was a new teacher, he was often disappointed with many outcomes in the educational system. For example, he was disappointed that he was discouraged from teaching students about seemingly controversial issues he had become interested in during his education.

Anderman emphasizes that teachers immensely impact their students and their motivation. To this end, the work of researchers in educational psychology connect to the difference that teachers can make in students' lives. Therefore, our motivation theories must be considered in practical terms. Anderman contributes to translatable work through his research, mentorship of upcoming graduate students, and service roles such as the editor of *Theory into Practice,* which publishes practitioner-oriented articles discussing important educational concepts and theories in simple and digestible language.

While reading this interview, I found that my work also reflects the influence of Anderman's research and teaching. I research topics surrounding identity in education, which have become quite controversial in recent years.

Both Eric and Lynley Anderman have helped me learn how to approach controversial topics in educational psychology research and how to teach them. When I see many scholars in the field today working on identity and emphasizing diversity, equity, and inclusion in their research, I have a similar thought as Anderman: we always have more work to do.

Additionally, as Anderman reflects in his interview, there are issues in educational psychology that must be addressed, such as learning styles. In my teaching, I intentionally discuss learning styles with my students, many of whom are preservice teachers. As Anderman explains, we must call attention to these potentially harmful myths. Every semester, we spend significant time deconstructing many misconceptions my students bring into class.

It would be a disservice not to describe Anderman's immense impact on teaching and instruction. Anderman briefly mentions that he is one of the faculty members responsible for the undergraduate Educational Psychology courses. As an instructor for this course, his impact on how we instruct preservice teachers and teach educational psychology concepts is significant.

In my teaching, I think through why my students need to know different content and how it will apply to their future careers before I think about how to teach them this content. This approach reflects Anderman's influence, ensuring educational psychology concepts translate into real-life contexts.

Reflecting on Anderman's interview, one can sense his humility and gratitude for his teachers, mentors, students, and family. While he describes his teaching


Eric M. Anderman

and research, he intentionally shares who has impacted his journey. As a student who has had the privilege of being mentored by Anderman, this attitude of gratitude and humility is evident in how he carries himself throughout the academic world. Anderman lists the many mentors to whom he is grateful and describes the impact each had on his thinking and research.

Anderman also pays it forward and intentionally passes many of these lessons on to his students. He explains that his mentors taught him to think about motivation theories and to think critically through research, methodology, and academic writing. Reflecting on Anderman's interview, I could not help but think that these are the same lessons he has taught me and countless other students.

Anderman has served the field of educational psychology for many years. His impact on both motivational research and translating research into practice is unmistakable. He has contributed to how educational psychologists think about motivation theories and apply them to practice. He has also mentored numerous scholars who, in turn, have shaped the world of educational psychology.

Anderman's impact is seen in teaching and instruction through his efforts to ensure that research is translated into practice in practical and impactful ways for practitioners. His legacy will reach far beyond his work, and he will inspire many scholars and educators for years to come.

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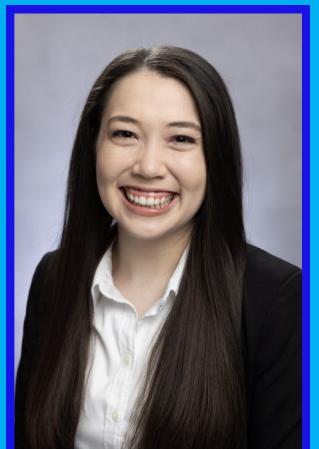
Marita Inglehart: A Pioneer in Dental Education and Diversity, Equity, and Inclusion

Rajib Chakraborty

This article reflects on the major themes of the interview of Marita R. Inglehart conducted by Héfer Bembenutty, in which he tried to touch upon nearly every aspect of being a successful career academic, a first-rate researcher, and an able administrator, apart from being a wonderful human being, with Inglehart as the main protagonist.

The Ingredients of Becoming a Promising Academic – Social Cognitive Theory and Constructivism at Work

Inglehart's journey of becoming a successful academic began at her home. While reading about her childhood days, the reader is reminded of the Social Cognitive Theory by Bandura (1986), and the interplay of person, environment and behavior at work. Her father was a teacher himself and created an empowering learning environment around her. She was meritorious as a person and utilized every opportunity that came her way to be a conscientious student in an all-girls school, strengthening her academic self-efficacy in the formative years.

The reader observes how the elements of Vygotsky's (1978) social constructivism played during her university days in the form of excellent scaffoldings like the book *Psychology* by McKeachie and Doyle (1971) which made her fall in love with Psychology. Knowledgeable others, like Elfriede Hoehn and Martin Irle, gave Inglehart a sense of purpose in education and challenged her to go beyond the zone of proximal development by eventually contributing to the discipline of psychology by completing her PhD degree.

Wilbert J. "Bill" McKeachie taught her life's most valuable and lasting lesson –

to be a first-rate humanist before being a successful academic. These preliminary influences eventually shaped Inglehart's academic life.

