Volume 1, Issue 6  September 2018

Special Points of Interest

Pillars of Self-Regulated Learning Series
Dr. Linda Bol, Old Dominion University

SIG SSRL Junior Scholar Series
Dr. Jake Follmer
Salisbury University

SRL Research Team Spotlight Series
The CLICK Research Group
University of North Carolina at Chapel Hill
Directed by Dr. Jeffrey A. Greene

Prominent Scholars Series
Dr. Erin E. Peters-Burton
George Mason University

SIG SSRL Executive Officer Spotlight
Dr. Stephen J. Aguilar
University of Southern California, Rossier School of Education

Address questions or comments to Dr. Héfer Bembenutty (bembenuttyseys@yahoo.com) and to Dr. Taylor W. Acee (aceet@txstate.edu)
Our SIG elects four new junior officers each year:
1. The junior SIG chair, who collaborates with the senior SIG chair on the general administration of the SIG;
2. The junior SIG Program Chair, who works with the senior SIG Program Chair to organize the review of proposals and the creation of the SIG program for the annual meeting of the AERA;
3. The junior SIG secretary/newsletter editor, who collaborates with the senior SIG secretary/newsletter editor on the creation of newsletters, and on writing up the minutes from our business meeting; and
4. The junior SIG treasurer/membership, who collaborates with the senior SIG treasurer/membership and who requests funds from AERA and reports on the SIG’s membership and financial status during our business meeting at the annual meeting.

Each term of office is two years: the first year as junior and the second year as senior. In our experience, each office involves a manageable amount of work while at the same time providing enriching professional experiences such as networking with colleagues in our field.

We hope you will consider volunteering or, with their permission, nominating colleagues, by emailing Dr. Héfer Bembenutty (bembenuttyseys@yahoo.com) or Dr. Taylor Acee (aceet@txstate.edu) by September 20, 2018.

Participate in Our Facebook Group & Visit Our Website!

Participate in our Facebook group! Join our Studying & Self-Regulated Learning SIG Facebook group! This group is meant for SIG members to share their work, pose questions, post announcements, and celebrate successes. Through sharing, we get to know each other and can form a strong network of researchers studying the many dimensions of self-regulated learning. To make our group a success, we need your help posting content. The more we hear from members, the more interesting and interactive this group will be. Examples of posts you can make are: questions and polls, announcements, photos/video, links to your publications, and links to other articles you find interesting. If you have any questions regarding this group, please message our group administrator, Charles Raffaele (craffaele@gradcenter.cuny.edu). We are looking forward to reading what you have to share!

Join us on Facebook: https://www.facebook.com/groups/AERASSRL/

VISIT OUR WEBSITE: https://ssrlsig.org/
Dr. Linda Bol is a Professor in Educational Foundations and Leadership at Old Dominion University with a program emphasis in educational psychology and program evaluation. Dr. Bol obtained her doctorate from the University of California, Berkeley in educational psychology, and currently teaches graduate courses in theories of learning, self-regulation and metacognition, research methods, program evaluation, formative assessment, and dissertation seminar.

Dr. Bol maintains an active research agenda in self-regulated learning in classroom settings. One area of specialization centers on students’ calibration accuracy and strategies employed to improve the accuracy of these metacognitive judgments. Specifically, Dr. Bol examines students’ ability to predict their test performance with interventions aimed at improving the accuracy of these predictions.

Dr. Bol has conducted numerous evaluation studies of educational programs aimed at promoting achievement of at-risk youth. She has also published studies on teachers’ assessment practices in an era of high-stakes testing and the cognitive demand associated with these practices. Recently, she served as a Co-Principal Investigator evaluating a $26 million dollar Investing in Innovation (i-3) grant focused on improving the mathematics achievement of middle school students. She has received grants for and conducted evaluation research on programs that include teaching American history grants, smaller learning communities, and charter schools.

