Selected Publications Impacting the Course of Self-Regulated Learning:
Need for a Culturally Self-Regulated Dynamic Pedagogy Assessment System

Essentials of
RESEARCH
METHODS for
EDUCATORS

Anastasia Kitsantas
Timothy J. Cleary
Maria K. DiBenedetto
Suzanne E. Hiller
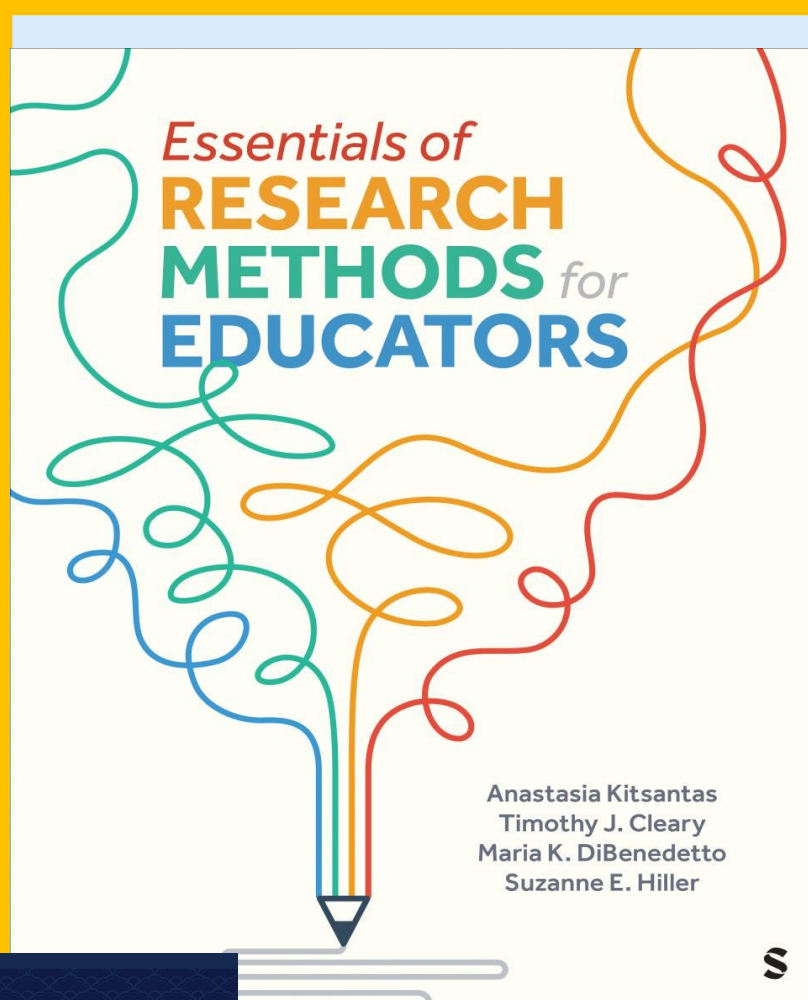
The **Most Promising New Textbook Award** recognizes excellence in first edition textbooks and learning materials.

TAA Textbook & Academic Authors Association

MOST PROMISING NEW TEXTBOOK AWARD WINNER

An Integrated Approach to Fostering All Learner's Engagement and Motivation
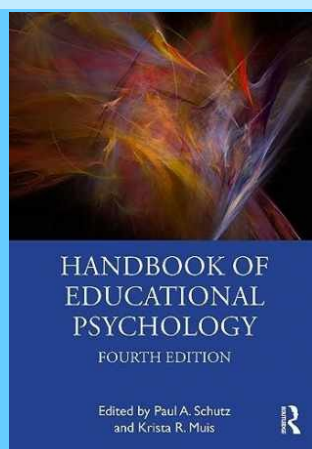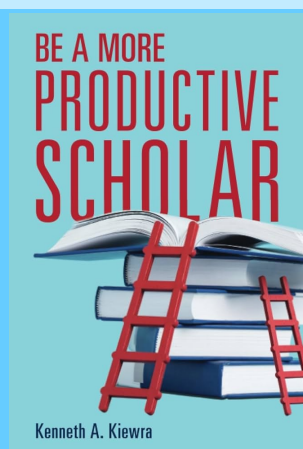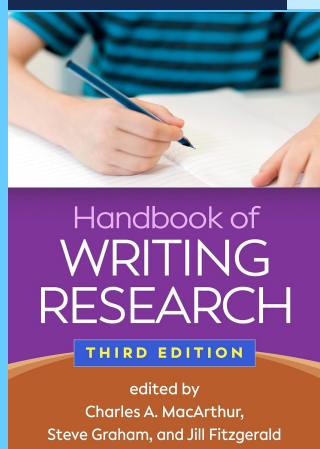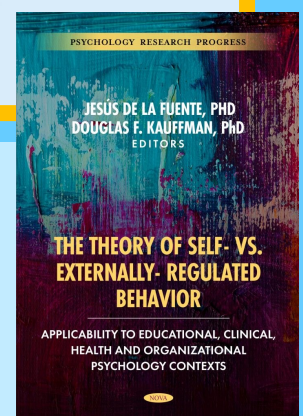
SELF-REGULATED LEARNING AND CULTURALLY RESPONSIVE PEDAGOGY

ALOYSIUS C. ANYICHIE
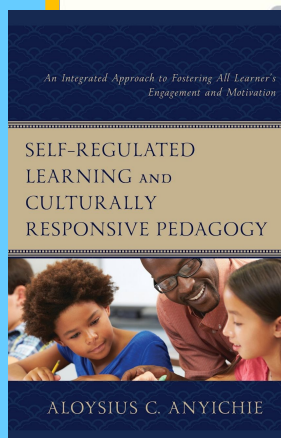
Essentials of Research Methods for Educators offers instructors a clear, research-based framework—"Let's See It," "Let's Do It," "You Do It"—to guide students in staying motivated and self-regulated as they learn and engage in research.

PSYCHOLOGY RESEARCH PROGRESS

JESÚS DE LA FUENTE, PhD
DOUGLAS F. KAUFFMAN, PhD
EDITORS

THE THEORY OF SELF- VS. EXTERNALLY- REGULATED BEHAVIOR

APPLICABILITY TO EDUCATIONAL, CLINICAL, HEALTH AND ORGANIZATIONAL PSYCHOLOGY CONTEXTS

Handbook of
WRITING
RESEARCH
THIRD EDITION

edited by
Charles A. MacArthur,
Steve Graham, and Jill Fitzgerald

BE A MORE
PRODUCTIVE
SCHOLAR

Kenneth A. Kiewra

HANDBOOK OF
EDUCATIONAL
PSYCHOLOGY
FOURTH EDITION

Edited by Paul A. Schutz
and Krista R. Muis

EDUCATIONAL PSYCHOLOGY HANDBOOK
HANDBOOK OF
RESEARCH ON LEARNING
AND INSTRUCTION
THIRD EDITION

RICHARD E. MAYER,
PATRICIA A. ALEXANDER,
AND LOGAN FIORELLA

Handbook for
Assessment
in the Service
of Learning
Volume II

Reconceptualizing Assessment
to Improve Learning

Edited by
Stephen G. Sireci
Eric M. Tucker
Edmund W. Gordon

Michelle Taub (Senior SIG Chair) & Aloysius Anyichie (Junior SIG Chair)
Pamela F. Murphy (Executive Editor)
Héfer Bembenutty (Editor-in-Chief, Content & Graphic Editor)

Need for a Culturally Self-Regulated Dynamic Pedagogy Assessment System

Héfer Bembenutty

As the AERA Studying and Self-Regulated Learning Special Interest Group reaches the first quarter of the 21st century, we have witnessed a profound transformation in the literary landscape over the past few years. This special issue of the *Times Magazine* spotlights selected publications that have impacted the course of self-regulated learning.