The Hallmarks of an Effective and Engaging Academic Life – The Optics of Being a Humane Professional

The early humanistic influences of her mentors inspired Inglehart to develop her teaching approach in the form of the Humanistic Education Model of A-S-K, which stands for *Awareness* of the issues of the profession, training for the *Skills* required to perform in the profession and possession of a strong *Knowledge* base. This led to the development and creation of erudite and committed experts in the field (Inglehart et al., 2002).

Her research feeds on her teaching approach and vice versa. Inglehart's humanistic side of personality is reflected in her commitment to do research that addresses the underprivileged in society with respect to her profession, and her persistent dedication towards offering behavioral science-driven quality dental education to her students so that they become humane dentists and commit their professional lives to serve the underrepresented and disadvantaged people suffering from poor dental health in the United States.

Parallels to My Teaching and Research Practices and Experiences

As a teacher education professional and a citizen of a developing nation like India, plagued with several education-related issues, I am personally inspired and can relate professionally to the academic gestalt of Inglehart.

The three elements of the A-S-K model of professional education in the discipline of teacher education are reflected every time our alums from the School of Education of Lovely Professional University are invited to deliver guest lectures to our student teachers on the pressing demands of quality school education in the country in general, and lack of quality science teachers in particular, to raise their *Awareness* on the issues of the teaching profession.

My emphasis on developing science process skills in student teachers during regular pedagogy classrooms before they embark on their teaching internships at nearby schools reflects the practice of another important element of the A-S-K model: *Skill.* Such endeavors are coupled with providing them with a strong science-pedagogical *Knowledge* base based on constructivist, experiential, and

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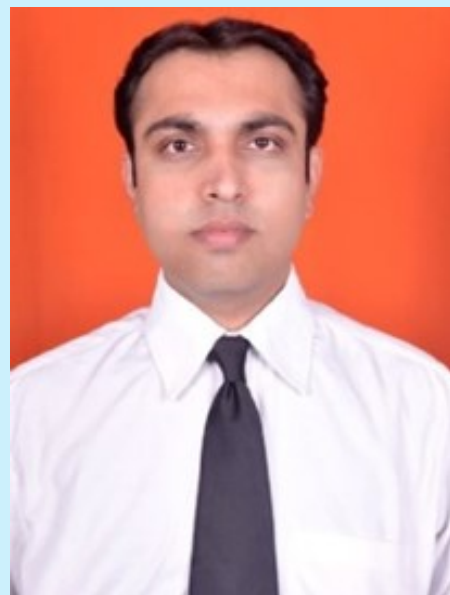
collaborative approaches to learning.

My research is focused on educational psychology literature, driven by validation of the structural models involving the relationships among science education variables and their interplay, which influence my teaching strategies of pedagogy of physical sciences in the classroom.

During the initial days of a semester, my efforts center around developing a sense of connection between the student and the science subject, followed by a drive to uplift the students' self-esteem concerning understanding and appreciation of the subject.

I remind students of their school days and their good and bad experiences while learning science, either from a trained and inspiring teacher or a black sheep. Students share their anecdotes and reflect on how the content of pedagogy of physical science coupled with process-skill content understanding of the subject of science can uplift their self-esteem and self-efficacy as science learners first before they become respectable practitioners of science education.

Conclusion

My efforts to relate the subject of pedagogy of science to the student's past back in his or her school days bring out the much-needed humanistic aspect of the teaching profession and science teacher education. As an outcome of such inputs, our graduating students qualify as fellows of the prestigious "Teach for India" mission, which is dedicated to offering quality education to students from poor, underprivileged, and disadvantaged sections of Indian society.
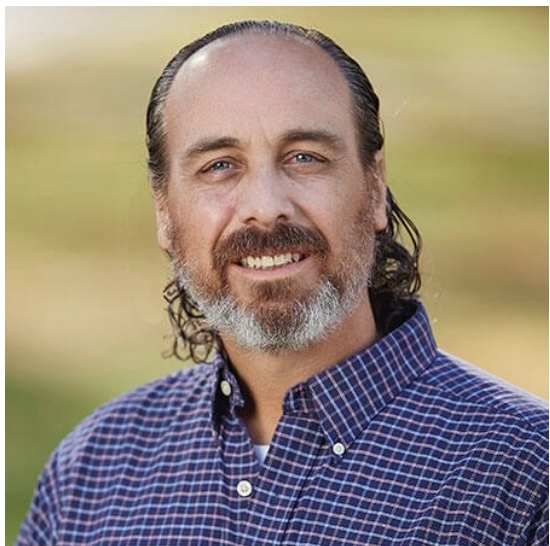
References are available upon request.

