TIMES MAGAZINE

A GOOD SRL MENTOR IS HARD TO FIND: REFLECTIONS OF SELF-REGULATED MENTORS DURING THE AERA SSRL SIG MENTORING PROGRAM
GUEST EDITOR: MS. BINYU YANG

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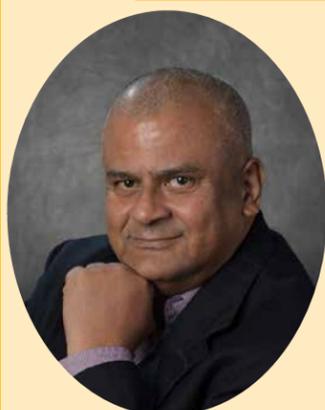
Introduction to the Special Issue on Mentoring:
"Standing on the Shoulders of SRL Giant Mentors"
Ms. Binyu Yang, Guest Editor
The George Washington University

Mentoring is a process during which "a mentor engages the learner in activities that encourage successful completion of a task through a series of interactions on both a professional and personal level" (DiBenedetto & White, 2013, p. 551). It is a mutually beneficial and reciprocal learning relationship that not only determines the mentee's development of research skills, academic accomplishments, professional opportunities, and career aspirations, but fosters a supportive and caring learning community characterized by dedication, respect, and commitment. By standing on the shoulders of accomplished mentors, mentees gain some critical insights on what to expect as a novice researcher, and how to accelerate their research and conduct a meaningful and manageable study that fills the current research gaps and advances the field. To be successful, mentees need to engage in self-regulated learning.

Self-regulated learning (SRL), refers to the process through which individuals purposefully and strategically initiate, organize, and direct their thoughts, feelings, and behaviors planned and cyclically adapted in the pursuit of goals (Cleary, Kitsantas, Pape, & Slemp, 2018). As a lifelong ability, self-regulation plays an indispensable role in students' learning and life, especially for doctoral students, since the responsibility for the completion of dissertation work primarily lies with the doctoral students themselves. Kelly and Salisbury-Glennon (2016) indicated that up to 60% of all doctoral candidates do not complete their dissertations, and they are thus categorized as All But Dissertation (ABD) students. The findings of this study revealed that SRL predicted the time between the comprehensive examinations and the completion of the dissertation, and thus suggested that ABD students should be equipped with SRL knowledge and strategies in order to complete their dissertations. Thus, the mentoring process should not only support the professional and personal development but cultivate self-regulatory competencies and promote SRL as well.

At the 2019 American Educational Research Association (AERA) annual meeting in Toronto this past April, the Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) successfully sponsored its 6th annual Graduate Student Mentoring Program (GSMP). Thanks to the generous support and commitment of our SIG mentors, a vibrant and supportive community of SRL scholars has been established. Graduate students within this mutually beneficial community have been provided with professional guidance and networking opportunities to tackle those common challenges currently facing doctoral students, such as network building, dissertation, and early-career preparations. The lifelong mentoring relationship has exerted long-lasting, positive influences on the perceptions, beliefs, and lives of mentees, and have shaped the "gold standards" that mentees can apply to evaluate their performance as professionals and new mentors in their future careers.

With the spirit of paying it forward to early-career SRL scholars and researchers, seven of our SSRL SIG's incredible mentors, Drs. Allyson Hadwin, Anastasia Kitsantas, Dale Schunk, Eric Poitras, Jeff Greene, Héfer Bembenutty, and Timothy Cleary, shared in this special issue of our SSRL SIG Times Magazine their meaningful and rewarding mentoring experience during the Mentoring Program in Toronto. Although mentors reflected on their experience in different perspectives, there are some commonalities in their mentoring approaches and recommendations to doctoral students, which are too good to miss points for researchers, educators, practitioners, and leaders in the SRL field.

