



Summer 2026 Celebrating SSRL SIG

Editors
Lauren Cabrera
Alana Kennedy

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Donate

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

- Write a check payable to “AERA” and in the notes field on the check write: “Donation to Studying and Self-Regulated Learning SIG #121”
- Include a brief cover letter explaining your intent to donate to our SIG. Also, include the address where you want AERA to send you a receipt for tax purposes.
- Send the check and cover letter to:



American Educational Research Association
Attn: Norman Tenorio, Director of Finance and Administration
1430 K St., NW, Suite 1200
Washington, DC 20005

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LETTER FROM THE CHAIRS

Aloysius Anyichie & Allyson Pitzel

Brandon University & University of Alabama



Aloysius Anyichie



Allyson Pitzel

Dear Members of the SSRL SIG,

Welcome to the Summer 2026 issue of the Studying and Self-Regulated Learning (SSRL) SIG Newsletter. It is our privilege to serve as your Senior and Junior Chairs, and we are excited to begin this new chapter together with such a vibrant and dedicated community of scholars, educators, and students.

As we begin the 2026–2027 year, we want to first thank everyone who completed our recent Membership Engagement Survey. Your thoughtful feedback has already begun to shape the direction of our work. As highlighted later in this newsletter (see p. 15), members expressed a strong interest in strengthening mentoring opportunities, increasing the visibility of members' research, expanding collaborations within and beyond our SIG, enhancing communication, and offering engaging professional learning opportunities. These priorities will guide our work throughout the coming year.

Building on this feedback, our Executive Board is committed to fostering an inclusive, collaborative, and internationally connected community that supports scholars at every career stage. Whether you are a graduate student beginning your research journey, an early career scholar establishing your program of research, or an experienced researcher continuing to advance the field, we hope our SIG will be a place where meaningful connections are formed, ideas are exchanged, and members are supported in their professional growth.

This year, we look forward to expanding opportunities for member engagement through webinars, mentoring initiatives, regular communications, research visibility, and stronger connections across institutions, disciplines, and countries. We also hope to create new avenues for collaboration by highlighting the expertise and accomplishments of our members and encouraging greater participation in the many activities of our SIG.

This newsletter reflects the strength of our community. Inside, you will meet members of our Executive Board, celebrate the accomplishments of fellow SSRL scholars, learn about opportunities to become involved, and discover ways to contribute to our growing community. We encourage you to celebrate one another's successes, share your own achievements, volunteer for SIG activities, participate in our events, and help us continue building a welcoming and supportive scholarly community.

Finally, we extend our sincere appreciation to Lauren Cabrera and Alana Kennedy for their outstanding leadership in preparing this newsletter, as well as to everyone who contributed content. Their dedication has helped create a publication that not only informs but also celebrates the remarkable people who make our SIG such a special community.

Thank you for your continued engagement and support. We look forward to working alongside all of you in the coming year and to continuing to advance the study and practice of self-regulated learning together.

With best wishes,

Aloysius C. Anyichie
Senior Chair, SSRL SIG

Allyson Pitzel
Junior Chair, SSRL SIG

LETTER FROM THE EDITORS

Lauren Cabrera & Alana Kennedy

University of Michigan- Dearborn & Northern Arizona University



Lauren Cabrera



Alana Kennedy

Welcome to our Summer 2026 edition of the SSRL SIG Newsletter! We are thrilled you are taking the time to read this issue and hope you join us in celebrating our members and getting to know our Executive and Graduate Committees. We have so much to be proud of in our SIG!

A huge thank you to our contributors for allowing us to celebrate with you and get to know you better! Your time and experiences are greatly appreciated and make this newsletter possible!

As your Secretaries, we also want to share the Executive Team's new approach to communications with you. We want to expand our outreach through: 1) an updated website, 2) regular emails, newsletters, and programming, and 3) more targeted and intentional social media posts. We hope this helps to showcase all that we have to offer as a SIG.

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

Yours in Service,
Lauren and Alana
(lncab@umich.edu, alana.kennedy@nau.edu)

CELEBRATING OUR MEMBERS

Alana and I want to make this a regular section of the newsletter to highlight new milestones, publications, grants, and other member celebrations. Please email Lauren (lncab@umich.edu) to share your good news with the SSRL SIG community!