Marita Inglehart

William Buskist: A Pioneer of Excellence in the Scholarship of Teaching and Learning
Kendall Hartley

Kendall Hartley, PhD, is an Associate Professor of Educational Technology at the University of Nevada, Las Vegas. He is a former high school science teacher interested in the intersections of contemporary technology and learning. His research utilizes self-regulated learning theories and models to inform this research. (**kendall.hartley@unlv.edu**)

William Buskist

In the interview with William Buskist, we learn how this accomplished researcher and educator was shaped by a myriad of experiences, including a challenging home life, Division 1 athletics, a graduate program that provided direction, and, ultimately, a transition that changed his career. Three themes emerged for me from the interview, including the importance of mentorship, continuous improvement, and teaching as a developable skill. I will address these themes and then describe how they resonated with my own experience.

Mentorship

It is clear that mentorship has been a critical component of Buskist's career. While some early dynamic teachers provided the spark that skewed him toward teaching and psychology, Buskist saved his highest praise for his mentor, Hal Miller. He shares how he learned from Miller the importance of high standards in thinking, speaking, and writing. Miller's faith in him conducting research independently provided him with valuable opportunities to shape his career. We can all relate to the critical role a well-timed and positioned mentor can play in a career.

An early commitment to research eventually morphed into a passion for teaching when he became immersed in the psychology of teaching in his first tenure-track position. More on this later, but this transition led to his lifelong work with graduate students and teaching. His efforts to pass on what he has learned are evident in the over 18 books he has published, including a substantive focus on evidence-based teaching.

Continuous Improvement

An additional theme that pervades Buskist's career is continuous improvement. This may have originated in his passion and drive to be a top-notch athlete. Eventually, this passion found its way into his pursuit of graduate studies and, ultimately, teaching. Buskist describes an evolving teaching style that reflects his understanding of evidence-based practice.

This style was applied to his large Introduction to Psychology courses and a graduate student training program paralleling the graduate-level coursework. In each of these endeavors, it was clear that he was in constant pursuit of improvement. Buskist also applies this notion to teachers and stresses the need for them to continuously self-reflect on all aspects of the teaching endeavor.

Teaching as a Developable Skill

Buskist found inspiration early in his career from Wilbert J. "Bill" McKeachie's work on teaching. He firmly believes in teachers' capacity and need to continue learning about the craft throughout their careers. His admiration for McKeachie and Charles Brewer was reflected in a co-edited volume of essays honoring the two scholars.

One of his many contributions to our understanding of teaching is the recognition that content expertise alone is insufficient for excellent teaching. This idea later gained traction in teacher education circles with the notion of pedagogical knowledge and skill (Shulman, 2000). Buskist's passion led to developing a teaching fellows program that has proven incredibly successful and is now mimicked in universities nationwide (including mine). The notion of serious attention to the need to develop teaching skills in graduate students was far less developed when Buskist began this endeavor.

Connections

Each of these themes has resonated with me and my career. People around me grow weary of my ongoing praise for the late Gregg Schraw, my Hal Miller. His guidance, patience, and high expectations at a critical juncture of my career continue to pay dividends for me today.

Also, the mantra of continuous improvement and some degree of 'reinvention' is important for career academics. We are privileged to have opportunities to make substantive corrections in our teaching and research direction. Pursuing these opportunities as appropriate can lead to a more satisfying experience for ourselves and our students.

The idea of teaching (and learning) as a developable skill has shaped my career from high school student-teaching experience 30 years ago to my work with doctoral students today. While I often feel that I am good at these things, I recognize that I need to engage in an ongoing personal development program to hone my skills. This is also a good reminder for us as educators to recognize that the skills we may take for granted must be made explicit and passed on to our students.

Much of this interview was illuminating as it took me back to my undergraduate and graduate work at the University of Nebraska. I was particularly interested in learning about Buskist's evaluation of the Personalized System of Instruction (PSI) used to deliver a course I took as an undergraduate (Buskist et al., 1991). At the time, we were told this was superior to traditional lecture methods, and Buskist's work provided supporting evidence. While PSI and the "Keller Plan" have failed to take hold, the understanding that mastery learning can prove effective has undoubtedly influenced my own approach to teaching and learning.

Summary

Imagine the thousands of psychology students who have directly benefitted from Professor Buskist's dedication to his craft. Then, consider the tens of thousands of students whom he has indirectly impacted through his mentorship of graduate students, many of whom have also gone on to teach. We all owe Professor Buskist a deep debt of gratitude.

References are available upon request.

Gary E. McPherson: The Pioneer of the Development of Self-Regulation Music Expertise

Wendy K. Matthews

About 20 years ago, I encountered Gary E. McPherson's work on music learning during my first semester in the doctoral program at George Mason University. I was enrolled in a class titled Doctoral Seminar, where one or two professors visited each session to discuss their research. A few weeks into the semester, Anastasia Kitsantas came to speak about her work with sport and self-regulated learning (SRL), specifically describing her research in the novel task of dart throwing.

Barry J. Zimmerman's Model of Self-Regulation and Kitsantas' work profoundly impressed me, which helped clarify my experiences as a trumpet player and band director working with middle and high school students. At the end of class, I approached Kitsantas and asked, "Is anyone doing this in music?" She said, "Yes, go check out Gary McPherson." I was so excited that I immediately began an online search and devoured all the research I could find. It was exhilarating and eye-opening to discover that his findings reflected many of my observations and questions about my musical learning and teaching.