In the realms of educational psychology, particularly concerning self-regulated learning, our focus has shifted from a fixation on standardized tests and digital learning to a deeper examination of how learners self-regulate their educational journeys.

We are now dedicated to bridging the gaps between institutional structures and the proactive, agentic, and diverse realities of post-pandemic learners. As Karen Harris and her associates observe, **we have a better understanding that the science of teaching reading is incomplete without the science of writing** (Harris et al., 2023; Kim et al., 2025). Similarly, Steve Graham and his colleagues reflect that cognitive and sociocultural aspects of writing are now being explored in depth, as are assessment principles and methods (MacArthur et al., 2025).

This cultural shift is thoroughly documented in the book *Essentials of Research Methods for Educators* by Kitsantas and her colleagues (Kitsantas et al., 2025). Their textbook illustrates that **self-regulated learning is a crucial element in optimizing cyclical learning within methods courses through the "Let's See It," "Let's Do It," and "You Do It" steps.** Similarly, the *Handbook of Educational Psychology* edited by Schutz and Muis (2024) showcases recent advancements in educational psychology theory and research methodologies, assessment, self-regulated learning (Greene et al., 2024), and culture (Zusho & King, 2024), as well as motivation, development, beliefs, literacy, emotions, cognitive neuroscience, and educational technologies.

The Power of Dynamic Pedagogy

Recent publications highlight a transformative educational approach that advocates seamless integration of curriculum, instruction, and assessment. Central to this approach is the framework outlined in *Principles of Dynamic Pedagogy*, which acts as a foundational element for modern teaching practices (Armour-Thomas & Gordon, 2025). Armour-Thomas and Gordon's framework emphasizes the reciprocal and interdependent relationships among curriculum, instruction, assessment, and culture, enabling recognition of both the strengths and challenges faced by diverse learners. Their vision, along with those consistently championed by Edmund W. Gordon, is further refined in the three-volume *Handbook for Assessment in the Service of Learning* (Gordon et al., 2025).

In Volume II, Bembenutty (2025) discusses his *Culturally Self-Regulated Dynamic Pedagogy Assessment System* model, which integrates cultural sensitivity and self-regulation into educational practices to address the needs of both learners and educators concomitantly. He argues that by incorporating elements of culturally self-regulated pedagogy into assessment principles, educators can cultivate welcoming classroom environments that celebrate learning (Gay, 1994). This approach not only supports teachers and students in ensuring fairness by accommodating diverse backgrounds and experiences but also enhances students' self-efficacy, academic delay of gratification, and self-regulation.

The Symbiotic Triad

For decades, curriculum, instruction, and assessment in education have operated in isolation from one another. However, the Culturally Self-Regulated Dynamic Pedagogy Assessment System asserts that these three elements form a symbiotic pedagogical triad. Such separation creates imbalances within the educational system, leading to dissonance (Festinger, 1957; Stone & Cooper, 2001) or disequilibrium (Piaget, 1975/1985) for both students and teachers. For instance, Kiewra's (2024) *Be a More Productive Scholar* explores this triad by interviewing successful scholars to uncover their strategies, including their curricula and approaches to achieving scholarly success.

When these elements are effectively integrated, the classroom evolves from a site of compliance into a proactive learning environment, a learning academy (Zimmerman, Bonner, & Kovach, 1996). In this setting, learners with academic deficiencies can engage in self-regulated learning processes. At the same time, teachers can focus on helping them develop self-regulatory skills—such as goal-setting, strategy implementation, self-monitoring, help seeking, self-evaluation, self-efficacy, and academic delay of gratification. Teachers can achieve this by modeling their own self-regulated approaches to curriculum, instruction, and assessment. **This cyclical and cultural process of self-regulated learning ensures that the curriculum serves as a framework *for* learning, instruction serves as a method *for* learning, and assessment serves as a tool *for* learning.**

Conclusion: Beyond AI

This special issue of the *Times Magazine* offers a thoughtful exploration of the selected books, encouraging us to see curriculum, instruction, and assessment as interconnected triads, which function as continuous, culturally proactive, and self-regulated processes that benefit both teachers and students. By aligning curriculum, instruction, and assessment, we enhance more than just test scores; educators and learners can be both empowered and agentic.

The call is to cultivate proactive learning processes and positive outcomes throughout the educational landscape, prioritizing the needs of learners and educators. The future of education lies not in AI alone. Without a culturally self-regulated learning assessment system that intricately weaves together curriculum, instruction, and assessment, our educational aspirations risk becoming unattainable.

(References are available upon request, hefer.bembenutty@gmail.com)

TIMES MAGAZINE   Vol. 8, Issue 5 ~ January, 2026
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Essentials of Research Methods for Educators

Anastasia Kitsantas, Timothy J. Cleary, Maria K. DiBenedetto, & Suzanne E. Hiller

**Recipient of the 2025 Textbook & Academic Authors Association (TAA)
Most Promising New Textbook Award
This award recognizes excellence in first editions with strong potential for longevity.**

"Essentials of Research Methods for Educators provides future teachers, specialists, administrators and educational leaders with a textbook and a resource that goes beyond the classroom to use in your career. With a focus on the wide variety of data available to educators and the importance of data literacy for all those involved in education, this book presents research methods in a relatable educational context with a variety of concrete examples. The authors use their expertise in educational psychology to optimize learning. The structure of the book breaks down research into discrete steps with the "Let's See It," "Let's Do It," and "You Do It" steps for each chapter so students feel motivated to complete their research projects. By covering qualitative, quantitative, and mixed methods research, with additional chapters on action research and program evaluation, students get a complete picture of the current research methods landscape. This highly scaffolded book supports future educational leaders in incorporating research and methods into their work and life."

KEY FEATURES OF THIS BOOK

"The textbook embeds self-regulated learning (SRL) supports throughout each chapter by aligning instructional features with the forethought, performance, and self-reflection phases of SRL. *Learning objectives* presented at the start of each chapter and reiterated as section headers function as clear goals and standards against which students can monitor and evaluate their progress. *Stop and Think prompts* provide metacognitive support by encouraging learners to self-check understanding and connect research concepts to their professional experiences, while *Takeaway messages* at the end of each section reinforce monitoring and reflection by summarizing core principles. In addition, *A Day at Work scenarios, dialogue formats, and applied data sets* situate research methods in authentic educational contexts, enhancing engagement and helping learners continuously link theory to practice."

