



Fall 2026 Newsletter

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 & The University of Southern Mississippi



Aloysius Anyichie



Allyson Pitzel

Dear SSRL SIG Colleagues,

Warm greetings, and welcome to the Fall 2026 edition of our SSRL SIG Newsletter!

As we begin another academic year, we are delighted to connect with you and share some exciting activities across our SIG. Whether you are a long-standing member or have recently joined our community, we appreciate your involvement and the diverse perspectives, experiences, and expertise you bring to the study of self-regulated learning.

One of our priorities this year is to create more opportunities for members to connect, collaborate, learn from one another, and contribute to our SIG's growth. We believe our community's strength lies not only in the important research we conduct but also in the relationships we build and the ways we support one another.

We are especially excited about our upcoming Fall webinar, "SRL in Motion: Lessons, Measurement, and Analytics from the Field," scheduled for November 2. This webinar brings together internationally recognized scholars with diverse theoretical and methodological perspectives. It promises to offer valuable insights into how we understand and investigate the dynamic processes of self-regulated learning. We warmly invite you to join us and participate in the conversation.

We are also pleased to see new opportunities for member engagement. Our Early Career

Mentorship Initiative is creating informal spaces for graduate students and early-career scholars to connect through coffee chats and co-working sessions. In parallel, our [Member Research Connections initiative](#) helps members discover shared research interests and explore potential collaborations. We encourage you to take advantage of these opportunities and invite colleagues to participate.

Supporting our graduate student members remains another important priority. We thank the Graduate Student Committee for organizing its recent webinar on academic publishing and for continuing to develop opportunities for mentoring, professional development, and scholarly connections.

As you explore this newsletter, we hope you will be inspired by the research, ideas, and contributions of our members. We also encourage you to share your own achievements, research activities, and suggestions for future SIG programming. Your participation and feedback are essential to making our SIG a welcoming, inclusive, and vibrant scholarly community.

Finally, we extend our sincere appreciation to our Executive Committee, subcommittee members, graduate student leaders, and all the volunteers who generously contribute their time and expertise. Special thanks to Lauren Cabrera and Alana Kennedy for preparing this newsletter.

We look forward to another rewarding year of learning, collaboration, and meaningful engagement with you. Thank you for being part of the SSRL SIG community!

Thanks,
Aloysius Anyichie
Senior Chair, SSRL SIG
Brandon University

Allyson Pitzel
Junior Chair, SSRL SIG
The University of Southern Mississippi

LETTER FROM THE EDITORS

Lauren Cabrera & Alana Kennedy

University of Michigan- Dearborn & Northern Arizona University



Lauren Cabrera



Alana Kennedy

Welcome to our Fall 2026 SSRL SIG Newsletter! We're excited to share the activities, opportunities, and research shaping our professional community. In this issue, we highlight an upcoming webinar exploring contemporary approaches to self-regulated learning (SRL) measurement and analytics. Our esteemed panel will share their expertise on methodological developments, research approaches, challenges, and emerging opportunities in the field. We hope this webinar offers a valuable opportunity to learn from colleagues, reflect on current practices, and consider new directions for SRL research.

You'll also find a feature on an upcoming co-working session for graduate students and early career scholars, along with updates on other activities and initiatives within our group. Whether you're looking to explore new ideas, reflect on your own work, or connect with others who share your interests, we hope this newsletter helps you engage with our community in meaningful ways.

Thank you to all our contributors for sharing their updates and insights and for helping keep our community informed, engaged, and connected! As always, we welcome your feedback and ideas for future newsletter issues and initiatives that would support and strengthen our community.

All the best,
Lauren and Alana
(Incab@umich.edu, alana.kennedy@nau.edu)

SSRL FALL WEBINAR

"SRL IN MOTION: LESSONS, MEASUREMENT, AND ANALYTICS FROM THE FIELD"

Self-regulated learning (SRL) involves dynamic processes through which learners plan, monitor, and adapt their cognition, motivation, emotions, and behavior. Capturing these processes as they unfold presents a central methodological challenge: How can researchers understand and study the regulation of learning?