McPherson's journey as a musician reflects my experiences and those of many others in the music community. Even as a young trumpet player, he sought role models and teachers, highlighting the importance of a guiding figure, whether through direct or vicarious experiences. Inspired by the sound of Herb Alpert and the Tijuana Bass, he developed a deep love for music that played a significant role in his life. The influence of his trumpet teachers and high school band director further shaped his musical approach, illustrating the significant impact that mentors can have during a musician's formative years.

Although his parents were initially doubtful, his father's eventual support, combined with his determination to prioritize practice, underscores the foundational aspects of his development. These early experiences—ranging from his high school and Conservatory performances to his teaching—greatly informed his research on developing musical proficiency.

McPherson states, "The key to becoming a successful teacher is first to gain a deep understanding of yourself—your abilities, strengths, and potential." This comment reflects his curiosity and strong reflective ability, highlighting his depth of thought and critical engagement with his experiences. This not only deepens his own understanding but also guides and inspires others to reflect on their perspectives.

McPherson's work in SRL and music learning comprehensively explores how musical skills develop through self-directed practice. He asserts that by fostering self-efficacy, music educators can enhance

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musicians' skills, improving motivation, cognitive processes, persistence, and performance. His research, particularly with young musicians, continues to inform my teaching practices. A notable example is a co-authored case study, which emphasizes the importance of student choice and engagement with various musical styles.

The study follows a young clarinet player who chose to learn a jazz adaptation of a classical piece, even though this selection was not part of their formal practice assignment (Renwick & McPherson, 2002). This example underscores how allowing students the autonomy to choose can enhance motivation and foster self-regulatory behaviors, ultimately influencing their musical achievement.

McPherson has significantly impacted my research, focusing on music learning in large musical ensembles by examining collective efficacy, group cohesion, goal orientation, and motivation (e.g., Matthews, 2017; Matthews & Kitsantas, 2012). In the context of large ensembles, musicians navigate a range of musical tasks while managing rehearsal and performance distractions and coordinating with others. McPherson's 2012 book, co-authored with Jane Davidson and Robert Faulkner, *Music in Our Lives: Rethinking Musical Ability, Development and Identity*, notably influences my work.

The book provides a longitudinal analysis of musical engagement, exploring participation among a wide-ranging group of students, including high achievers and those who choose to discontinue their formal music education. The work has been instrumental in shaping my understanding of how musical experiences impact individual and group dynamics within ensemble settings, guiding my research

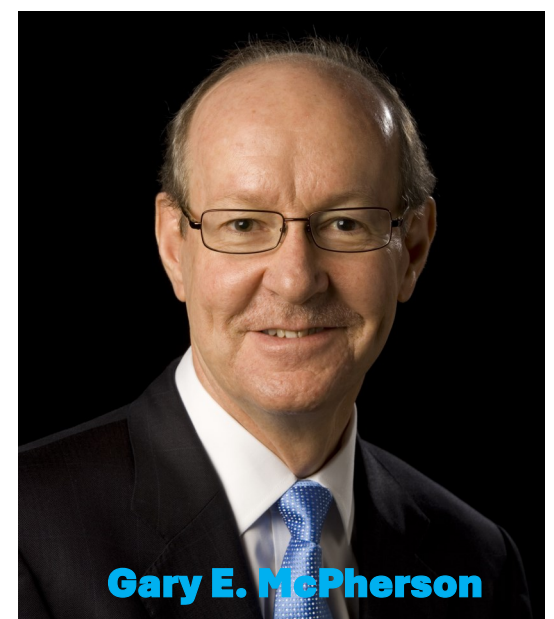direction and deepening my analysis of these critical constructs.

McPherson's self-reflection on the SRL processes extends to his doctoral students. He generously shares his extensive knowledge and experience as a teacher, mentoring them and nurturing their research. He wants his students to excel beyond his achievements and to thrive in their chosen academic pursuits. He encourages his students to focus on the methodology first, guiding them in designing their research, understanding what the data will look like, and determining the most effective analysis techniques.

Additionally, he has collaborated with numerous students, engaging in joint research projects and co-authoring publications. These collaborations not only enhance the student's learning experience but also further our understanding of how musicians develop skills. Inspired by his perspective, I suggest he consider writing an article outlining strategies for effectively guiding doctoral students through their dissertation journeys.

McPherson is a leader in music education, contributing his insights to the Australian and International Society for Music Education, among others. One key tenet of his philosophy is "Understand before you disagree," which encapsulates his approach to leadership. For him, leadership involves having confidence in one's beliefs while remaining open to the ideas of others, reflecting a thoughtful engagement that aligns with self-regulation processes. His careful analysis of his musical experiences and those of others has enriched his research, teaching, and leadership, meaningfully advancing our understanding of learning.

The valuable insights he offers have influenced many in the field, and I am deeply grateful for Gary E. McPherson's work. His impact has shaped my journey and created a ripple effect in the music research, teaching, and performance community, leaving a lasting legacy for others.