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Principles of Dynamic Pedagogy
An Integrative Model of Curriculum, Instruction, and Assessment for Prospective and In-Service Teachers
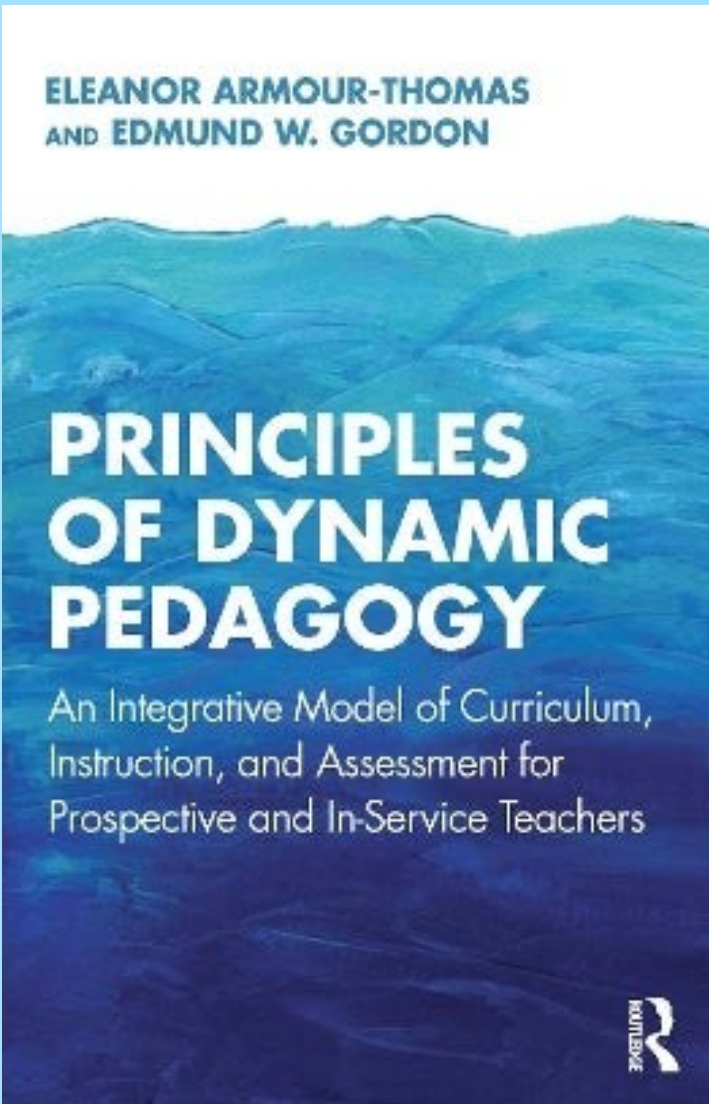
Eleanor Armour-Thomas & Edmund W. Gordon

"*Principles of Dynamic Pedagogy* reinvigorates teachers' potential to cultivate meaningful growth in their students by leveraging a more reciprocal, interdependent relationship between curriculum, instruction, assessment, and learning. The latest findings from cognitive science, educational psychology and measurement, clinical practice, and socio-cultural studies offer today's educators a unique opportunity to accommodate the strengths and challenges of diverse learners. How does this research synthesize into an iterative pedagogical process that fosters engaged, responsive students and facilitates their achievement of learning goals and objectives?

Principles of Dynamic Pedagogy introduces students, faculty, and scholars of teacher education to the metacognitive competencies needed to ensure that students acquire, revisit, and explicitly comprehend their emerging knowledge and skills throughout the lessons of a curriculum unit. Driven by the conceptual and empirical foundations of the Dynamic Pedagogy model, this book will support current and future educators in consistently guiding their students to recognize, apply, and improve feedback on using metacognitive and cognitive processes

ELEANOR ARMOUR-THOMAS AND EDMUND W. GORDON

PRINCIPLES OF DYNAMIC PEDAGOGY

An Integrative Model of Curriculum, Instruction, and Assessment for Prospective and In-Service Teachers

for learning. Regardless of domain, teachers will be better prepared to manage their classrooms with a coherent approach to decision-making, adjustments to practice, monitoring and feedback, assessment design, and reflection."

"Accomplished teachers demonstrate a metacognitive adeptness in knowing what and how to design curriculum tasks that require a multiplicity of thinking processes and know when and how to engage learners in the use of these processes through their selective use of curriculum-embedded assessments, instruction-embedded assessments that have learning with understanding as its central purpose."
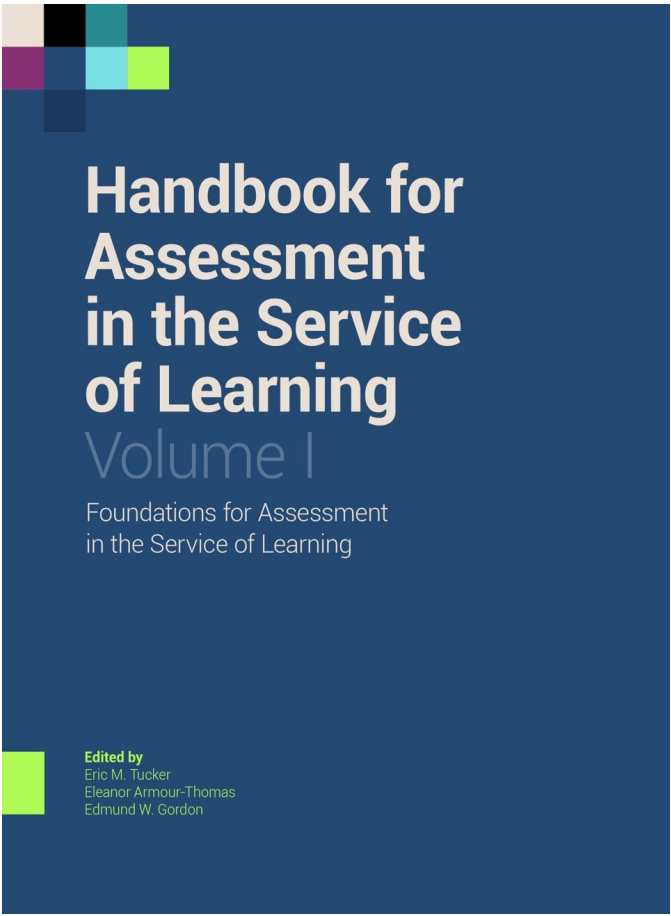
Happy 104th Birthday Professor Edmund W. Gordon

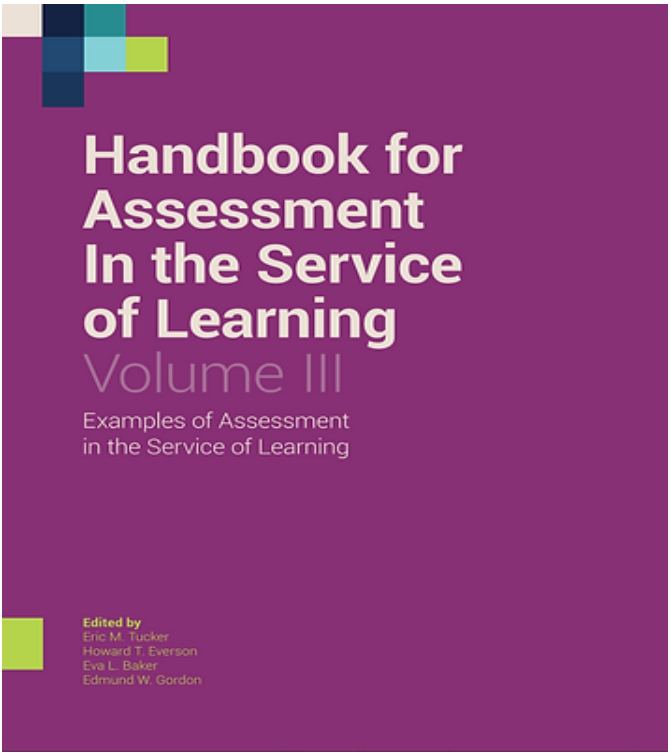# Handbook for Assessment in the Service of Learning