This webinar brings together Professors Roger Azevedo, Sanna Järvelä, Ernesto Panadero, and Mohammed Saqr to explore contemporary approaches to SRL measurement and analytics. Through a moderated discussion, the speakers will share their perspectives on methodological developments, challenges, and opportunities in SRL research. Drawing on their experience, they will reflect on how researchers can make thoughtful choices about studying these complex processes.

The discussion will explore how different methodological approaches can complement one another and contribute to understanding SRL. Speakers will also consider the role of analytics in SRL research, offering insights into the opportunities and challenges researchers encounter when working with different approaches. Together, these perspectives will provide a starting point for considering how measurement and analytics can inform one another.

Designed for researchers and graduate students interested in SRL, the session will offer an opportunity to engage with diverse methodological perspectives and reflect on current practices and future directions. Whether participants are beginning to explore SRL methods or reconsidering established approaches, the webinar aims to encourage thoughtful discussion about how we study learning as it unfolds.

The AERA Studying and Self-Regulated Learning (SSRL) Programming Committee is hosting an upcoming webinar titled SRL in Motion: Lessons, Measurement, and Analytics from the Field on Monday, November 2, from 11am to 12pm (US Eastern Time). See the flyer here for

more details and register [here](#). Reach out to Hyeyeon Lee (hyeyeon.lee@gatech.edu) with any questions.

Presented by
AERA Studying and Self-Regulated Learning (SSRL) SIG

SRL in Motion: Lessons, Measurement, and Analytics from the Field

Join leading experts for an insightful webinar on how cutting-edge measurement and analytics are transforming research into self-regulated learning.

Nov 2
11am ET · 10am CT · 9am MT ·
8am PT · 4pm UK · 5pm CET

PANELISTS



Sanna Järvelä
University of Oulu



Roger Azevedo
University of Central Florida



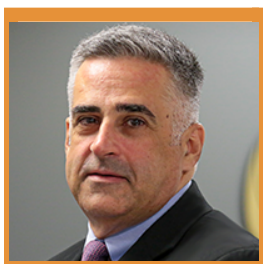
Mohammed Saqr
University of Eastern Finland



Ernesto Panadero
Dublin City University (Ireland)

 **SCAN TO REGISTER**
Registration link
Questions? Hyeyeon Lee · hyeyeon.lee@gatech.edu

MEET THE PANELISTS



Roger Azevedo

Pegasus Professor, School of Modeling Simulation and Training, University of Central Florida

Dr. Roger Azevedo, Pegasus Professor at the University of Central Florida's School of Modeling, Simulation, and Training, conducts groundbreaking research at the intersection of learning and cognitive sciences, modeling and simulation, metacognition, and self-regulated learning (SRL). His scholarship leverages AI, multimodal data analytics, and advanced learning technologies to model, simulate, and

enhance metacognition, as well as cognitive, affective, motivational, and social SRL processes. Azevedo's work explores how AI-powered pedagogical agents, human digital twins, and simulated learners can scaffold SRL processes like planning, monitoring, and reflection using multimodal data streams. These include log files, eye-tracking, physiological signals, facial expressions, audio and video recordings of learner-system interactions, and natural language. His human digital twins framework creates symbolic digital replicas of humans that can replicate and simulate human characteristics like SRL, reasoning, problem-solving, and learning in digital environments through human-machine symbiosis. He applies this approach across domains, including developing HDTs to support healthcare professionals' clinical decision-making in immersive virtual environments and designing simulations to teach learners to self-regulate during complex problem-solving, demonstrating the practical applications of his research.

Recent Publication:

Title: A Systematic Review of Self-Regulated Learning Through Integration of Multimodal Data and Artificial Intelligence