As accomplished SRL scholars and experts, many mentors' mentoring approaches are primarily grounded on the SRL literature (see Bembenutty, Cleary, & Kitsantas, 2013). Zimmerman (2000) proposed that self-regulatory competencies are developed throughout four dynamic, complementary, and developmentally-sequenced levels: observation, emulation, self-control, and self-regulation. This four-level SRL model could help mentees to better understand and benefit from the mentoring process. Mentees observe a role model (i.e., mentors) demonstrating a specific strategy or conducting research in a specific area (observation level), and then received some combination of SRL instructions, adaptive guidance, ongoing feedback, structured prompts, and other forms of social collaboration to continuously scaffold and support their skill development (emulation level). As mentees shift to the self-control level and then achieve the self-regulation level, they are progressively on their track to exit the individual feedback loop with increased SRL knowledge and strategies and become more self-motivated, self-efficacious, and self-directed learners.

> **"By standing on the shoulders of accomplished mentors, mentees gain some critical insights on what to expect as a novice researcher, and how to accelerate their research and conduct a meaningful and manageable study that fills the current research gaps and advances the field. To be successful, mentees need to engage in self-regulated learning."**

Concerning mentors' recommendations to doctoral students, multiple self-regulatory processes within all three SRL phases are engaged and targeted in order to cultivate SRL in its entirety, such as goal setting and strategic planning (forethought phase), self-control strategies (e.g., seeking assistance and information) and self-monitoring (performance phase), and self-evaluation (self-reflection phase). When initiating a task, mentees are expected to set both short-term and long-term goals and be equipped with various SRL strategies in order to be able to orchestrate those strategies that best meet their learning characteristics and strengths. Self-monitoring is indispensable because it provides students with a source of internal feedback regarding their learning process and outcomes (Winne, 2001). Students can make metacognitive adaptations to maximize their performance, reflect on the goals established during the forethought stage, and determine if they were on the right track to attain those goals. A self-regulatory cycle is eventually completed when the self-evaluation process influences goal setting before subsequent learning. Prompting mentees to evaluate their performance in a more self-directed and objective way can help them develop a more nuanced understanding of their strengths and weaknesses and then set more realistic and personal goals.

Details about each mentor's meaningful mentoring experience are found in this issue of Times Magazine. I hope that you would enjoy reading their reflections. Their reflections demonstrate that SRL theory and practices can be the guiding principles to sustain mentor-mentee professional relationships. The value of adopting Zimmerman's developmental model could help to foster the necessary competencies mentees need to reach valuable goals. I appreciate the excellent opportunity to work with preeminent educators for this special edition of our Times Magazine. I appreciate the opportunity that the AERA SSRL SIG and Editor-in-Chief, Dr. Héfer Bembenutty gave me to serve as a guest editor of this particular issue of our Times Magazine.

Ms. Binyu Yang is a doctoral candidate and research assistant from the George Washington University, Graduate School of Education and Human Development. Her research interests focus on post-secondary students' self-regulation in online learning contexts, SRL interventions, and language learning strategies for second language learners. She has published an English vocabulary book *3500 Key Words (Shorthand of Brain Mapping)* in 2016, which is a novel combination of mind mapping and vocabulary learning strategies.

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Graduate Student Mentoring Program (GSMP)
Toronto - 2019

Committee: Dr. Timothy J. Cleary (Chair), Dr. Roger Azevedo & Dr. Greg Callan

Purposes and Philosophy

- Cultivate a supportive community of SRL scholars
- To promote SRL research
- To provide an influential and memorable experience

Components

❑ Pre-meeting collaboration

❑ Individual (one-on-one) mentoring session at AERA

❑ GSMP lunch (Saturday)

  ➢ Winne's article and discussion

❑ Peer collaboration – SRL sessions

❑ Video series

Mentees	Mentors
Melissa Quackenbush Old Dominion University	**Timothy Cleary** Rutgers University
Joseph Tise Penn State University	**Dale Schunk** UNC - Greensboro
Yeo-eun Kim The Ohio State University	**Allyson Hadwin** University of Victoria
Jessica Vandenberg NC State University	**Eric Poitras** University of Utah
Hyeyeon Lee Penn State University	**Jeffrey Greene** UNC - Chapel Hill
Michelle Gnoleba George Mason University	**Héfer Bembenutty** CUNY – Queens College
Lisa Ridgley Ball State University	**Anastasia Kitsantas** George Mason University

AERA SSRL Mentoring Program
Dr. Dale H. Schunk
The University of North Carolina at Greensboro

What does Serving as a Mentor Mean to Me?