Edmund W. Gordon, Stephen G. Sireci, Eleanor Armour-Thomas, Eva L. Baker, Howard T. Everson, & Eric M. Tucker
(Editors; University of Massachusetts Amherst, Open Publishing, 2025)
https://www.assessment-for-learning.org/

Handbook for Assessment
in the Service
of Learning
Volume I
Foundations for Assessment
in the Service of Learning

Edited by
Eric M. Tucker
Eleanor Armour-Thomas
Edmund W. Gordon

Handbook for Assessment in the Service of Learning, Volume I: Foundations for Assessment in the Service of Learning
Editors: Eric M. Tucker, Eleanor Armour-Thomas & Edmund W. Gordon

"Volume I of the *Handbook for Assessment in the Service of Learning* offers a theoretical and research-grounded vision for transforming educational assessment into a catalyst for learning. Drawing on contemporary learning sciences, measurement theory, and improvement science, the volume is organized into three sections that offer principled design and conceptual frameworks for integrating assessment with teaching and learning; ground assessment in the social, cultural, and developmental nature of how people learn; and examine how emerging technologies like artificial intelligence might enrich balanced assessment practices while upholding technical requirements of validity: fairness, scientific soundness, utility and creditability. Informed by the vision of the Gordon Commission for the Future of Assessment in Education, this volume explores rethinking assessment as an integral component of pedagogy that informs the processes for learning and its improvement over time rather than just a final evaluation of the status of learning achieved. It provides the foundations for building assessment systems that are human-centered, just, and truly in the service of every learner."
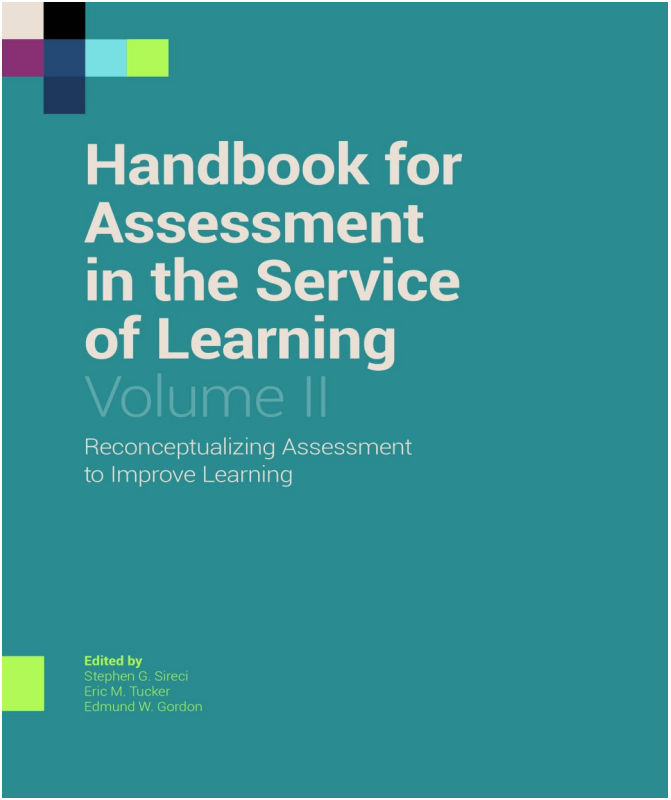
Handbook for Assessment
in the Service
of Learning
Volume II
Reconceptualizing Assessment
to Improve Learning

Edited by
Stephen G. Sireci
Eric M. Tucker
Edmund W. Gordon

Handbook for Assessment in the Service of Learning, Volume II: Reconceptualizing Assessment to Improve Learning
Stephen G. Sireci, Eric M. Tucker & *Edmund W. Gordon*

"Volume II of the Handbook for Assessment in the Service of Learning moves from foundational principles to the conceptual tools and methods needed to build assessment systems that actively improve, not just measure, learning. Section I offers frameworks for learner centered assessment—foregrounding formative practice, self regulated learning, personalization and equity, validity, and social justice—so that technical quality and justice are co equal design imperatives. Section II translates these ideas into practice: game-based learning, educative portfolios, dynamic learning maps, culturally and linguistically responsive co design, redesigned score reporting, and analyses of learner–system interactions that turn digital traces into actionable evidence. Volume II of this Handbook for Assessment in the Service of Learning provides blueprints and validation guidance to inform assessment systems that support learners —bridging Volume I's foundations to Volume III's exemplars. It also advanced the series' proposition that assessment, teaching, and learning are inseparable."

Handbook for Assessment
In the Service
of Learning
Volume III
Examples of Assessment
in the Service of Learning

Edited by
Eric M. Tucker
Howard T. Everson
Eva L. Baker
Edmund W. Gordon

Handbook for Assessment in the Service of Learning, Volume III: Examples of Assessment in the Service of Learning
Eric M. Tucker, Howard T. Everson, Eva L. Baker & Edmund W. Gordon

"Volume III of the Handbook for Assessment in the Service of Learning bridges the gap between aspiration and application, by translating core design principles into practice through a collection of examples. This volume presents tangible "existence proofs" from a broad range of educational contexts—including digital learning platforms, PreK–12 classrooms, game-based learning environments, and skills-based credentialing programs. Each worked example can be understood through three complementary lenses: assessment as an evidentiary argument, as a feedback loop, and as a social practice. This framework reveals how thoughtfully designed assessment systems with actionable feedback can balance the need for evidence of learning. By showcasing assessments that are seamlessly integrated with learning and instruction, this volume advances the proposition that to assess is, fundamentally, to teach and to learn. It offers practical models and designs that embed assessment within instruction to cultivate skills and support meaningful learning."

Self-Regulated Learning and Culturally Responsive Pedagogy: An Integrated Approach to Fostering All Learner's Engagement and Motivation