References are available upon request.

Gary E. McPherson

Theresa A. Thorkildsen: A Pioneer on How Children and Adolescents Synchronize Personal and Social Expectations Through Civil Engagement
Marie C. White

Theresa A. Thorkildsen

Theresa A. Thorkildsen is a Professor of Education and Psychology at the University of Illinois Chicago (UIC). Although she is an exemplary scholar in her own right with extensive accomplishments and honors, we also benefit from the work she accomplished with her late husband, John G. Nicholls. Thorkildsen collaborated extensively with her late husband, John G. Nicholls, a renowned scholar of achievement motivation. They co-authored works that delve into the relationship between students' moral reasoning and their achievement orientations. For instance, their book *Motivation and the Struggle to Learn: Responding to Fractured Experience* examines how students' moral and motivational frameworks interact, particularly in challenging educational contexts. Although now the John G. Nicholls Trust is closed, Thorkildsen honored his legacy by establishing the Trust, which aimed to support research and initiatives aligned with their commitment to understanding and improving educational practices.

Her research primarily focuses on moral motivation and how individuals learn to participate in society. Guided by Intentional Systems Theory, she explores how children and adults engage in civil discourse and how this engagement differs from personal and civic involvement. Her work examines youth's moral and intellectual development in K-13 educational settings, emphasizing students' reasoning about schools as institutions within the civil sphere. She is extending this research to include adults participating in various societal contexts.

When one reflects on her work, several key aspects stand out from my perspective, which is embedded in the context of self-regulation and a culturally proactive approach to social and emotional learning:

1. **Integration of Personal and Professional Identities:** One of the most outstanding features of Thorkildsen is her extensive exploration of the interplay between scholars' identities and their professional work. She emphasizes that personal experiences and identities significantly influence scholarly perspectives and research trajectories. Thorkildsen advocates for the integration of personal life experiences with academic endeavors.
2. **Reflective Practice:** In her work, Thorkildsen encourages scholars to engage in reflective practice, examining how their personal beliefs, values, and experiences shape their academic work. This self-awareness can lead to more ethical and socially responsible scholarship as individuals become cognizant of the biases and perspectives they bring to their research and teaching.
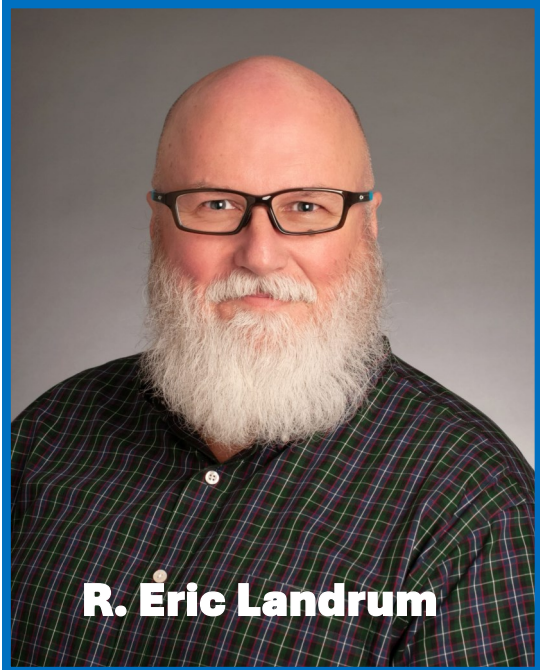
Marie C. White, PhD, is an educational psychologist who teaches at Gordon College and has been engaged in research on help-seeking, standards-based education, teacher educational practices, and self-regulation in the context of socialization and home-schooling. Her work also includes designing and teaching courses in diversity, social and emotional learning, socialization, and benefits of homeschooling. (marie.white@gordon.edu)

3. **Mentorship and Identity Development:** Thorkildsen also highlights the role of mentorship in developing scholars' personal and professional identities. She emphasizes the importance of supportive academic communities that recognize and value the diverse identities of scholars, fostering environments where individuals can integrate their personal experiences with their professional roles.
4. **Wisdom of Children:** Unique to Thorkildsen is her emphasis on the wisdom of children, noting that even young children have intuitive knowledge about morality and fairness. She makes a compelling case for recognizing that children as young as six can be astute evaluators of societal structures and have strong fairness instincts.
5. **Nurturing Morality Through Wisdom:** Thorkildsen co-edited the book *Nurturing Morality,* which addresses the complexities of moral development in children and adolescents. The book considers how young people learn to define and respond to moral dilemmas by interacting with various sources, including family members, teachers, peers, and community organizations.