Summary: This 2025 systematic review is a significant contribution to the field as it addresses a critical gap in understanding how different data streams and modalities contribute to measuring self-regulated learning (SRL) processes across diverse learning contexts. The review pursues two main objectives: first, identifying which data streams and modalities researchers have used to capture cognitive, affective, metacognitive, and motivational (CAMP) processes underlying SRL; and second, examining how multimodal data analytics have been applied to capture the temporal and sequential characteristics of these processes across study contexts. Studies were mapped onto the Self-Regulated Learning Processes, Multimodal Data, and Analysis (SMA) grid, a two-dimensional framework with CAMP processes on one axis and multimodal data streams on the other. This framework builds on earlier work that visualized relationships between data streams and SRL measurement approaches, showing how the field has evolved from analyzing single SRL processes with one data stream using simple statistics to more

sophisticated approaches examining multiple processes with multiple data streams using advanced AI techniques. The review underscores the growing importance of interdisciplinary collaboration in the field, highlighting the significant role it plays in advancing SRL measurement techniques and the field as a whole, and in turn, towards designing intelligent learning technologies to support and foster SRL in learners across tasks, domains, and contexts.

Reference:

de Mooij, S., Lämsä, J., Lim, L., Aksela, O., Athavale, S., Bistolf, I., Jin, F., Li, T., Azevedo, R., Bannert, M., Gašević, D., Järvelä, S., & Molenaar, I. (2025). A systematic review of self-regulated learning through integration of multimodal data and Artificial Intelligence. *Educational Psychology Review*, 37:54. <https://doi.org/10.1007/s10648-025-10028-0>



Sanna Järvelä

Professor, Learning and Educational Technology Research Lab (LET), University of Oulu, Finland

My research focuses on advancing theoretical and methodological understanding of self-regulated learning (SRL) and socially shared regulation of learning (SSRL) in collaborative learning contexts. Drawing on established SRL and SSRL theories, I investigate how learners monitor, regulate, and adapt their cognitive, metacognitive, motivational, and emotional processes over time (Järvelä et al., 2018; 2021). A central contribution of my work is the development and empirical application of theory-driven multimodal research approaches to identify critical events and triggers of regulation during learning (Järvelä & Hadwin,

2024). By integrating multimodal data with process-oriented analyses, my research aims to make otherwise difficult-to-observe regulatory processes visible and interpretable. More recently, I have extended this work toward Hybrid Intelligence, exploring how theoretical and empirical insights into human learning and regulation can inform adaptive Human–AI Interaction.

Recent Publication:

Title: Triggers for self-regulated learning: A conceptual framework for advancing multimodal research about SRL

Summary: This conceptual article addresses a fundamental challenge in self-regulated learning (SRL) research: understanding when, why, and how learners initiate regulation in response to emerging challenges during learning. Building on established SRL theories, we introduce a conceptual framework of triggers for regulation to advance theory-driven multimodal research. The article synthesizes theoretical perspectives on SRL and examines how multimodal data can support the identification and interpretation of critical events that activate regulatory processes. The framework emphasizes the dynamic, situated, and context-dependent nature of regulation, highlighting the importance of connecting observable indicators with underlying cognitive, metacognitive, motivational, and emotional processes. A key methodological contribution is demonstrating the potential of multimodal approaches to capture the temporal dynamics of regulation while acknowledging challenges related to data integration, theoretical interpretation, and distinguishing meaningful triggers from observable behavioral patterns. Future research should focus on operationalizing and empirically validating the framework, developing theoretically grounded methods for detecting regulatory triggers, and examining how these insights can inform adaptive support for individual and collaborative learning.

Reference:

Järvelä, S., & Hadwin, A. F. (2024). Triggers for self-regulated learning: A conceptual framework for advancing multimodal research about SRL.

Learning and Individual Differences, 115, Article 102526.

<https://doi.org/10.1016/j.lindif.2024.102526>



Ernesto Panadero

Director, Centre for Assessment Research, Policy and Practice in Education (CARPE), Dublin City University, Ireland

Ikerbasque Research Professor, Education Regulated Learning and Assessment (ERLA) Group, University of Deusto, Spain

Ernesto Panadero's work connects SRL theory, measurement, and assessment. On theory, he has reviewed the main SRL models and, with Sanna Järvelä, socially shared regulation, and he is now developing a model of how regulation unfolds during task performance. On measurement, his article with Julia Klug and Sanna Järvelä identified three waves of SRL measurement, the third combining measurement and intervention in the same tools, an argument that still frames his work a decade later. His 2023 *Educational Psychologist* article proposed five steps toward a paradigm shift in feedback research grounded in SRL theory, including process data and multimodal methods. Empirically, he works with think-aloud protocols, eye-tracking, electrodermal activity, and self-report instruments such as the SRL-O. His current focus is how generative AI may erode the self-regulatory processes that SRL research has spent decades learning to measure and support.