Serving as a mentor carries a responsibility that I will attempt to establish a good mentoring relationship with my mentee. That means being helpful and trying my best to listen and discuss important issues. It also means I take the time to do what is needed. In advance, I ask my mentee to send me a vita and proposals or articles that he or she wants to discuss, after which I read them, so I am prepared to discuss and give feedback.

What Does the Mentoring Program Mean to Me?

The Graduate Student Mentoring Program (GSMP) of the American Educational Research Association's (AERA) Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) offers a wonderful opportunity for assisting individuals early in their professional careers in ways that may prove helpful to them now and later. This program did not exist when I was a doctoral student and a new faculty member. I wish it would have! By interacting with mentors and other mentees, individuals can get valuable feedback and acquire skills and knowledge that may save them needless effort and trouble. The positive interactions also help develop their self-efficacy for continuing to be successful.

Dr. Schunk with Dr. Linda Bol and Dr. Daniel Moos receiving the AERA SSRL SIG Zimmerman's Award for his many professional contributions

What Do I Like About the Structure of the Program?

The field of mentoring is concerned with establishing mentoring relationships and not merely interactions. A relationship means that the mentoring works both ways from mentor to mentee and from mentee to mentor. Both benefit from the relationship. The SSRL SIG mentoring program is designed to do just that. I have found I learned a lot from my mentees about the field of self-regulation and professional issues. I hope that I have been able to provide as much in return.

Who Was Your Mentee?

My mentee was Mr. Joseph Tise, from Penn State University. Joe was an excellent person to know and work with. He embodies the best in self-regulation, being very motivated, strategic, and goal-directed, and has a strong research background and excellent experience. Being farther along in his program, he was a great role model for some of the newer mentees. Joe will be highly successful in his career and a strong contributor to the SSRL SIG for many years.

Dr. Dale H. Schunk is a professor of education in the Department of Teacher Education and Higher Education at The University of North Carolina at Greensboro. His research interests are the areas of learning, motivation, and self-regulation.


SRL and My Mentoring Approaches

I ask mentees to give me some information about themselves, including their vitae and something they have written, such as a paper or proposal. We review them together. My feedback is in the form of suggestions that they might consider. I want to know about my mentees, such as their backgrounds, graduate experiences, and career aspirations. Although these may differ in many ways from mine, there always are commonalities.

My Experience as a Mentor

It has been wonderful. Being a mentor allows me to expand my professional network, meet new people and learn from them, and offer advice as wanted, although I say that each person needs to develop his or her self-regulatory strategies. Through the SSRL SIG, I have met people from around the world and developed wonderful new contacts. These have helped me in my writing, research, and teaching. I highly recommend this mentoring program to both mentors and mentees.

Recommendations to Doctoral Students

Develop a good network of professional colleagues. The network helps you develop professionally and provides valuable advice and support. Careers in higher education can at times seem lonely, and it is good to have close colleagues; Reach out to develop your network such as by attending conferences. At these events, introduce yourself to people. You never know who you might meet. Practice self-regulation to complete your dissertation; Have long-term goals that you subdivide into shorter-term goals; Set daily goals and gauge your progress. The belief that you are making progress will build self-efficacy and motivation for continuing.
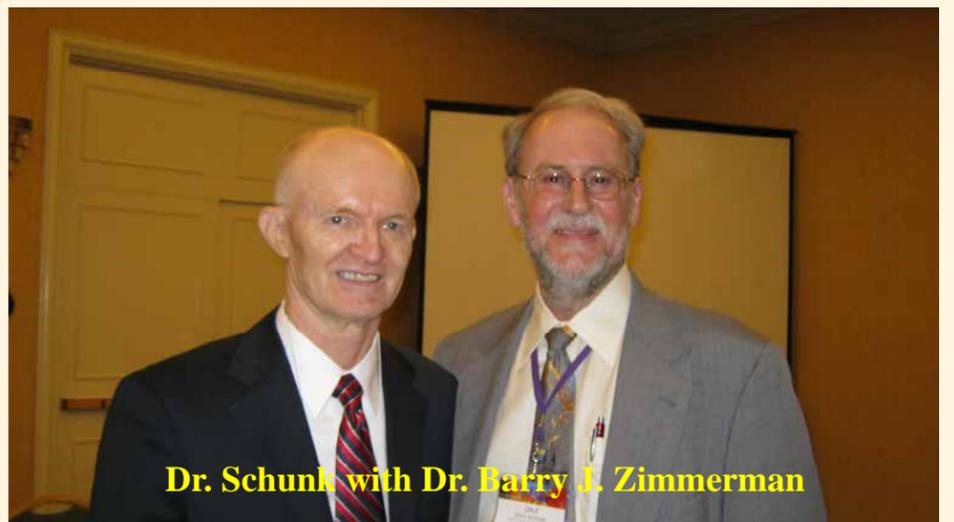
Dr. Schunk with Dr. Barry J. Zimmerman