Aloysius C. Anyichie

"Our classrooms are increasingly including students from diverse cultural and linguistic backgrounds. Research from culturally responsive teaching (CRT) and self-regulated learning (SRL), although from different perspectives, document instructional practices that support students' motivation and engagement. The author developed a Culturally Responsive Self-Regulated Learning Framework that integrated practices from CRT and SRL to guide educators in designing culturally inclusive classrooms. Drawing on real classroom examples that are grounded in applied school research, *Self-Regulated Learning and Culturally Responsive Pedagogy: An Integrated Approach to Fostering All Learner's Engagement and Motivation documents how classroom teachers implemented the three components of this framework, including classroom foundational practices, integrated practices, and dynamic supportive practices. Specifically, it presents the experiences of classroom teachers in designing and implementing an integrated pedagogy, students' experiences of teachers' instructional strategies, and how those teaching practices are linked to students' levels of motivation and engagement."*
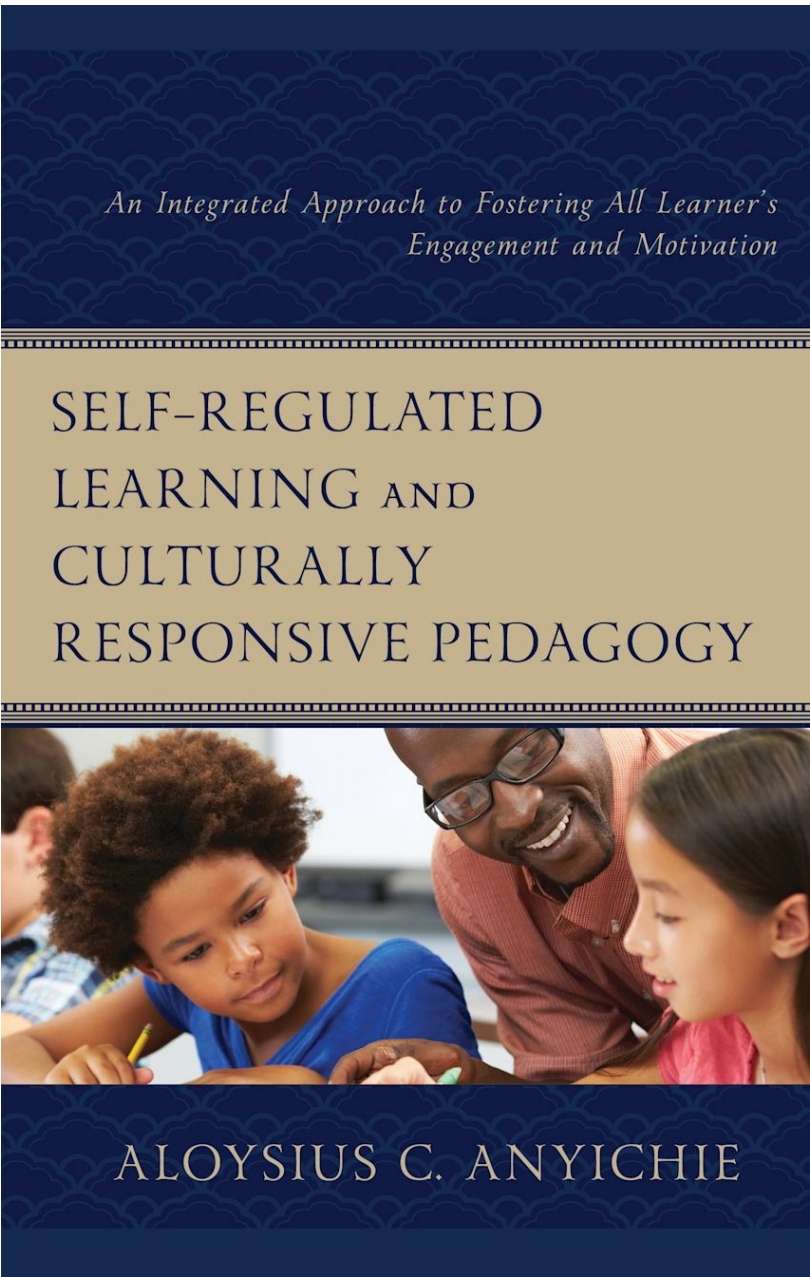
(Bloomsbury Publishing, 2024)
https://www.bloomsbury.com/us/selfregulated-learning-and-culturally-responsive-pedagogy-9781666941722/
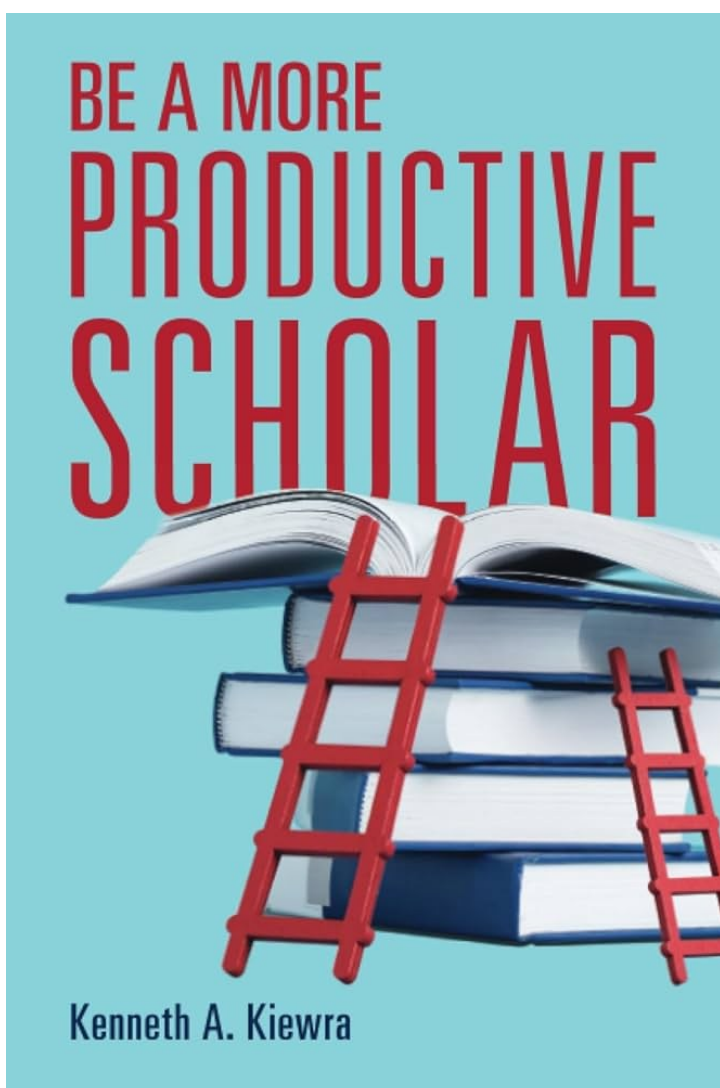
Abstract
"This study investigates the development, and integration, of a "Culturally Responsive Self-Regulated Learning (CR-SRL) Framework" to guide teachers in creating supportive classroom environments for culturally diverse learners. Literatures on culturally responsive teaching and self-regulated learning both suggest principles and practices for designing inclusive classrooms; however, from different perspectives. To pull those frameworks together, and building on sociocultural and situative perspectives, I conducted a theoretical analysis to conceptualize an integrated CR-SRL Framework. Using a multiple case study design, I field-tested how the framework might be useful by building practices collaboratively with three elementary classroom teachers. Data included classroom observations, document reviews (i.e., teachers' lesson plans and assignment instructions), and teacher interviews. The findings from a qualitative analysis suggest that the CR-SRL framework helped the teachers in integrating CR-SRL practices. However, there were variations in the ways the teachers designed and implemented the framework based on their prior practices and learning experiences. Nevertheless, the teachers experienced both benefits and challenges as they were working to design and implement the framework. This paper concludes by discussing how educators might be supported to take up a CR-SRL framework to meet the needs of culturally diverse learners. Implications for theory and research, teacher education, and professional development are discussed."

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Be a More Productive Scholar
Kenneth A. Kiewra

"Some scholars are highly productive. They break new ground and do it again and again. Their names and ideas are ubiquitous in scientific journals and scholarly books. They scoff at 'publish or perish.' To them, it's 'publish and flourish.' But how are they so productive, publishing hundreds of powerful works over their careers? Most graduate students, junior faculty, and even senior faculty have no idea. The methods of the productive are rarely taught and remain a hidden-curriculum. Kenneth A. Kiewra interviewed dozens of productive scholars to uncover the hidden curriculum of scholarly success. *Be a More Productive Scholar* now reveals those productivity stories and methods by dispensing more than 100 pointers for enhancing professional development and boosting scholarly productivity. Graduate students to seasoned scholars can benefit from this career-guiding advice."

(Cambridge University Press, 2024)

https://www.cambridge.org/core/books/be-a-more-productive-scholar/7A88B8F113CDDC158384384ECFE19079

Kenneth A. Kiewra, Expert on Talent Development, Developer of SOAR Teaching and Learning Method, Book Author, and International Public Speaker.