Dr. Bol’s students have received awards, including the Outstanding Graduate Research Award from Studying and Self-Regulated Learning SIG, American Educational Research Association, and she received the Graduate Teaching Award, College of Education, Old Dominion University (2017). Her recent publications include a book chapter Calibration and Self-Regulated Learning: Making the Connections, and articles Can Providing Rubrics for Writing Tasks Improve Developing Writers’ Calibration Accuracy? and Improving Metacomprehension and Calibration Accuracy in Digital Text Using Prompts.

Testimonial
“I have enjoyed taking courses with Dr. Bol for the last two years. Her feedback and mentorship have been an invaluable asset to me while working toward my Ph.D. in Education at Old Dominion University. I look forward to working more closely with her over the remainder of my time at ODU.” – Wanda Brooks
Ph.D. in Educational Psychology, University of California, Berkeley, (1991)
M.A. in General/Experimental Psychology, California State University, Fresno, (1985)
B.A. in Psychology, California State University, Fresno, (1982)

- 2012: Largest Grant Award, Darden College of Education
- 2012: Most Collaborative Grant Award, Darden College of Education
- 2011: Doctoral Mentoring Award, Old Dominion University
- 2009: Shining Star, Old Dominion University
- 2009: Finalist for Doctoral Mentoring Award, Old Dominion University
- 2008: Finalist for Doctoral Mentoring Award, Old Dominion University
- 2004: Tonelson Award for Outstanding Faculty Member in Research, Teaching, and Service, Darden College
- 2000: Department Scholarship Award, Education Curriculum and Instruction, Old Dominion University
- 1996: Outstanding Teacher Education Award for Research, University of Memphis
- 1992: Outstanding Doctoral Dissertation Award, Graduate School of Education, University of California

Abstracts


The effects of training in self-regulation on metacognition and math achievement were investigated. The participants were 116 community college students enrolled in developmental math courses. Students enrolled in 16 classrooms were randomly assigned to the treatment and control groups. Participants in the treatment group completed four self-regulated learning (SRL) exercises based on Zimmerman’s (2002) cyclical model. The exercises were completed weekly and repeated for a total of 3 weeks. During the last week of class, participants completed a final exam to measure math achievement as well as the metacognitive self-regulation and time/study environment management scales on the Motivated Strategies for Learning Questionnaire ([MSLQ], Pintrich, Smith, Garcia, & McKeachie, 1991). There were significant differences between the two groups, indicating that training in SRL improved math achievement and metacognitive skills assessed on both MSLQ scales. The findings suggested that training in SRL improves math achievement, metacognitive self-regulation and time/study environmental management skills of students enrolled in developmental math courses.


This study examines the correspondence between (1) teachers’ student learning outcome goals, and (2) teachers’ assessment practices. Ten high school biology teachers were interviewed individually about their teaching philosophies and practices. Teachers’ student learning goals were categorized, and their test and practice items were rated on level of processing (whether the item required basic knowledge, integration, or application) and item format (recognition or recall). Overall, teachers wanted their students to develop a general interest in and understanding of biology as well as its real-world applications. They also wanted their students to develop higher order study skills by interpreting information, managing their time and effort, and thinking critically. However, their assessment practices did not support these goals. On average, over half of the items (52% of test items, 53% of practice items) required only basic knowledge, while almost none required application (5% of test items, 4% of practice items). Nearly two thirds (65%) of test items were recognition items. Interview findings suggest that teachers were not aware of the contradiction between their instructional goals and assessment practices.
Hayes: How did you develop your interest in self-regulated learning?

Bol: When in my doctoral program, I was a graduate assistant for a large program entitled the Autonomous Learning Project. The focus was on academic studying and incorporated self-regulated learning strategies. The project and subject matter were fascinating and had clear implications for improving students’ self-regulation and achievement. My mentors, William Rohwer and John Thomas, not only introduced me to this topic but modeled how to conduct sound research in ecologically valid contexts. I decided to use some of the project data for my dissertation and with my mentors’ support went on to establish a research agenda in SRL and calibration. Calibration is how accurately an individual’s metacognitive judgments about her performance corresponds to her actual performance. My collaborator in this line of research is Douglas Hacker, who also sets a high bar for the quality of our work. He may be too well calibrated.