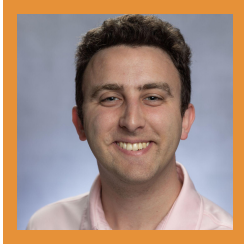
Dr. Yeo-eun Kim

Assistant Professor in the Department of Education at Sungkyunkwan University (SKKU)

Yeo-eun earned her Ph.D. in Educational Psychology from The Ohio State University. Following graduation, she served as a Postdoctoral Research Fellow at Washington University in St. Louis. She then joined Florida State University as an Assistant Professor before moving to SKKU. Her research examines the interplay between motivation, self-regulated learning, and multiple goal pursuits. By situating students' self-regulatory processes in the broader context of multiple goals, she focuses on illuminating the complexity of these processes and facilitates a holistic understanding of students' experiences. Her work seeks to understand how students navigate their academic, social, and well-being goals, and to identify the conditions that help them pursue these goals in adaptive and sustainable ways.

Recent Celebration:

Dr. Yeo-eun Kim has been recognized with two early career honors at the 2026 annual meeting of the American Educational Research Association (AERA). She received the Outstanding Early Career Scholar Award from AERA Division C (Learning and Instruction) and the McKeachie Early Career Award from the Motivation in Education Special Interest Group (SIG). These awards acknowledge her contributions to the field and her promise as an early career researcher.



Dr. Andrew Perry

Postdoctoral Scholar at The Ohio State University

Dr. Andrew Perry is currently a postdoctoral scholar at The Ohio State University working with Dr. Eric Anderman. His topics of interest include the learning strategies and motivation of first-generation college students, community colleges, the prevention of violence against K-12 educators, and the psychological antecedents to academic integrity in higher education. He has been a frequent contributor and presenter for the SSRL SIG at AERA.

Recent Celebration:

Andrew recently accepted an appointment as a senior lecturer in the Quantitative Research, Evaluation and Measurement (QREM) program at The Ohio State University. Andrew is thrilled to be remaining a Buckeye and staying in the Columbus, OH area with his wife, Jessica. Andrew will be teaching courses on inferential statistics to education graduate students (master's and doctoral level) to aid in the completion of their respective theses/dissertations. These courses include topics on educational research, introduction to educational statistics, and a two-course sequence on the general linear model. He looks forward to teaching these courses and advancing the research agendas of the fabulous graduate students at OSU, both in the College of Education and Human Ecology and beyond. He also looks forward to advancing his own research agenda while also teaching these courses.



Dr. Bridget Daleiden

University of Nevada- Las Vegas

Bridget K. Daleiden, Ph.D. is a mixed methods education researcher and higher education instructor. Her work focuses on self-efficacy for self-regulated learning, particularly students' management of attention in digitally distracting environments. She has served as the Web Manager for the Studying and Self-Regulated Learning Special Interest Group since 2023.

Recent Celebration:

Bridget recently graduated with a PhD in Educational Psychology from the University of Nevada, Las Vegas. Under the supervision of Kendall Hartley and Lisa Bendixen, her dissertation examined how undergraduate students use music while studying and how patterns of music use relate to attentional self-efficacy and self-regulated learning. Findings suggested that music often functions as a motivational or environmental structuring strategy rather than a consistent tool for improving attentional focus. This semester, she also completed an Advanced Graduate Certificate in Quantitative Analysis and Assessment at UNLV.



Dr. Meg Botello

University of Delaware

Meg Botello is a recent PhD graduate of Learning Sciences from the University of Delaware, researching how motivational and cognitive processes through teaching practices and interventions support student learning in mathematics. She is currently on the job market!

Recent Celebration:

Meg graduated with her PhD in Education - Learning Sciences from the University of Delaware! She also recently defended her dissertation, Boosting Math Mojo: The Impact of a Fraction Sense Intervention on Student Motivation.



Dr. Molly Taylor

Postdoctoral Associate at Cornell University

Dr. Molly Taylor is a Postdoctoral Associate at Cornell University and a recent graduate of the Educational Psychology doctoral program at Virginia Commonwealth University. Her research explores contextual opportunities for student self-regulation and integrates social-cognitive theories with critical, ecological theories in education.