Get Solid Training "Productive scholars seek the solid training needed to follow their bliss by gravitating to centers of excellence, intellectual hubs where a field's best-of-the-best congregate, collaborate, and create. Gravitation begins in graduate school where budding scholars often attend brand-name, research-rich institutions that include prominent scholars as advisers, a wealth of infrastructure for innovative projects, and essential financial resources. Productive scholars choose graduate schools and professors that can best train them and jumpstart a cascade of advantages leading to numerous publications, connections with prominent scholars both inside and outside their university, and to highly visible positions post-graduation. Recent data verify that most productive early-career scholars were mentored in graduate school by productive scholars. Gravitation to centers of excellence continues post-graduation as fledgling scholars seek intellectual hubs for postdoc fellowships or career positions, where solid training continues at research-rich universities guided by strong mentors. For those not fortunate enough to land in such centers of excellence, know that promising scholars often reach out beyond their immediate university for guidance, support, and fruitful collaborations. Resourceful scholars can build their own centers of academic excellence."

Handbook of Educational Psychology
Paul A. Schutz & Krista R. Muis
(Editors, 4th edition, Taylor & Francis, 2024)
https://www.routledge.com/Handbook-of-Educational-Psychology/Schutz-Muis/p/book/9781138359482

"The fourth edition of the *Handbook of Educational Psychology*, sponsored by Division 15 of the American Psychological Association, addresses new developments in educational psychology theory and research methods while honoring the legacy of the field's past. Comprising 31 chapters written by a diverse group of recognized Educational Psychologist and/or Learning and Motivational Scientist (EDP/LMS) scholars, this volume provides integrative reviews and critical syntheses of inquiry across a variety of foundational and new areas. Key constructs like motivation, development, beliefs, literacy, and emotions are given substantive updates, while entire new chapters touch on trends that have materialized since the publication of the third edition, such as inquiry world views, Critical Race Theory, cognitive neuroscience, and emerging technologies in education. Throughout this new edition, chapter authors coalesce on issues of social justice, situated approaches to inquiry, and progressive inquiry methods."

"The emphasis placed on the role of context and self-enforcement processes has influenced contemporary theories of self-regulation and learning, as evident in the growing body of literature from socio-cognitive (Zimmerman, 2013) and motivational perspectives (Bakhtiar & Hadwin, 2022)." (Lajoie & Poitras, 2024)

Chapter 14:
Self-Regulation

Jeffrey A. Greene,

Matthew L. Bernacki, & Allyson F. Hadwin

"One purpose of modern education is to help people develop the agency to set and achieve their desired goals across contexts and throughout their lifespan. To do this, people must recognize when goal pursuit is not proceeding optimally and then adapt as needed. The term self-regulation is used to describe these efforts to initiate, direct, and strategically manage goal pursuit in situ via metacognitively planning, monitoring, evaluating and adapting one's cognition, behavior, motivation, and affect. This chapter reviews and synthesizes theory and empirical research from each of these literatures, with a particular focus on understanding and promoting self-regulatory processing in education settings. It also reviews a second, related academic literature on self-regulated learning, which began as the application of the broad self-regulation literature to learning and has evolved into its own area of scholarship."

Chapter 5:
Cross-Cultural Research on Learning and Teaching

Akane Zusho & Ronnel King

"In short, culture has always been relegated to the periphery in the field of educational psychology – important, but never central. Yet, there is, especially within the last several years, growing recognition that culture matters – that, given demographic shifts, culture is essential to understanding the schooling experiences of a growing number of students. This chapter provides an overview of the theoretical assumptions and goals guiding the research in cross-cultural psychology, followed by a critical analysis of empirical studies on achievement, instruction, and attitudes and beliefs about learning and instruction according to these guiding principles. Compared with the fields of anthropology and sociology, psychology has been decidedly slower in recognizing the centrality of culture's influence on mind and behavior. The first principle of cross-cultural psychology is that culture is neither an add-on to universal machinery that can simply be ignored in investigations of the mind or behavior; nor is it something that can be studied completely independently of nature."

AERA SIG
Studying and Self-Regulated Learning

The Theory of Self- vs Externally-Regulated Behavior:

Applicability to Educational, Clinical, Health and Organizational Psychology Contexts

Editors:
Jesús de la Fuente &
Douglas F. Kauffman

(Nova Science Publishers, 2025)
https://doi.org/10.52305/LUGJ1847

"The goal of this book is to introduce the reader to the recently developed Self- vs External-Regulation Behavior Theory by setting out the theory's characteristics, structure, functionality and applicability. This book is divided into five sections.

Section 1 explains the scientific background to the theory and the timeline of its development. It goes on to set out the theoretical underpinnings, structure, and functionality of the theory via a more general utility model together with the explanatory mechanisms which allow us to determine the likelihood of transitioning from one level of behavior or context to another…
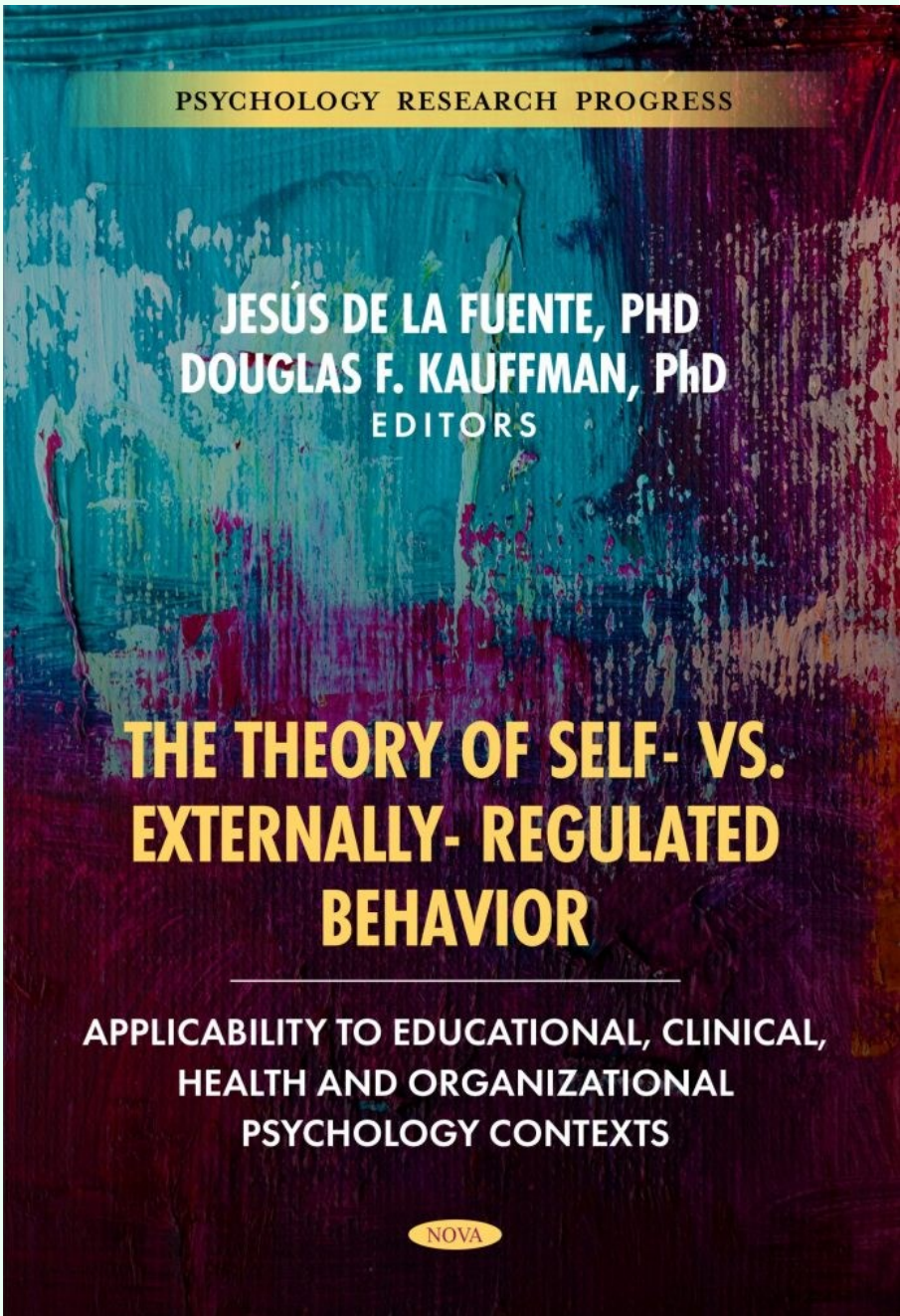
Section 2 presents real-world examples of the application of the theory in educational psychology. A historical review of self-regulation models is presented as well as a study which analyzes the relationships of personal and contextual regulatory factors with academic emotions…