Hayes: Please describe the research you are doing in the area of self-regulated learning.

Bol: My involvement with the SSRL SIG has been beneficial for several reasons. First and foremost, I value the friendship, support, and collegiality of people who have similar research interests. I look forward to seeing these folks every year. Second, it has provided me with service opportunities in a professional organization. Earlier in my career, I served in every office and continue to head committees. Finally, I encourage my own students to join the SIG in order to support and promote them.

Hayes: How does SRL influence your teaching?

Bol: I incorporate both explicit and implicit SRL strategies in my teaching. In terms of explicit strategies, I directly inform my students about SRL theory and research highlighting effective strategies. We then discuss how they could be incorporated into preparing for class assignments. I provide a lot of scaffolding to prompt SRL processes such as group work that entails comprehension monitoring, self-testing, and reflection. A final way in which SRL influences my teaching is when I model SRL strategies by verbalizing how to work through problems and monitor content mastery.

Hayes: As a founding member of the SIG, please tell me about its origins, name, original members, and its development.

Bol: When in my doctoral program, I had the distinct honor of being an original member of the SSRL SIG. I began studying SRL when working on the Autonomous Learning Project (ALPS) that focused on academic studying. The principal investigators of ALPS, Rohwer and Thomas, were the founding members of this SIG. The SIG was originally named Academic Studying. A bit later, Dr. Barry Zimmerman, also a founding member, encouraged more emphasis on self-regulated learning in order to increase membership and interest. Such a shocking proposition given the source. This is why our SIG is now named Studying and Self-Regulated Learning. I remember our first business meeting was held at Far West Labs where the grant was housed because AERA was in San Francisco that year. There were about a dozen of us sitting around a conference table, including my fellow GA or “study buddy” as his son called us. We said little but listened intently. Robert and I went on to serve as co-officers a few years later. My study buddy has since passed, and I still miss him. Revealing this history makes me feel ancient- notice I did not include dates even if I could remember them. Looking back, I was so fortunate to be involved with our SIG from the very beginning.

Hayes: Why do you choose to serve in the SIG Studying and Self-Regulated Learning? What does service in the SIG mean to you?

Bol: My involvement with the SSRL SIG has been beneficial for several reasons. First and foremost, I value the friendship, support, and collegiality of people who have similar research interests. I look forward to seeing these folks every year. Second, I have made very strong professional connections that have afforded me opportunities like research collaborations. Third, it has provided me with service opportunities in a professional organization. Earlier in my career, I served in every office and continue to head committees. Finally, I encourage my own students to join the SIG in order to support and promote them.

Mr. Andre Hayes is an educator of English and Teaching Methods.
Mr. Hayes graduated from Nyack College.
At our AERA Business Meeting this year in New Orleans, I was honored by an invitation from our Chair, Dr. Heidi Andrade, to briefly describe the origins of our SIG and provide a tribute to Dr. Barry J. Zimmerman for his dedicated contribution and service because Dr. Zimmerman is a founding member of our SIG and has continually lent support and direction. The invitation to make this presentation was based on my co-longevity and leadership in the SIG. Simply put, Dr. Zimmerman and I are the last remaining founding members of the SIG since its inception in 1986. The 25th anniversary of our SIG serendipitously coincided with Dr. with Dr. Zimmerman’s retirement, sparking other tributes in his honor at this year’s meeting.

During the preparation and delivery of this presentation I have to admit that my memory has faded a bit. It has been 25 years. Fortunately, I augmented my fallible memory with past newsletters published by previous SIG officers. Most notably, I drew heavily from a 1994 Newsletter written by my friend and then chair, Dr. Amy Strage, in which she recounted the SIG’s origins and early sessions. So thank you Amy for contributing much of the more objective content.