Recent Celebration:

Dr. Molly Taylor recently graduated with her Ph.D. in Educational Psychology from Virginia Commonwealth University! She also earned the VCU School of Education Distinguished Dissertation Award for her dissertation titled "Exploring, Understanding, and Supporting Academic Help-Seeking in Context." In her next role, she will be joining the Department of Psychology at Cornell University as a Postdoctoral Associate working with the Active Learning Initiative. In this position, she will support the integration and assessment of active learning strategies in psychology courses. Molly is grateful to her advisor, Dr. Sharon Zumbrunn, for her generous support and mentorship, and she is excited to continue her research on supporting undergraduate self-regulated learning and belonging!

MEET YOUR 2026-2027

EXECUTIVE BOARD



Dr. Aloysius C. Anyichie

Associate Professor at Brandon University

Aloysius C. Anyichie, PhD, is Chair of the AERA Self-Regulated Learning (SRL) SIG and an Associate Professor of Educational Psychology and Student Services at Brandon University, Canada. His scholarship explores the intersections of self-regulated learning, motivation, engagement, and culturally responsive pedagogy. Dr. Anyichie developed the Culturally Responsive Self-Regulated Learning (CR-SRL) Framework, presented in his 2024 book *Self-Regulated Learning and Culturally Responsive Pedagogy: An Integrated Approach to Fostering All Learners' Engagement*

and Motivation. Through his research, teaching, mentorship, and international collaborations, he advances equitable, engaging, and inclusive learning environments across diverse educational contexts.



Dr. Allyson Pitzel

Research Assistant Professor at University of Alabama

Allyson Pitzel, Ph.D. (she/her) is a Research Assistant Professor in the Department of Special Education at the University of Alabama. In 2023, Dr. Pitzel earned her doctorate in special education at the University of Alabama. Her research focuses on improving the literacy skills of youth with and at-risk for disabilities in restrictive education settings (e.g., residential treatment facilities, juvenile justice facilities). Dr. Pitzel's work has largely centered around implementing the self-regulated strategy development (SRSD) instructional approach with self-determination skill instruction, and has more recently started to intensify the self-regulation components of SRSD such as goal setting and self-instructions. She has published across various top-tier special education journals and presented both nationally and internationally.



Dr. Darolyn A. Flaggs

Associate Professor at Kennesaw State University

Darolyn A. Flaggs is an Associate Professor of Mathematics Education at Kennesaw State University. She holds a Ph.D. in Curriculum and Instruction with a concentration in Developmental Mathematics. Her expertise focuses on social-emotional factors, specifically a sense of belonging, to support academic achievement among underserved populations. Grounded in self-regulated learning theory, her work provides strategies to improve math teacher preparation and create supportive environments. Her research also investigates how educators' ideologies regarding race and learning shape instructional practices. Dr. Flaggs uses these insights to disrupt systemic racial disparities and foster student persistence and success in mathematics.



Dr. Linyu Yu

Postdoctoral Research Associate at the Ohio State University

Linyu Yu is a postdoctoral researcher at The Ohio State University. She received her doctoral degree in the Learning Sciences and Psychological Studies program at the University of North Carolina at Chapel Hill. Her research

focuses on understanding student learning in large-enrollment undergraduate STEM courses, with particular emphasis on academic help-seeking and learning sequences. She uses digital trace data, think-aloud protocols, questionnaires, and focus group interviews to investigate these topics.



Dr. Lauren Cabrera

Assistant Professor at University of Michigan-Dearborn

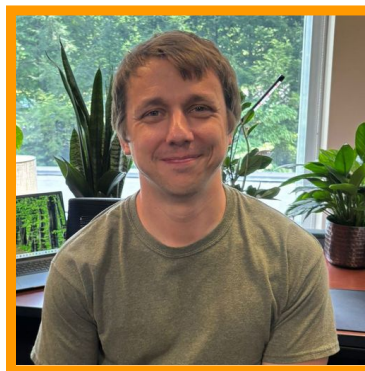
Lauren Cabrera (she/her) is an Assistant Professor of Educational Psychology and Research Methodology at University of Michigan-Dearborn. Lauren earned her Ph.D. in Education with an emphasis on Educational Psychology at Virginia Commonwealth University. Prior to her work in academia, Lauren was a classroom teacher, primarily teaching middle school science. This practitioner experience continually inspires her research in how teachers can foster motivation, engagement, and regulation in students. Most recently, she is examining how self- and social-regulated learning are supported and manifest concurrently in contemporary science classroom environments.