Section 3 presents empirical applications of the theoretical model to the fields of clinical, neuropsychological psychology and healthcare, and theoretical work that explains the applicability. Two further works analyze the effect of personal and contextual regulatory variability on food-related behaviors and demonstrates the application of the theoretical model to the role of executive functions and executive dysfunction.

Further empirical works presented in **Section 4** reflect the role of personal and contextual regulation in engagement-burnout and in behaviors characteristic of the Type A personality. Section 5 analyzes the conclusions and implications of the theoretical model, and the future research needed.

Section 5 brings together the practical, empirical and conceptual issues that will inspire the reader to further explore this novel understanding of self-regulation as an essential behavioral and contextual factor."

PSYCHOLOGY RESEARCH PROGRESS

JESÚS DE LA FUENTE, PHD
DOUGLAS F. KAUFFMAN, PhD
EDITORS

THE THEORY OF SELF- VS. EXTERNALLY- REGULATED BEHAVIOR

APPLICABILITY TO EDUCATIONAL, CLINICAL, HEALTH AND ORGANIZATIONAL PSYCHOLOGY CONTEXTS

NOVA

AERA SIG
Studying and Self-Regulated Learning

Motivation and Learning Strategies for College Success:

A Focus on Self-Regulated Learning

Helena Seli

(Routledge, 2024, 7th Edition)

https://www.routledge.com/Motivation-and-Learning-Strategies-for-College-Success-A-Focus-on-Self-Regulated-Learning/Seli/p/book/9781032470207

"Now in its 7th edition, *Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning* provides a framework organized around motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance that makes it easy for students to recognize what they need to do to become successful learners. Full of rich pedagogical features and exercises, students will find Follow-Up Activities, Opportunities for Reflection, Chapter-End Reviews, Key Points, and a Glossary. Seli focuses on the most relevant information and features to help students identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and to complete self-regulation studies that teach a process for improving their academic behavior. Combining theory, research, and application, this popular text guides college students on how to improve their study skills and become more effective, self-regulated learners.

New in the 7th edition:
- Increased focus on students' lived experiences based on race, gender, socio-economic status, and ability
- Increased coverage on cultural responsiveness and equity in education
- Additional content relevant for students with special needs
- Acknowledgement of the impact of COVID-19 on higher education
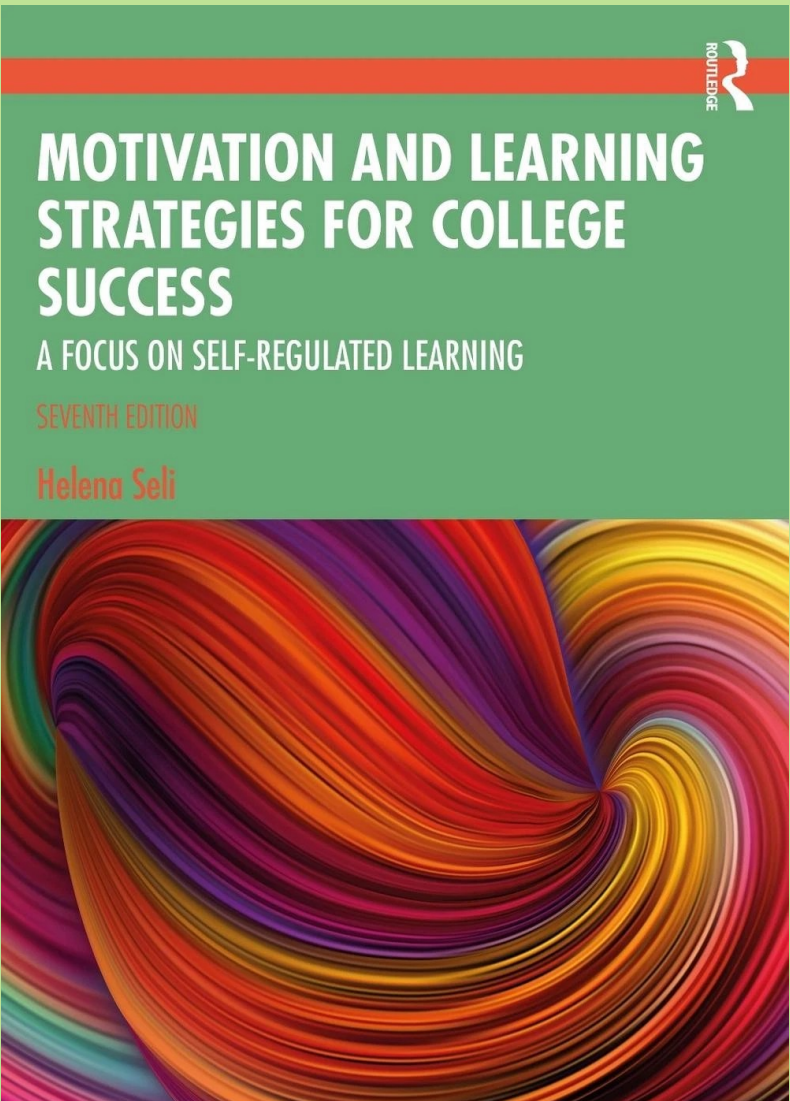- General updates throughout to citations and research since the previous edition
- Updated companion website resources for students and instructors, including sample exercises, assessments, and instructors' notes."

Table of Contents:

Helena Seli dedicated the book: "To Myron H. Dembo, a great mentor and friend, in honor of his enduring legacy."

The AERA Studying and Self-Regulated Learning Special Interest Group wholeheartedly joins Helena Seli in celebrating Professor Dembo's extraordinary contributions to the theory, research, teaching, and practice of self-regulated learning. His profound impact is truly inspiring, and we honor the enduring legacy he has built in this vital field of study.

MOTIVATION AND LEARNING STRATEGIES FOR COLLEGE SUCCESS
A FOCUS ON SELF-REGULATED LEARNING
SEVENTH EDITION
Helena Seli

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Handbook of WRITING RESEARCH

THIRD EDITION

edited by
Charles A. MacArthur,
Steve Graham, and Jill Fitzgerald

"Synthesizing the breadth of current research on the teaching and learning of writing, the third edition of this definitive handbook has more than 90% new content, reflecting the growth and dynamism of the field.