Our SIG originated in 1986 when AERA was held in San Francisco. A group of researchers at UC Berkeley and Far West Laboratories were spearheading a large federally funded project called the Autonomous Learning Project that focused on academic studying. The principal investigators, John Thomas and William Rohwer Jr., organized a one day preconference meeting at Far West Labs and invited a number of researchers whose work addressed issues of learning in academic contexts. Among the attendees were Dr. Zimmerman and myself. I was invited because I was employed as a graduate assistant on the project. Dr. Zimmerman was invited for more obvious reasons. From this meeting the Academic Studying SIG was born with Barry Zimmerman as one of our most prestigious charter members.

Descriptions of our early conferences illuminate the focus and direction of our SIG that includes the mystery of our name changes. In 1987, we sponsored our first sessions in Washington, DC. The symposium was entitled “Promoting Effective Studying,” and the paper session was called “Student Learning and Study Strategies.” These catchy titles actually attracted some attendees. In the 1991 meeting held in Chicago, Dr. Zimmerman suggested that we change our name from Academic Studying to Studying and Self-Directed Learning. The membership supported his motion, but the name mysteriously reappeared as Studying and Self-Directed Learning in 1992 when AREA was back in San Francisco. The SIG name controversy was fueled by power grabs, ego clashes, and general histrionics characteristic of educational researchers (Bol, 2011). In addition to our name change, another crisis emerged that threatened our very existence. Strage’s quote from the 1994 Newsletter best captures this crisis:

“We are at a crucial turning point. This year we just squeaked by. Our membership dropped significantly from the year before, so much so that we had exactly the number of members necessary to qualify for one session on the program. Last year we had a cushion of over two dozen members. And so the question is this: Are we going to revitalize or are we going to run the risk of (not so slowly) ceasing to exist?”

The crisis was averted and Dr. Zimmerman prevailed in changing our SIG name to Studying and Self-Regulated Learning. We now have a robust and active membership in no small thanks to Dr. Zimmerman.

Dr. Zimmerman has made numerous contributions to our SIG that has promoted its viability and success. The SIG name change provided broader appeal and better alignment with the key terms and phrases appearing in the literature. Dr. Zimmerman also suggested that we co-sponsor sessions with the Motivation in Education SIG to attract researchers with related interests. We could always count on him to give invited talks during our business sessions, participate on panels, and serve as discussant or chair in order to draw attendees and potential members. His recruitment efforts extended to encouraging his own doctoral students to join our SIG, present their research, and assume leadership positions. Many of our members and current or former officers are Zimmerman’s students. Just his consistent attendance was remarkable. He even attended the business sessions scheduled during the dinner hour when fine restaurants and revelry beckoned.

Finally, Dr. Zimmerman was supportive and gracious to our fellow members. On a personal note, he not only inspired my work but expressed interest in my research and offered sage advice for improvement. He wrote letters of recommendation for my promotions. Certainly, I am not the only recipient of such support and kindness among the SIG membership.

In conclusion, we are sincerely grateful to our founding member, Dr. Barry J. Zimmerman, for his outstanding and dedicated service to the Studying and Self-Regulated Learning SIG of the American Educational Research Association. Though we have used the occasion of his retirement to present this tribute, we sincerely hope that he will honor us with his continued involvement in our SIG.
Pillars of Self-Regulated Learning Series
Dr. Linda Bol

Continued on next page


### Abstracts


One current focus of research regarding online courses concentrates on identifying effective design and delivery methodologies. This non-experimental comparative research study investigated two types of learner-to-learner interaction techniques: designed and contextual interactions and their effects on learner achievement, social presence, interaction quality and learning satisfaction in online asynchronous courses. Designed interactions have a high level of collaborative/cooperative instructional intent. Contextual interactions provide the opportunity for interaction but have little or no collaborative/cooperative instructional intent. Results indicate designed interactions or interactions that have high levels of collaborative/cooperative intent positively affect learner achievement and satisfaction. Results also indicate that a high level of instructor social presence has positive effects on student achievement and learning satisfaction. The results continue to reveal that a high level of interactive quality significantly affects levels of instructor and learner social presence as well as learner satisfaction.