Dr. Alana Kennedy

Assistant Professor at Northern Arizona University

Alana Kennedy (she/her) is an Assistant Professor of Educational Psychology at Northern Arizona University. Alana earned her Ph.D. in Urban Education Policy with an emphasis on Educational Psychology from the University of Southern California. Her research examines how to design effective learning experiences across formal and informal educational contexts, with a focus on understanding and supporting the self-regulated learning strategies of students of color. Alana's recent work explores the relationship between academic help-seeking behaviors and students' sense of belonging, as well as the ways in which key features of the learning environment shape academic help-seeking processes.



Dr. Jake Follmer

Associate Professor at West Virginia University

Dr. Jake Follmer is an Associate Professor of Educational Psychology in the School of Education and Counseling. His work examines college student learning and success, including 1) methods of understanding and promoting

access, persistence, and achievement in college for first-generation and low-income students, 2) methods of measuring and promoting self-regulated learning skills in STEM domains, and 3) approaches to instructional design and intervention for quantitative and critical-analytic thinking.



Dr. Hyeyeon Lee

Postdoctoral Fellow at Georgia Institute of Technology

Hyeyeon Lee (she/her) is a postdoctoral fellow at the Center for Teaching and Learning at the Georgia Institute of Technology. She earned her Ph.D. in Educational Psychology from the Pennsylvania State University. Her research lies at the intersection of cognitive and metacognitive aspects of self-regulation and learning from multiple and multimodal resources. Her recent work examines undergraduate students' self-regulated resource use behaviors in digital contexts, generating insights relevant to AI-driven settings where learners interpret and evaluate information. She has collaborated with interdisciplinary teams on projects investigating students' mental health, as well as pedagogy in STEM education.

NEW BUSINESS

PROGRAMMING OPTIONS SURVEY

Hello SSRL SIG Members! We are excited to offer new and exciting webinars during the 2026-2027 academic year. We have generated a list of topic ideas based on your responses from the Membership and Engagement Survey that went out earlier this summer and would like your

input on which ones we should focus on first. Please [complete the survey](#) and rank the webinar topics in order from 1 (most interested) to 5 (least interested). Thanks in advance for your help! Link: <http://bit.ly/3SPHjrG>

CALL FOR AERA SUBMISSIONS AND REVIEWERS

As we prepare for AERA 2027, we warmly encourage members of the Studying Self-Regulation SIG to help build a strong SSRL SIG program by submitting a proposal and/or volunteering to serve as a session chair or discussant. This year's conference theme, Transcending Borders and Boundaries in Education Research: Toward a Beloved Global Community, offers a meaningful opportunity to highlight research on self-regulated learning across contexts, populations, and stages of development.

The deadline to submit proposals is July 24, 2026, and the deadline to sign up to serve as a session chair or discussant is September 4, 2026. The reviewer sign-up deadline has now passed, and we are grateful to those who have already volunteered to support the review process.

As a reminder, the SSRL SIG is dedicated to advancing theory and research on studying and self-regulated learning across the life span, including work focused on motivation, metacognition, learning and studying strategies, and the ways learners manage their emotions and environments. We look forward to showcasing a vibrant SSRL presence at AERA 2027 and hope you will consider contributing your scholarship and service.

A few tips for a strong SSRL proposal submission:

- Make clear how your work contributes to research on self-regulated learning, studying, motivation, metacognition, or learners' management of emotions and environments.
- Clearly state your research question, methods, and contribution to theory, research, and/or practice.
- Consider how your proposal connects to the conference theme by highlighting work that crosses contexts, populations, disciplines, or educational settings.

CALL FOR BARRY J. ZIMMERMAN AWARD FOR OUTSTANDING CONTRIBUTIONS

The Studying and Self-Regulated Learning Special Interest Group (SIG) of the American Educational Research Association (AERA) has announced and called for nominations for the Barry J. Zimmerman Award for Outstanding Contributions. The SIG established this annual award to honor mid-career and senior scholars who have made significant contributions to the fields of studying and self-regulated learning research. The award focuses on recognizing a researcher who has developed a programmatic area of research that has made a strong theoretical, empirical, and applied impact on the field. Zimmerman is among the most prolific and distinguished figures in the fields of studying and self-regulated learning and is an AERA fellow. He is also one of the founders of the Studying and Self-Regulated Learning (SSRL) SIG.