Cultivating a Meaningful Relationship with a Mentor
Dr. Anastasia Kitsantas
George Mason University

What Does Serving as a Mentor Mean to Me?

As a faculty member, mentoring students is one of my most favorite and rewarding tasks. Working with students entails a long-term, and in most cases, preferably a lifelong relationship focusing on supporting their growth and development and shaping them into competent researchers, practitioners, and leaders in the field. This relationship offers positive and lasting benefits to both the mentor and the mentee. The mentor as a lifelong trusted guide, acts as a source of wisdom, role modeling, and support, whereas, the mentee shares his/her knowledge and experiences, shows an eagerness to learn, and proactively seeks feedback to tackle challenges. I attribute my professional growth to the guidance of my mentor Dr. Barry J. Zimmerman who guided me throughout graduate school and my career.

What Does the SSRL SIG Mentoring Program Mean to Me?

A mentor can make a real difference in a mentees' career and life. Mentoring programs such as the one organized by the AERA SSRL SIG offer unique opportunities for students to find a mentor in their areas of research. Mentoring can be very successful when the mentor and mentee are matched intentionally based on relevant factors to both their goals. For example, a mentor with expertise in a specific area of research can help accelerate the mentee's research and career development and life path. These programs also cultivate the value of mentoring and the positive impact of becoming a mentor to others.

SRL and My Mentoring Approach

My approach to mentoring is grounded on the self-regulated learning literature (see Bembenutty, Cleary, & Kitsantas, 2013). Effective mentoring involves helping the mentees to set short-term and long-term goals, engage in strategic planning to achieve these goals, keep track of their progress, and self-reflect on their learning and performance using both self-generated and mentor-provided feedback. It involves

Dr. Kitsantas receiving from Dr. Linda Bol the AERA SSRL SIG Zimmerman's Award for her many professional contributions

helping the mentees develop positive motivational beliefs, positive attributions, and learn over time to achieve independence and decrease reliance on the mentor. As a mentor, I periodically remind myself what it was like being new to a task as it certainly helps me to get in the frame of reference of the mentee.

Recommendations to Doctoral Students

Mentoring is a reciprocal and collaborative relationship between two individuals who share similar goals and responsibilities for a productive relationship. I have the following recommendations for students who are working on completing their degrees:

1. Schedule meetings with your mentor every week, and keep those appointments faithfully as time in academia is the most precious commodity.
2. Discuss your professional and learning goals with your mentor.
3. Identify effective strategies with your mentor to help you accomplish your goals.
4. Discuss with your mentor how you can best measure goals that you set, and keep track of your discussions and progress towards these goals.
5. Be responsive to the mentor's feedback and follow-through.
6. Seek help and advice from your mentor when you are struggling to accomplish your goals.
7. Work hard and live up to commitments.
8. Show respect and deference, and value the mentor's efforts and time supporting and helping you.