This paper presents results from an experimental study that examined embedded strategy prompts in digital text and their effects on calibration and metacomprehension accuracies. A sample population of 80 college undergraduates read a digital expository text on the basics of photography. The most robust treatment (mixed) read the text, generated a summary for each page of text, and then was prompted with a metacognitive strategy. The metacognitive treatment received metacognitive strategy prompts only, and the cognitive group implemented the cognitive strategy (summarization) only. A control group read the text with no embedded support. Groups were compared on measures of achievement, attitudes, cognitive load, and metacomprehension and calibration accuracy. Results indicated that a combination of embedded cognitive and metacognitive strategies in digital text improved learner achievement on application-level questions, yielded more accurate predictive calibration, and strengthened the relationship between metacomprehension and performance, all of which are common attributes of an academically successful learner.


Rubric-referenced calibration and the interaction between writing achievement and calibration, a measure of the relationship between one's performance and the accuracy of one's judgments, were investigated. Undergraduate students (N = 596) were assigned to one of three calibration conditions: (a) global, (b) global and general criteria, or (c) global and detailed criteria. Students in all three conditions provided global predictions and postdictions of essay exam scores. Although calibration judgments by condition did not affect calibration accuracy overall, statistically significant main effects were found between calibration accuracy by criteria and prior achievement. High achievers made more-accurate predictions and postdictions by criteria than low achievers. Regardless of achievement level, those students in the detailed rubric condition had higher postdictive accuracy for the organization criteria than did students in the general rubric condition.
Education, courage, self-determination, self-regulation, self-efficacy, and inspiration have been the glue that has held me together to achieve my dream of being a teacher. I have a Bachelor of Arts Degree in History with a major in Secondary Education 7-12 and a Masters in Adolescence Education: Social Studies 7-12. I teach at Williamsburg Preparatory High School 561, which is located in Williamsburg, Brooklyn. I am more than just an educator who only teaches Social Studies. I am a teacher of morals, ideals, values, guidance, knowledge, and a model of behavior for all of my students. I help my students to believe in themselves with high self-efficacy and to develop self-regulatory skills.

As a self-regulated and self-efficacious teacher, I provide my students with the most innovative and inspiring lessons based on the New York State Learning Standards, National Council of Social Studies National Standards, creating an ideal learning experience for the students to discover knowledge and expand their minds to higher order thinking. I am passionate about educating the students of the 21st century by using a unique combination of various types of self-regulated instructional practices and learning modalities about the fascinating historical aspects in Social Studies. In addition, I modify my lesson plans to meet the students’ diverse and multicultural interests, as well as demonstrate direct connections between classroom and everyday current events.

The influence I can have on students is tremendous. My teaching can change the lives of so many students if I can figure out ways to push them to new heights. I can end racism throughout the world just by educating students. With all of the responsibility within my life, all I need to do is be “brave five minutes longer” and take risks! As Ralph Waldo Emerson observed, “A hero is no braver than an ordinary man, but he is brave five minutes longer.” Or, as posited by The Duke of Wellington when talking about his British soldiers, he observed that his soldiers were not braver than the soldiers of other nations, but they were brave five minutes longer. To be brave five minutes longer has been my motto since I heard Dr. Héfer Bembenutty citing it in one of the undergraduate classes. I want to instill that confidence and self-control beliefs to my own students.

I learned that the best way to allow students to achieve their own identity, and develop themselves for the future is by allowing them to discover knowledge on their own, and achieve higher order thinking. Giving students the autonomy over their own learning will encourage them to have a higher level of self-efficacy. When students hold a high level of self-efficacy within themselves, they begin to believe that they can complete specific tasks. Some goals and tasks may be difficult, but with a high self-efficacy and self-regulation students can overcome any obstacle that comes their way, as long as they work hard. Within my class, I look for opportunities to build students self-efficacy. I make sure I create lessons that challenge my student’s mental capacity to heights they never dreamed of. Giving students the ability to learn and feel joy within themselves also gives them the passion to want to learn and achieve as much knowledge as possible.