All nomination materials, including the nomination letter, CV, journal articles and personal statement, must be submitted electronically to the Chair of the Committee, Héfer Bembenutty at hefer.bembenutty@qc.cuny.edu, by October 19, 2026. Please visit the [SSRL SIG Website](https://ssrlsig.org/awards-opportunities-digests-media/awards-opportunities/) for more details:

<https://ssrlsig.org/awards-opportunities-digests-media/awards-opportunities/>

GRADUATE STUDENT COMMITTEE

MESSAGE FROM THE GRADUATE STUDENT COMMITTEE

Dear members of the SIG:

I hope you are having a great summer that includes some time to rest and recharge before the next academic year begins. Stephanie and I are thrilled to serve as Faculty Mentors for the Graduate Student Committee (GSC) in the 2026-2027 academic year. At the end of last academic year, we said a bittersweet goodbye to two amazing GSC members. Congratulations again to our prior GSC members: Drs. Bridget Daleiden and Willow Alston-Socha! This year, we have seven new members joining our team and two returning members. We are looking

forward to expanding our programming. Be sure to look out for information about our Fall 2026 webinar, which will focus on academic publishing. Additional details will be shared in September!

Sincerely,

Anna Brady

Faculty Mentor



Dr. Anna C. Brady, Faculty Mentor

Assistant Professor at Georgia Southern University

Anna C. Brady is an Assistant Professor of Educational Psychology in the Department of Curriculum, Foundations, and Reading at Georgia Southern University. Her research examines students' academic outcomes through the lens of motivation and self-regulated learning, with a particular emphasis on identifying instructional approaches and interventions that strengthen these processes. Across her work, she aims to enhance students' engagement, learning, and achievement by understanding how interventions and instructional supports shape motivation and self-regulated learning. Brady teaches undergraduate and graduate courses in educational psychology, learning theories, and classroom assessment.



Dr. Stephanie Greenquist-Marlett, Faculty Mentor

Director of School Innovations and Socioemotional Learning at Vida School

Stephanie Greenquist-Marlett is Director of School Innovations at Vida School, where she designs and implements SRL-aligned curriculum for PreK-8 classrooms, integrating socioemotional learning and metacognitive development. She holds a PhD in Educational Psychology from Old Dominion University and an MA in Child Development from Missouri State University. Her work focuses on translating research into practical strategies that strengthen metacognitive monitoring, student motivation, learner agency, and meaningful engagement across K-12 educational settings. She is the designer of the Foundations of Social Learning model and serves as co-chair of the SSRL SIG Graduate Student Committee. Her practical and research-based areas of interest include advancing adaptive learning practices for students and building SRL-focused professional development for elementary educators.



Michael Berro, Senior Graduate Student Chair

University of North Carolina, Chapel Hill

Michael Berro is a Graduate Student in the Learning Sciences and Psychology Studies program at the University of North Carolina-Chapel Hill. His research interests involve leveraging digital data to examine the ways in which students' motivations influence their self-regulated learning choices and their academic outcomes. He hopes to continue to expand this research to better understand how a myriad of person-level factors (prior knowledge, goals, belonging, etc.) interact to help shape learners' self-regulation and academic success.



Claire E. Consadine, Junior Graduate Student Chair

Old Dominion University

Claire is a graduate student at Old Dominion University in the Educational Psychology and Program Evaluation program. Her research interests center on using self-regulated learning theories to investigate how to support students

in implementing effective learning strategies and equip instructors with the tools to help themselves and their students succeed. Currently, she is interested in investigating higher education students' time management to provide researchers with a comprehensive understanding of this process.



Serena Luo

The Ohio State University

My research lies at the intersection of cognitive science and education, with a focus on how cognitive study strategies can enhance student learning. I am interested in three areas: (1) applying cognitive science to education, especially through effective study strategies; (2) understanding how students regulate their motivation and emotions in STEM learning; and (3) helping students build effective learning habits.



Stephanie Johnstone

University of Texas at Austin

My research interests are generally in transfer, problem-solving, expertise, memory, and cognition. These require deeper learning

techniques that require self-regulation and often some form of studying.



Kaicheng (Josh) Zhang

Michigan State University

My research interest is about students' SRL in game-based learning environments. Specifically, my research examines how students' emotions, motivation, and metacognition change in response to different types of feedback during the GBL session. I am also interested in using multimodal data (e.g., behavioral trace and physiological data) to unpack learners' SRL behaviors during game-based learning.