Recent Publication:

Title: Decremental research in the GenAI era: Rethinking what learning means when machines do the work

Summary:

Introduction. Generative AI can improve academic performance while displacing the cognitive, affective, behavioural, and self-regulatory processes that learning depends on. The article proposes decremental research: studying not only what technology enables but what it prevents, bypasses, or makes unnecessary.

Method. A conceptual and methodological analysis that extends cognitive offloading theory to affective and behavioural offloading, using SRL as a case study.

Key findings. When GenAI plans, monitors, and evaluates for students, it can cause regulatory erosion: acquired strategies weaken and new ones fail to develop. This amplifies the “smart computer, stupid human” paradox: as systems become better at guiding learning, learners may become less engaged, less metacognitive, and less autonomous. Earlier SRL technologies kept this risk within controlled interventions with fading support; GenAI makes it a structural feature of everyday learning, and performance gains can mask the losses. Designed with intent, GenAI can still act as a co-regulator.

Future directions. Four methodological pillars: detailed observation of control-group processes, process data (e.g., eye-tracking, electrodermal activity, log files), multimethod triangulation, and transfer tasks without AI support. A ten-principle decalogue closes the article, ending with the question researchers should ask: not only ‘Does it work?’ but ‘What disappears, and under what conditions?’

Reference:

Panadero, E., & Broadbent, J. (2026). Decremental research in the GenAI era: Rethinking what learning means when machines do the work. *Journal for the Study of Education and Development: Infancia y Aprendizaje*. <https://doi.org/10.1177/02103702251398409>



Mohammed Saqr

Professor of Learning Analytics and Artificial Intelligence, University of Eastern Finland

My research focuses on the dynamics of SRL, drawing on complex dynamic systems to understand how SRL processes occur, vary across learners, and unfold over time. A central line of my work is the heterogeneity of SRL across learners and subpopulations, particularly how individual differences and temporal dynamics shape learning processes. My research challenges the assumption that average-based or aggregated understandings of SRL can adequately describe individual learners. I use and develop methods that enable the idiographic study of individual learners at the resolution of $N=1$. Another thread of my research examines how SRL processes unfold over time, interact with one another, influence or constrain learning, and evolve longitudinally across different time scales (tasks, days, or weeks). I developed Transition Network Analysis, a novel analytical framework for the rigorous investigation of dynamical processes. The framework offers a rich repertoire of validation procedures and confirmatory tests to support robust conclusions and theory building. I also launched, Dynalytics, an ecosystem for the analysis and rigorous validation of the dynamics of dynamical systems. For more, please visit my website at saqr.me

Recent Publication:

Title: Mapping the self in self-regulation using complex dynamic systems approach

Summary: The study examined the complex interactions underlying SRL across learners and timescales, revealing distinct dynamics at each level. At the task level, planning, emotions, and motivation emerged as the driving forces of

regulation, whereas over longer timescales, metacognition and control became the dominant drivers of the process. Perhaps most importantly, the average SRL process did not reflect the SRL processes of any of the individual learners examined. This finding challenges the assumption that group-level insights can adequately represent individual regulatory processes and inform personalized interventions. We argue that, when personalization is the goal, person-specific modelling should be the guiding principle.

Reference:

Saqr, M., & López-Pernas, S. (2024). *Mapping the self in self-regulation using complex dynamic systems approach*. *British Journal of Educational Technology*, 55, 1376–1397.

<https://doi.org/10.1111/bjet.13452>

COFFEE AND CO-WORKING

Graduate students and early-career scholars are warmly invited to join our first Coffee and Coworking event, organized through the SIG's Early Career Mentorship Initiative.

Date: Friday, October 30, 2026

Time: 2:00–3:00 p.m. ET

Join via Zoom:
<https://umich.zoom.us/j/6203028337>

This is a wonderful opportunity to connect with fellow graduate students and early-career scholars, build community, and spend some time working alongside colleagues.