I have been a person who always strives for greatness in everything I do, and I want my students to achieve greatness as well. I want to be remembered as that teacher that made a difference, a teacher that took a risk to help the new generation. I knew I could change the world, and that no obstacle would come my way again! I realized if I wanted to be the greatest teacher in the world, I needed to keep a high level of self-efficacy. Because of my high self-efficacy levels I am able to push myself to heights that I never knew possible. All I know and can see is greatness, and that’s because I’m five minutes braver.

I realize that teaching is an art form that not just anyone could master it. As a teacher, I must have passion and a high level of self-efficacy. I can destroy the views on racism and create a new outlook of the world in the classroom. My high level of self-efficacy, my passion for teaching, knowing that I will make the people around me proud, is all I need in life. I believe that by being brave for five minutes longer, I will achieve greatness.
Dr. Jake Follmer currently serves as Visiting Assistant Professor in the Department of Doctoral Studies in Literacy at Salisbury University. He earned his Ph.D. in educational psychology with a specialization in learning from The Pennsylvania State University in 2017. He also holds master’s degrees in school psychology from Bucknell University and in educational psychology from The Pennsylvania State University. He teaches courses in the areas of comprehension and strategic learning, research methods, and statistics. He publishes primarily in journals related to educational psychology, reading, and learning and individual differences. He also regularly conducts program assessment and evaluation work for funded projects.

Dr. Follmer’s research focuses on: 1) supporting readers’ strategic processing and comprehension of expository text and 2) measuring and promoting self-regulated learning and strategy use among varied learners. He is particularly interested in understanding the roles of readers’ executive, metacognitive, and strategic processes in supporting comprehension of complex text. His research also examines methods of and approaches to supporting learners’ strategic reading via microanalytic methods.

Recent Publications


Recent Grants


Dr. Jake Follmer is a conscientious member of our SIG SSRL.

Education
- M.S.Ed (2013) School Psychology, Bucknell University
Our research team studies how people Critique, Learn, Inquire, and Construct Knowledge (CLICK) in the modern world, and how to help people do those things more effectively. Specifically, we conduct research on self-regulated learning, epistemic cognition, digital and new literacies, and classroom argumentation and discourse.

Currently, much of our research focuses on how people self-regulate their learning on the Internet, and how to help them use that powerful, but sometimes dangerous, tool more efficiently.

### How we study SRL in our lab:

- Over the last 5 years, we have used Think-Aloud Protocols to investigate and clarify the role of various SRL processes (e.g., “coordination of information sources”, “judgment of understanding”) and epistemic cognition (EC) processes (e.g., “justification by testimony”) in learning and achievement. We have examined how each correlate with learning gains and how we might aggregate those processes to create predictive models that persist across idiosyncratic differences across people.
- The TAPs allow us to assess participants’ thinking as it occurs and changes across time, tasks, and contexts.
- Our current projects continue these investigations but also include the use of an app, Collabucate, to help small groups more effectively engage in social regulation of learning, or the different modes of regulation in collaborative settings (e.g., SRL – I regulate myself; co-regulation – I/we regulate you; socially shared regulation – we regulate the group),
- We also have a Spencer Foundation funded research study that investigates the role of self-regulatory ego-depletion in online learning.

Dr. Jeffrey A. Greene is an esteemed and active member of our SIG SSRL. He delivered the keynote address during the SIG’s business meeting (2018)

Dr. Greene is Interim Associate Dean for Academic Affairs and Director of Graduate Studies and an Associate Professor in the Learning Science and Psychological Studies Program.
Dr. Greene’s Honors and Awards:

- 2016, American Psychological Association Division 15 Richard E. Snow Award for Early Contributions.