Xinran (Wendy) Wang

Vanderbilt University

Making decisions about which learning strategies to use is essential to self-regulated learning, as these choices directly impact students' learning outcomes. Bridging cognition, metacognition, and motivation, my

research focuses on students' decision-making in self-regulated learning, particularly their use of learning strategies and how these choices shape their subsequent learning experiences.



Zaina Dali

North Carolina State University

Zaina Dali is a doctoral student at North Carolina State University in the Teacher Education and Learning Sciences program, with a concentration in Educational Equity. Her research examines multilingual education through an equity and linguistic human rights lens, with a focus on how rural communities sustain dual language programs and how multilingual learners develop self-regulatory capacities across languages and contexts.



Ismail Souiri

University of Bern

Ismail Souiri is a doctoral student in the Department of Research in School and Instruction at the University of Bern. His

research lies at the intersection of SRL theory and adaptive learning technologies. In particular, it examines the dynamic interplay among learners' SRL self-efficacy beliefs, self-regulatory practices, and academic challenges using intensive longitudinal data from K-12 students engaged with adaptive learning environments.



Yuxuan (Amber) Zhi

Michigan State University

My research examines students' self-regulated learning (SRL) in technology-enhanced environments. I approach SRL as a multi-faceted system spanning cognitive, affective, metacognitive, and motivational processes. Using an interdisciplinary lens, I combine multimodal methods, including log data, think-aloud protocols, eye-tracking, physiological signals, and self-report surveys, to capture learning as a dynamic, nonlinear process. My program of research addresses two questions: how do students adaptively regulate their learning across technology-rich environments, and how do motivation and emotion shape learning processes and outcomes? I use multimodal data to detect adaptive and maladaptive patterns, with the goal of informing the design of effective interventions.

Insights from our Summer Member Survey

The SSRL Executive Team sent out a survey to members in May 2026. We value your time and input. The main takeaways are summarized below.

Survey Participants

Total Participants:

21 Members

Breakdown by Category:

5

Graduate Students

12

Early Career Scholars

4

Mid Career and Senior Scholars

Main Takeaways

SIG Priorities for 2026-2027:

- Early Career Mentorship
- Collaborations with Other SIGs
- Research Visibility

Top Social Media Platform:

LinkedIn

Future Programming

Potential Webinar Topics

- Academic and Non-Academic Job Market
- Diverse Research Analysis and Frameworks

Other Events

- International Speakers
- ECR Groups
- Collaboration Spaces

Communication and Collaboration

- Increase website, email, and social media presence
- List of members' recent publications and member achievements
- Collaboration groups and webinars

Reach out for volunteer opportunities or ways to get involved!

2026 - 2027 EXECUTIVE BOARD

Chairs

Senior: Aloysius Anyichie (AnyichieA@BrandonU.CA)

Junior: Allyson Pitzel (aapitzel@ua.edu)

Program Chairs

Senior: Darolyn Flaggs (dflaggs@kennesaw.edu)

Junior: Linyu Yu (yu.4610@osu.edu)

Secretary/Newsletter

Senior: Lauren Cabrera (Incab@umich.edu)

Junior: Alana Kennedy (alana.kennedy@nau.edu)

Treasurers/Membership

Senior: D. Jake Follmer (djakefollmer@gmail.com)

Junior: Hyeyeon Lee (hyeyeon.lee@gatech.edu)

AWARDS COMMITTEES (2026-2027)

Outstanding Poster Award

Chair: Roger Azevedo (roger.azevedo@ucf.edu)

Graduate Student Research Award

Chair: Anastasia Kitsantas (akitsant@gnu.edu)

Barry J. Zimmerman Award For Outstanding Contribution

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

SIG CONTRIBUTORS (2026-2027)

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Bridget Daleiden (bridget.daleiden@unlv.edu)

SIG History Committee

Yan Dai (yzd0038@auburn.edu)

SSRL SIG Times Magazine

Editor-in-Chief: Héfer Bembenutty (hefer.bembenutty@qc.cuny.edu)

Executive Editor: Pamela Murphy (pamela.murphy@uagc.edu)

Graduate Student Mentoring Program Committee

Chair: Fernando Rodriguez (fernandr1@uci.edu)