Thorkildsen shares openly that the one award that brought her "to tears" was the University of Chicago's Silver Circle Award, a campus-level honor for which graduating seniors nominate and vote on which professors were most influential in their years at UIC. Most notably, the following practices have promoted this level of honor for someone who has often felt limited due to lacking K-12 teaching credentials. Some of her teaching practices are as follows:

1. **Experiential Learning**: She promotes experiential "learning by doing" models of instruction, encouraging students to interact with one another and set instructional goals collaboratively.
2. **Diverse Authors and Theories**: She does extensive research to ensure that her courses include a diverse collection of authors and align theoretical priorities with the needs and interests of the communities in which her students work.
3. **Practical Applications**: She applies specific research findings to classroom instruction, demonstrating how these findings can be used to improve teaching practices.
4. **Student-Led Projects**: Successful projects in her courses intentionally move from being directed by her to being student-led, allowing them to take ownership and make personal contributions to communal health and welfare.
5. **Metacognitive Strategies**: Thorkildsen emphasizes the importance of explicitly teaching metacognitive strategies, helping students understand when and why these strategies are helpful. Self-awareness is an area of research emphasized by Thorkildsen.
6. **Real-World Relevance**: She maintains an emphasis and collects current feedback on why the material she teaches is worth knowing. She also shares this information with students, helping them connect new material to their priorities and goals.
7. **Community Involvement**: Thorkildsen involves students in research projects that have real-world applications, such as studying school improvement planning or investigating students' resistance to outdoor activities in physical education.

By integrating her research into her teaching from a personal perspective, Thorkildsen models how to create a dynamic and engaging learning environment that encourages students to apply theoretical knowledge to practical situations and develop a deeper understanding of educational psychology. In the era of emphasis on social and emotional learning, one can only hope that practitioners take seriously the work that Thorkildsen and Nicholls have contributed to a field in great need of getting involved in the "muddy aspects" of teaching and learning.

R. Eric Landrum: A Pioneer Scientist-Educator for Improving the Scholarship of Teaching and Learning in Psychology

Daniel R. Pisari

R. Eric Landrum

In the tenth chapter of *Contemporary Pioneers in Human Learning and Development*, Héfer Bembenutty (2022) interviews R. Eric Landrum about his early inspirations, his contributions and takeaways from the scholarship of teaching and learning (SoTL), and his thoughts on the teaching of psychology.

Following what I found to be a particularly relatable recounting of his indirect path "stumbling" into psychology, Landrum gets into the evolving roles and responsibilities of the instructor. He covers a range of topics including shifting from passive to active learning, making data-driven decisions in the classroom, and distinguishing grading from assessment.

Landrum explains that with increasingly easy and immediate access to large amounts of knowledge online, the best use of class time for a college instructor may shift away from content delivery (e.g., lecture) and towards focusing on creating course experiences that promote students' skill development. This includes both in-class and out-of-class activities, projects, papers, and other tasks that engage the students in *active learning* practices.

I appreciate Landrum's emphasis on skill development over simple knowledge acquisition, which I find mirrored in much of the work I have been doing as a Writing Fellow at the Borough of Manhattan Community College. I have collaborated with faculty to redesign syllabi, focusing more intentionally on active learning processes through well-structured writing assignments. Landrum mentions a few examples of his active learning assignments, such as student production of communication media like podcasts, infographics, and blog posts.

Like Landrum, I have also had much success with short-form podcasts and social media videos, infographics, and similar projects designed to foster further development of critical thinking skills. However, Landrum's framing of these projects in the context of shifting from a passive form of knowledge absorption to a more active learning of skills has prompted me to want to dedicate even more time to these assignments. Of course, spending more time engaging in active learning opportunities only makes sense if they demonstrably improve the learning outcomes for my students compared to those lessons relying on more passive learning methods.

In the interview, Landrum shares his experience and approach as a *scientist-educator* (Bernstein et al., 2020). He stresses the importance of evidence-based pedagogical decision-making and persuasively argues that we should be more consistent about incorporating our scientific approach and rigor as researchers into our teaching practices as educators. This can be done by using evidence-based pedagogical strategies and analyzing data from our classes to guide continuous adjustments in our teaching.

The idea of systematically analyzing student performance and learning outcomes to shape pedagogical decisions has interested me for a while. It frequently prompts excellent discussions with colleagues in higher education and the secondary teachers I work with in professional development programs.

We often talk about tracking student performance so that we can use their grades as data to analyze the efficacy of our teaching—but is that always a valid application? Those discussions would undoubtedly benefit from looking at Landrum's distinction between *grading,* which he defines as a way to provide feedback for students on their performance, versus *assessment*, which he defines as a way to gather data to be used by the instructor to improve their teaching.

Landrum notes, and I agree, that a good grading process (such as using a valid, well-designed rubric) may still provide a grade for the student and meaningful data for the instructor regarding their performance. As I implement these strategies, I plan to explore how consistent data analysis can inform my pedagogical choices and foster more adaptive learning environments.

The scholarship of teaching and learning offers practical tools to instructors of all disciplines. Perhaps even more so, those of us working with education students have a further responsibility to model instruction using evidence-based pedagogy and a scientific approach to curriculum design. Reading Landrum's interview encourages reflection on revising my teaching to foster intrinsic motivation better and further prioritize students' skill development.