For questions or to request a calendar invitation, please contact Lauren Cabrera (Incab@umich.edu) or Darolyn Flaggs (dlflaggs@kennesaw.edu).

We hope many of you will join us!

GRADUATE STUDENT COMMITTEE

MESSAGE FROM THE GRADUATE STUDENT COMMITTEE

Dear Members of the SIG:

The SSRL SIG Graduate Student Committee is excited to continue creating opportunities for graduate students to connect, learn from one another, and develop professionally throughout

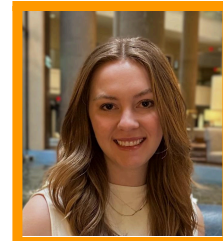
the academic year. This fall, the committee hosted a webinar entitled “Academic Publishing for Graduate Students”, designed to help graduate students better understand and navigate the academic publishing process. The event brought together editors and associate editors from leading educational journals to share their perspectives and answer questions about publishing. We are grateful to the panelists and the Fall Programming Subcommittee who made this opportunity possible and to everyone who joined us.

Beyond our fall programming, members of the SSRL SIG Graduate Student Committee are collaborating with other SIGS to facilitate and promote graduate student writing group opportunities. These writing sessions will offer dedicated time and a supportive community for graduate students to stay accountable and connect with peers as they make progress on dissertations, manuscripts, conference proposals, and other academic writing.

Looking ahead to the spring, we are especially excited to host “AERA: What to Know Before You Go,” an event designed for both first-time and returning AERA attendees. We are coordinating with other educational psychology graduate student groups across AERA and hope to bring together faculty and graduate student panelists to share practical advice about navigating the conference, connecting with fellow scholars, and getting the most out of the AERA experience. We are also exploring additional ways to support graduate students leading up to and during AERA, including potential mentoring initiatives and opportunities to connect socially outside of formal conference programming.

Through these efforts, the SSRL SIG Graduate Student Committee is committed to cultivating a space where emerging scholars can grow professionally, collaborate with peers, and build relationships within our field. We look forward to continuing this work throughout the year and beyond.

ACADEMIC PUBLISHING FOR GRADUATE STUDENTS: SSRL GRADUATE STUDENT COMMITTEE FALL WEBINAR



Michael Berro & Claire Constantine

UNC-Chapel Hill & Old Dominion University

The SSRL Graduate Student Committee (GSC) hosted its first webinar of the year. We welcomed Drs. Eric Anderman (Ohio State University) from Theory Into Practice, Akane Zusho (Fordham University) from The Journal of Experimental Education, and Francesca López (University of Wisconsin-Madison) and Sharon Nichols (UT San Antonio) from Educational Psychology for Policy and Practice.

Attendees joined a welcoming, scholarly discussion with our panelists to learn more about the publishing process. Panelists shared their journals' aims and scope, offered an insider look at publishing, and shared their experiences as journal editors and educational researchers. They passed along key advice to help graduate students prepare submissions, select journals, respond to reviewers, and handle rejection. After the moderated Q&A session, journal-specific conversations continued in breakout sessions, where attendees learned more about each journal and asked questions specific to their research.

We extend our gratitude to Drs. Anderman, Zusho, López, and Nichols for their time and insights. We greatly appreciate their contributions to this event's success. We would also like to thank our Fall Planning Committee: Zaina Dali (NC State University), Xinran (Wendy) Wang (Vanderbilt University), Ismail Souiri (University of Bern), and Yuxuan (Amber) Zhi (Michigan State University), and faculty mentors, Dr. Anna Brady (Georgia Southern University) and Dr. Stephanie Greenquist-Marlett (Vida School), for their hard work and role in the development of this event. In case you missed it, a recording of this event is available on the SIG YouTube Page.

2026 - 2027 EXECUTIVE BOARD

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

Graduate Student Research Award

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Barry J. Zimmerman Award For Outstanding Contribution

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

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Yan Dai (yzd0038@auburn.edu)

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

Graduate Student Mentoring Program Committee

Chair: Fernando Rodriguez (fernandr1@uci.edu)