Leading scholars--including many international voices--review major theories, developmental issues, and instructional approaches for students at all grade levels. Cognitive and sociocultural aspects of writing are explored in depth, as are assessment principles and methods. Issues in teaching students with disabilities, multilingual students, and culturally diverse students are addressed. The volume discusses innovative research methods and educational technologies and identifies key directions for future investigation.

New to This Edition
• Chapters on executive functions in writing; disciplinary writing in math, science, and social studies; the role of vocabulary in writing; and formative assessment.
• Chapters on source-based writing, source evaluation, and writing development and instruction for African American students.
• Chapters on sociocultural aspects of writing--from critical literacies to agency and identity, social justice issues, and more--plus an emphasis on integrating cognitive and sociocultural perspectives throughout."

ABSTRACT
"**Purpose:** We conducted a randomized control trial of an instructional program, SRSD Plus, which integrates reading for writing to inform, writing, oral language, spelling and handwriting for students in Grades 1 and 2.

Method: A total of 10 teachers and their 248 students in Grade 1 (*n* = 121) and Grade 2 (*n* = 127) in the southwestern part of the US participated. The teachers included 6 White individuals, 2 Asian Americans, 1 Hispanic individual, and 1 person from another racial or ethnic background. Among the students, 46% were Asian American, 33% were Hispanic, 14% were White, and 5% were identified as multiracial. Teachers were randomly assigned to the SRSD Plus or business-as-usual (BAU) condition; students were assessed at pretest and posttest on writing, oral language, transcription, and reading skills.

Results: Multilevel model results showed that students in the SRSD Plus condition outperformed those in the BAU condition in spelling, vocabulary, sentence proficiency, planning from source text, discourse knowledge, and writing productivity and writing quality in source-based informational genre (.14 ≤ Effect Size [ES] ≤ .72), but not in word reading or handwriting fluency. Furthermore, although not the target genre, there was a positive transfer effect on writing outcomes in the opinion genre (.22 ≤ ES ≤ .34).

Conclusion: Integrated reading and writing instruction in SRSD Plus can improve primary grade students' writing, discourse knowledge, planning, oral language, and spelling skills. Theoretical and practical implications and future directions are discussed in the context of the Science of Teaching Reading."

ABSTRACT
"This randomized controlled trial with first- and second-grade students is the first experimental study addressing long-running disagreements about whether primary grade students should develop transcription and oral lan guage abilities before learning to compose. It is also the first study at these grade levels to teach close reading (using science text aligned to the Next Generation Science Standards) to plan and write a timed informative essay. Theoretically and evidence-based multi-component writing instruction was developed, termed "Self-Regulated Strategy Development (SRSD) Plus." SRSD Plus integrates evidence-based practices for transcription (handwriting and spelling) and oral language skills (vocabulary and sentence structure) with SRSD instruction for close reading to learn and then write informative essays. A total of 93 children in Grade 1 (n = 46, 50% female) and Grade 2 (n = 47, 51% female) in a high poverty school participated in the study (50% boys; mean age = 6.68; SD = 0.48). Students were randomly assigned to either teacher-led SRSD Plus or business-as-usual (writers workshop) condition within class in each grade. SRSD Plus was implemented with small groups for 45 min, three times a week, for 10 weeks. Outcomes examined included: instructional fidelity, spelling, hand writing fluency, vocabulary, sentence proficiency, discourse knowledge, planning, writing quality, structural elements in informative essays, number of words written, use of transition words, expository text comprehension, and use of source text. Results showed moderate to large effect sizes in writing outcomes, oral language skills (vocabulary and sentence proficiency), spelling, and discourse knowledge. Differential effects due to grade, gender, and race are examined, and directions for future research are discussed."

TIMES MAGAZINE Vol. 8, Issue 5 ~ January, 2026
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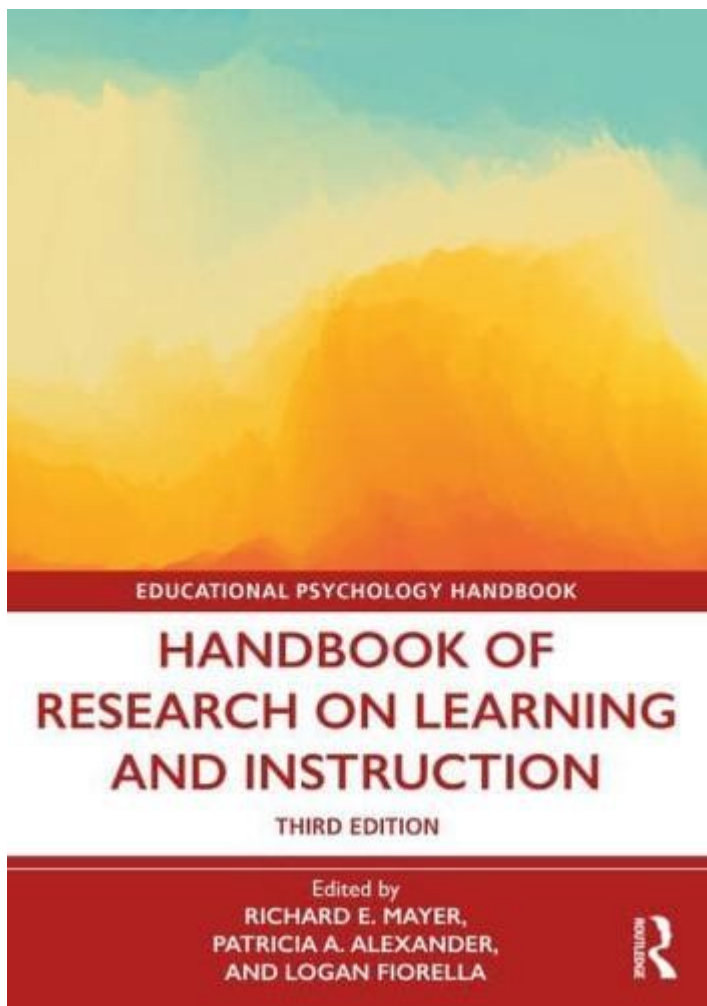
Handbook of Research on Learning and Instruction

Richard E. Mayer,
Patricia A. Alexander, &
Logan Fiorella

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"The third edition of the *Handbook of Research on Learning and Instruction* provides an overview of contemporary research advances in the science of learning (how people learn) and the science of instruction (how to help people learn). With chapters written by leading researchers from around the world, this volume examines learning and instruction in a variety of learning environments, including in and out of K-16 and adult learning classrooms. Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction. The book is written at a level that is appropriate for students, researchers, and practitioners interested in evidence-based approaches to learning and instruction.

The book is divided into two sections: learning and instruction. The learning section consists of chapters on how people learn in a variety of domains, from reading and writing to science and math and beyond, as well as how people acquire the knowledge and processes required for critical thinking, self-regulation, motivation, and more. The instruction section consists of chapters on effective instructional methods—feedback, visualizations, active learning, self-explanation, collaboration, inquiry, games simulations, adaptive learning technologies, among others.

Each chapter in this third edition has been thoroughly revised to integrate recent advances in the field of educational psychology. Selected returning chapters have been merged for concision and comprehensiveness, while new chapters reflect cutting-edge insights into socioemotional learning, educational neuroscience, active learning in lecture classes, and generative learning strategies. As with the previous two editions, this foundational volume showcases the highest quality research being done on learning and instruction by traversing a broad array of academic domains, learning constructs, and instructional methods."

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