By centering the structure of my courses around more authentic, active learning experiences, the students could have more time to experience deeper engagement with the material. Regular reflection on our practices as educators promotes continuous professional growth and offers an opportunity to improve learning outcomes and student success—whatever that may look like for any individual student.

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Pedro S. L. Rosário : A Pioneer in the Theory and Practice of Self-Regulated Learning in the Classroom

Jesús de la Fuente

When I first met Pedro Rosário at a conference at the University of A Coruña in 1999 and then when I invited him to meet our Research Group at the University of Almeria in 2003, I was impressed by his warm personality and by his enthusiasm for research on self-regulated learning (SRL). His interest in and passion for SRL research, specifically Barry J. Zimmerman's model, had an effect on me. Since then, I have followed his impressive, stellar career closely.

Rosário has been a true twenty-first-century researcher because he has made important contributions to the Research and Development Plus Innovation (R&D+I) value chain in the field of SRL.

1) As **a researcher**, his empirical contribution – focused on gathering evidence of SRL's characteristics, effects and inherent factors based on Zimmerman's model – has been enormous. With a total of 289 publications (researchgate) and an h-index of 64, he has become one of the leading figures in Europe and the wider global research community in the field of SRL. He has made specific contributions that address variables postulated by Zimmerman as central: self-efficacy, structural and functional components, and SRL's relationship with motivation and academic achievement.

However, he has not been content merely to unpack the process of self-regulation. He has gone further, examining each type of teaching-learning process in terms of regulation. He has generated knowledge as to how the environments of the lecture hall, classroom, and the family can and should contribute to students' self-regulation in their learning. In doing so, he has expanded our knowledge of the role of academic tasks in the home.

Rosário made a significant contribution because researchers have generally overlooked the family environment as something outside the formal teaching-learning process. His contribution has focused on the conceptualization and analysis of learning strategies to increase the engagement of students and their families to encourage SRL at home. He has also informed us of the role of technology-based procedures and tools of such great contemporary significance in education: *online homework*.

2) As **a technical innovator**, he created several Educational Programmes (SRL story tools) for intervention and entertainment in class based on his avowed passion for literature. *Testas' (Mis) adventures* and *Letters From Gervase* fascinate me and are examples of the integration of theory and practice, science and its classroom application.

In any event, the strategies of reading the stories, reflecting on the stories and solving practical problems are highly effective. He has involved students in actively understanding and developing meta-cognitive, meta-motivational and meta-behavioral strategies to support their learning. More recently, other programs developed with Nuñez are examples of innovative tools for use in educational psychology.

3) As **an agent of the transfer of research and innovation products,** Rosário has many educational processes and instances of applying his programs in real-life classroom settings and families. In any case, he has generated evidence from practice without abandoning scientific rigor and with enviable seriousness of purpose.

Letters to Gervase have been published and used in different languages and countries: Mozambique, Chile, Portugal and Spain. His analyses of the effect of teacher behavior and support in the classroom are references for all in the field. More recently, he has been applying research in that area with pupils aged 5-10 and their families in his university laboratory through the *GUIA Lab Programme*.

Thus, Rosário merits his entry in Volume III of Héfer Bembenutty's book (2022) as a role model in the study of SRL and the practical application of SRL knowledge in the classroom and the family. He has shown the importance of SRL as a human psychological process, following Barry J. Zimmerman's model, to be understood and used by all psychologists and teaching professionals. Thank you for all your work and your important contributions in this field!

References are available upon request.

Pedro S. L. Rosário

Jesús de la Fuente, PhD, is a Full Educational and Developmental Psychology Professor at the University of Almería (1993-2018) and Navarra (2018-2024), Spain. He created *Self- vs Externally Regulated Behavior Learning Theory* (2017, 2022), which applies to education, healthcare, and organizational contexts (www.inetas.net). (**jdlfuente@unav.es**)

Frank Pajares: A Pioneer on Self-Efficacy Theory and Research

Daisuke Akamatsu

Frank Pajares was a prominent figure in psychology and education, renowned for his significant contributions to understanding self-efficacy and its impact on learning and motivation. Building on Albert Bandura's social cognitive theory, Pajares emphasized how self-efficacy beliefs influence academic outcomes. His interview offers insights into his intellectual influences, especially the philosopher William James, while outlining his perspectives that merged psychological and philosophical ideas.

The interview begins with Pajares discussing his somewhat unexpected journey into psychology. Initially drawn to political science, he discovered psychology during a college introductory course. His readings of William James, whose work inspired Pajares' belief in balancing intellect with emotional support in education, further solidified this newfound passion.
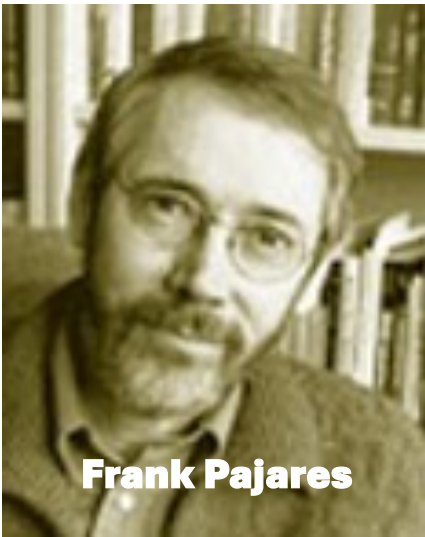
Pajares believed that philosophy is essential to understanding psychology. Influenced by major thinkers in the field, he viewed psychological theories as extensions of philosophical concepts. This integration allowed him to examine educational processes from a holistic perspective, considering both psychological principles and philosophical inquiries.