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Dr. Anastasia Kitsantas is a Professor of Educational Psychology in the College of Education and Human Development. Her research interests focus on the development of self-regulated learning, learner motivational beliefs, self-efficacy, and peak performance in academic, athletic, and health-related domains.
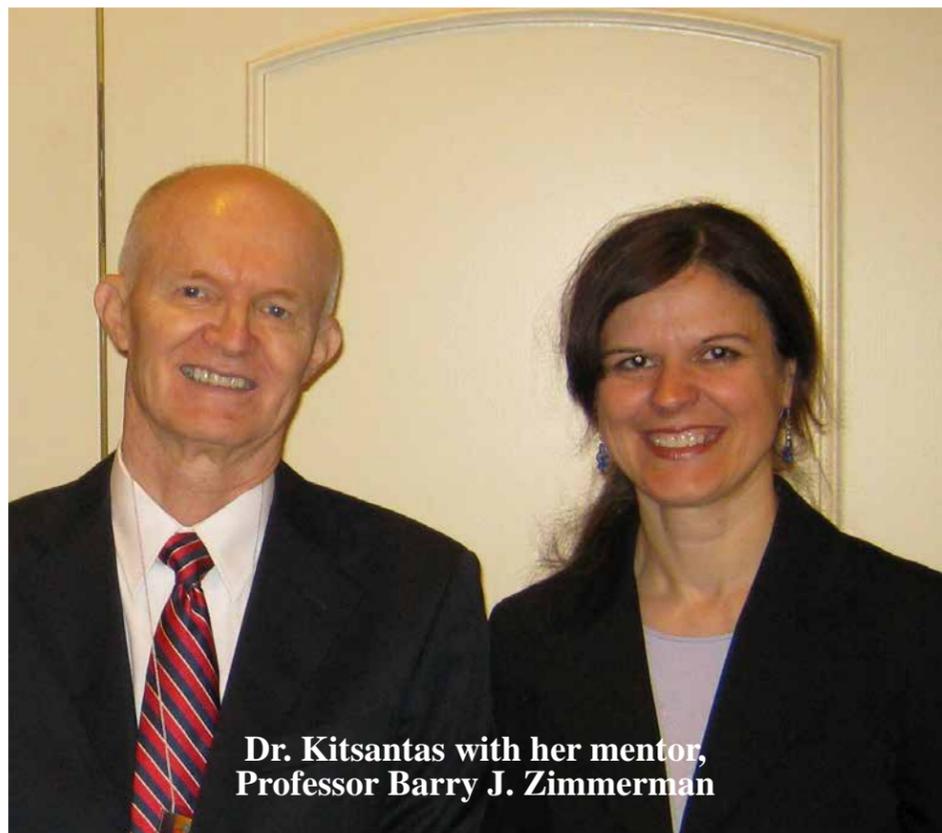
Dr. Kitsantas with her mentor, Professor Barry J. Zimmerman

A Successful Mentoring Relationship Through Four Developmental Levels of Self-Regulatory Competence
Dr. Héfer Bembenutty
Queens College, CUNY

Sustaining a mentor-mentee relationship is possible with self-regulated learning. The Graduate Student Mentoring Program (GSMP) of our AERA Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) promotes the development of self-regulated learning (SRL) among graduate students. During the GSMP, students received individualized mentoring from a senior scholar in the field of SRL and developed a professional network with members of our professional community.

I was fortunate to serve as a mentor of Ms. Michelle A. Gnoleba Séki from *George Mason University*. During the conference, we met several times. I learned about her research plans and her progress in her doctoral program. I was lucky to have a mentee very focusing, skilled, hard worker, with a passion for learning, and willing to engage in the academic delay of gratification.

In coordination with her dissertation advisor, Dr. Anastasia Kitsantas, I invited Ms. Séki to serve as a guest editor to a special issue of our SSRL SIG Times Magazine. She solicited and edited contributions from peers and colleagues. The special issue focused on how homework research has received national and international compliments from readers. It is impressive to perceive how her self-efficacy beliefs for professional leadership, synchronized with her doctoral program and her willingness to delay gratification, continues to develop.

In the new era of *self-regulated learning science* (Bembenutty, 2018), mentors and mentees both engage in actions, behaviors, and motivation to reach mutual goals within the *cyclical self-regulated learning culturally proactive pedagogy* (Bembenutty, 2019). Mentees expect to have mentors who believe in them, know the content they are teaching, and can help them to become self-regulated learners. Concomitantly, mentees expect mentors to focus on developing self-regulated mentees and not just focus on completing coursework, taking comprehensive exams, designing pilot studies, or conducting dissertations. Mentees need to learn how to ingrain self-regulation into their theory, research, teaching, service, and practices.