Major findings and publications of our lab:

Our work spans basic and applied research. We have contributed to the understanding of the roles of SRL and EC in online learning and learning with technology, and our research has added to ideas about how to best measure and model those processes. We have also contributed findings regarding the complementarity and contingent roles of monitoring and strategy use in SRL, and the role of justification in epistemic cognition.

Members of the CLICK lab:

- Current students: Elizabeth Allen, Brian Cartiff, Dana Copeland, Vic Deekens, Dalila Dragnic-Cindric, Rebekah Duke, Rebekah Freed, Nikki Lobczowski, Kayley Lyons, Robert Plumley
- Recent alumni: Lara-Jeane Costa, Jane Robertson

Collaborators: Dr. P. Karen Murphy, Dr. Carla Firetto, Dr. Matt Bernacki

Primary Journals:

Greene publishes his research in professional journals including Educational Psychologist, the Journal of Educational Psychology, Contemporary Educational Psychology, Review of Educational Research, Journal of Educational Computing Research and Instructional Science.

Editorial Services:

Greene is Associate Editor of Contemporary Educational Psychology, and is on the editorial board of Review of Educational Research, Educational Psychologist, the Journal of Educational Psychology, Journal of the Learning Sciences, Metacognition & Learning, Science Education, and The Journal of Experimental Education.

Professional Affiliations:

He is a member of several professional organizations, including the American Psychological Association, the American Educational Research Association, the International Society of Learning Sciences, and Sigma Xi: The Scientific Research Society.

Teaching Areas:

- Psychology of Learning
- Self-Regulated Learning
- Cognition
- Research Method

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- Research Method
Research Team Spotlight Series
The CLICK Research Group at the University of North Carolina at Chapel Hill
Continued from previous page

The Research Group studies how people Critique, Learn, Inquire, and Construct Knowledge (CLICK) in the modern world, and how to help people do those things more effectively. Specifically, the CLICK Research Group conducts research on self-regulated learning, epistemic cognition, digital and new literacies, and classroom argumentation and discourse.

Some of CLICK Current Members and Alumni

Continued on next page


Dr. Erin E. Peters-Burton is the Donna R. and David E. Sterling Endowed Professor in Science Education and Director of the Center for Social Equity through Science Education at George Mason University in Fairfax, Virginia. The Center for Social Equity through Science Education is a group of researchers, educators, and university students who are dedicated to helping all people to have a richer understanding of science. The acronym for the Center is C(SE)² because “when you bring social equity and science education together, the result is exponential. Although only a year in existence, C(SE)² has been featured on NSTA Television (https://www.youtube.com/watch?v=XY2ts8sJAPk).

Dr. Peters-Burton was a National Board Certified science and mathematics secondary teacher for 15 years before she served as an Einstein Distinguished Education Fellow in 2006-2007 in NASA's Exploration Systems Mission Directorate. Erin’s experiences have helped inform her work as an educational researcher, and she is currently pursuing research projects in the nexus of the nature of science, student learning, science teacher pedagogical content knowledge, and educational psychology. She has served as a Principal Investigator for NSF-funded projects studying critical components of exemplary inclusive STEM high schools and STEM-focused elementary schools to better understand how integrated STEM education can be implemented successfully for all students.

Dr. Peters-Burton is co-editor and contributing author to the STEM Road Map Curriculum Series published by National Science Teachers’ Association Press, which is a 32-book K-12 Problem-Based Learning curriculum series featuring integrated STEM content based on self-regulated learning theory. In 2016 she was awarded the Association of Science Teacher Educators Outstanding Science Teacher of the Year in recognition of her work with the professional development of secondary science teachers. She is currently working with high school science teachers to develop interventions for improving students’ self-regulation of learning for science and engineering practices.