A significant focus of the interview centers on self-efficacy, a concept that defines much of Pajares' work. He defined self-efficacy as the belief in one's ability to execute the actions necessary to achieve specific goals. Pajares' research has shown that self-efficacy plays a crucial role in motivation, learning, and academic success. He argued that students with high self-efficacy are likelier to persevere through challenges, demonstrating key traits like persistence and self-regulation.

In his studies, particularly in mathematics and writing, Pajares found that students with strong self-efficacy beliefs are more resilient when faced with challenging tasks. These students exhibit incredible determination and are more inclined to set challenging goals and work methodically toward them. For Pajares, educators must recognize how self-efficacy affects student motivation. He posited that early interventions to develop these beliefs can yield significant, long-term student benefits, extending beyond academic performance.

In a memorable anecdote from childhood, Pajares recalled lessons imparted by two influential teachers—a Jesuit priest and a Catholic nun—who emphasized the adage, "The Devil is in the details." He connected these lessons to his work in psychology and education, asserting that understanding the finer details can often determine success or failure. This attention to detail became a guiding principle for Pajares, reinforcing the need for careful, deliberate effort in teaching and learning.

As he discussed his ongoing work during the interview, Pajares reflected on how he hoped to be remembered—not through formal accolades but through the success of his students. He preferred to be remembered through the personal connections he formed throughout his career, highlighting the importance of nurturing relationships in education over mere academic contributions.

Frank Pajares

Significance of Self-Efficacy in Explaining Students' Success

Pajares devoted significant attention to self-efficacy's role in explaining individual success. His research clearly illustrates that self-efficacy beliefs influence various aspects of a learner's outcomes, including motivation, academic performance, and perseverance when facing challenges. Students who possess strong self-efficacy beliefs are not only more likely to achieve better academic outcomes, but they also demonstrate increased resilience and the ability to self-regulate. Pajares emphasized that educators must understand self-efficacy's pivotal role in motivating students, advocating for its development early in a student's academic career to yield lasting benefits.

Differentiating Self-Efficacy from Other Constructs

An important aspect of the interview is Pajares' effort to distinguish self-efficacy from other self-related constructs, such as self-esteem, self-concept, and locus of control. He explained that while self-efficacy and self-esteem are crucial beliefs about the self, they serve different psychological functions. Self-efficacy is task-specific and action-oriented, referring to an individual's belief in their capability to perform specific tasks. In contrast, self-esteem is a broader evaluation of one's overall self-worth, often tied to societal values of the attributes a person has identified. Pajares elaborated on self-concept, which overlaps with self-esteem and pertains to general self-perception—such as believing, "I am a good student." He emphasized that while self-efficacy and self-esteem can influence behavior, self-efficacy is more closely associated with task-specific confidence and action. In contrast, self-esteem relates to a person's overall sense of worth.

Challenges and Developments in Understanding Self-Efficacy

As an approach to push self-efficacy research forward, particularly in elaborating our understanding of the self-efficacy concept and its functions, I envisage the following perspectives integrated into self-efficacy studies. Self-efficacy has faced challenges in being clearly defined as a distinct psychological construct. Recent research efforts have aimed to clarify these concepts through mathematical modeling. For example, Vancouver and Purl (2017) developed a model that integrates principles from social cognitive theory and perceptual control theory to explore self-efficacy's facilitative or inhibitory effects on achievement. Their findings suggest that self-efficacy can, in specific contexts, negatively impact achievement, particularly when feedback on a task is ambiguous.

Another significant issue is the Jingle-Jangle Fallacy, which refers to misinterpreting different or similar constructs. Researchers like Marsh et al. (2019) have noted the high correlation between mathematics self-efficacy and mathematics self-concept, which complicates efforts to differentiate between the two. They emphasize the need for clarity in defining key constructs in educational psychology to avoid confusion and facilitate better integration of research findings.

Summary and Conclusion

In summary, Frank Pajares' work on self-efficacy has had a lasting impact on psychology and education. His research underscores the importance of self-efficacy in fostering student achievement while distinguishing it from related constructs such as self-esteem and self-concept. Despite challenges regarding the clarity of the concept, ongoing developments in mathematical modeling and discussions about the Jingle-Jangle Fallacy have enhanced our understanding of self-efficacy. Pajares' reflections remind students of the importance of nurturing self-efficacy in students and highlight the enduring personal connections that shape their educational journeys and successes.

References are available upon request.

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