Research Interests:
- Teacher use of self-regulated learning supports in science instruction
- Student use of self-regulated learning strategies for science epistemic thinking
- Critical components of inclusive STEM schools
- SRL strategies for computational thinking and argumentation in science
- Measurement of nature of science knowledge

Teaching:
- Mixed Methods Research (doctoral level)
- Integrated STEM Education Research and Policy (doctoral level)
- Foundations of Science Education Research (doctoral level)
- Science Teaching Methods for Secondary School (master’s level)
- Human Development (master’s level)
- Self-Regulated Learning in a Scientific Research Setting (master’s level)
- Theories of Learning and Cognition (master’s level)
- Data-Driven Decision Making for Educational Continuous Improvement (master’s level)

Dr. Erin E. Peters-Burton’s research agenda is focused on helping all students build self-awareness of how they learn science and engineering. She works to help students see themselves as “science-minded” and help teachers create classrooms that support student skills to develop scientific knowledge. To accomplish this, she pursues research projects that investigate ways that students and teachers can use self-regulated learning theory in science and engineering, as well as how inclusive STEM schools can help students succeed.

Dr. Peters-Burton is an active member of our SSRL SIG. She received her Ph.D. from George Mason University working with Dr. Anastasia Kitsantas.

Dr. Erin E. Peters-Burton was a National Board Certified science and mathematics secondary teacher for 15 years before she served as an Einstein Distinguished Education Fellow in 2006-2007 in NASA’s Exploration Systems Mission Directorate. Erin’s experiences have helped inform her work as an educational researcher, and she is currently pursuing research projects in the nexus of the nature of science, student learning, science teacher pedagogical content knowledge, and educational psychology. She has served as a Principal Investigator for NSF-funded projects studying critical components of exemplary inclusive STEM high schools and STEM-focused elementary schools to better understand how integrated STEM education can be implemented successfully for all students.

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Grants Awarded:

- Developing a Model of STEM-Focused Elementary Schools – National Science Foundation
- Self-Regulation of Argumentation Skills in Science – Virginia Department of Education
- Multiple Instrumental Case Studies of Inclusive STEM-focused High Schools: Opportunity Structures for Preparation and Inspiration (OSPrI) – National Science Foundation
- Teaching Scientific Inquiry and the Nature of Science (K-5) – Virginia Department of Education
- Making the Global Local - Unusual Weather Events as Climate Change Educational Opportunities – National Science Foundation

Recent Publications:


Epistemic Network Analysis:

Epistemic Network Analysis (ENA) is a method of inquiry used to map a particular group’s epistemic understanding of science. It is a method adapted from social network analysis, but instead of people as nodes on the map, the nodes represent ideas. These maps are helpful in understanding how a group understands the ways ideas are connected to each other, which ideas anchor other ideas, and which ideas are central to the group. The method was created to respond to nature of science studies that “bucket” ideas into naive, emerging and sophisticated without illustrating connectedness or hierarchy.


Dr. Stephen Aguilar is a valuable Executive Officer in our SIG, SSRL. He is our SIG Junior Program Chair and the former senior secretary of the SIG.

Dr. Aguilar is an assistant professor of education at USC Rossier.

“I am thrilled and humbled to be joining a community of scholars that is committed to rigorous research and thoughtful practice,” Aguilar said. “Our renewed focus on equity in education inspires me to do my best work, and having the additional support from the Provost’s office will enable me to hit the ground running.”

Dr. Aguilar started his career as a middle school teacher, then worked on learning management systems for a tech startup before switching to academia in order to better understand how students learn in technology-infused environments.

Recent Grants:

• **Using Learning Analytics and Natural Language Processing to Explore the Role of Synchronous Chat in Knowledge Construction During Online Course Sessions** Research Grant; 2U, Incorporated Principal Investigator. Co-PI: Brendesha Tynes (2017-2018)


• **Using a Refutation Text to Address Misconceptions about Common Core Policy** Internal Research Funds Award; USC Rossier School of Education Principal Investigator (2018)


Recent Publications:


SELF-EFFICACY BELIEFS

Cartoons

Steps to Promote Self-Efficacy

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Step Two: Set Expectations Toward Success

Step Three: Encourage Students to Challenge Themselves

Step Four: Individualize Instruction

Step Five: Be a Constant and Available Support System

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