Table 1 contains suggestions for mentors and mentees for successful professional relationship and development during the doctoral training. The recommendations focus on the areas of research, teaching, service, and other general points (adapted from Richmond et al., 2019). An emphasis is placed on enhancing mentees' self-efficacy beliefs and providing opportunities for mentees to engage in the academic delay of gratification.

Dr. Héfer Bembenutty is an Associate Professor in the Department of Secondary Education and Youth Services at Queens College. His research focuses on the development and applications of self-regulated learning, self-efficacy, and academic delay of gratification among teachers, teacher candidates, and students.

Schunk and Mullen (2013) proposed that "given that the primary goal of mentoring is to help protégés function independently, mentoring seems to have a natural overlap with self-regulation, or individuals' self-generated cognitions, affects, and behaviors that are systematically oriented toward attainment of their goals" (p. 363). They observed that "we might expect that self-regulated learning would play a prominent role before, during, and after mentor–protégé interactions" (p. 363). Schunk and Mullen highlighted four potential moderators of effectiveness of mentoring interactions: 1) demographic variables (e.g.,

gender, ethnicity), 2) mentoring phase (e.g., initiation, cultivation), 3) contextual variables (e.g., assigned/voluntary, formal/informal), and 4) epistemological beliefs (e.g., about what can be learned, benefits of mentoring). These moderators could positively or negatively affect the success of the mentoring processes.

DiBenedetto and White (2013) applied *Zimmerman's developmental model of self-regulatory competence* to the mentor and mentee relationship during the dissertation process (see also DiBenedetto, 2011). In this model, mentors guide their mentees to the process of developing self-regulatory competencies by switching from the *process* of learning during the observation, emulation, and self-control levels to *performance outcomes* during the self-regulation level. These developmental levels could sustain a mentor-mentee relationship.

During the *observation level*, the mentee begins to internalize the observed patterns of thoughts and actions of the model while the mentor demonstrates behavior and models self-efficacy and self-regulatory processes. During the *emulation level*, the mentee reproduces the observed behavior and internalizes self-efficacy beliefs while the mentor guides, provides feedback, and offers reinforcement. During the *self-control level*, the mentee adapts some patterns of the observed behavior under the guidance of the mentor, who provides feedback and advice. During the *self-regulation level*, the mentee adapts and develops independence from the mentee while the mentor supports the mentee whenever it is needed. Modeled by DiBenedetto and White (and by DiBenedetto, 2011), Table 2 displays a description of the role of mentees and mentors during the four developmental levels.

DiBenedetto and White presented Professor Barry J. Zimmerman as an excellent self-regulated mentor. I agree with them. During my doctoral studies and thereafter, Professor Zimmerman has guided me through the four levels of self-regulation. Like Professor Stuart A. Karabenick and Professor Bill McKeachie, Professor Zimmerman has been supportive, provided guidance and encouraged me to be a self-regulated person and educator. I highly value and appreciate all he has done for me. I am trying to emulate him. A successful mentor-mentee relationship is possible with self-regulated learning.
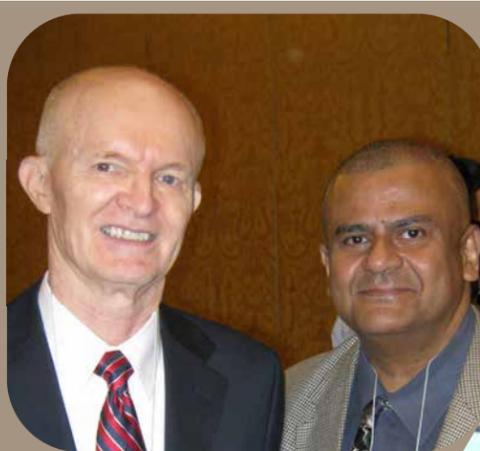
Dr. Héfer Bembenutty with Dr. Barry J. Zimmerman

Dr. Héfer Bembenutty with Dr. Stuart A. Karabenick

Dr. Héfer Bembenutty with Dr. Wilbert J. (Bill) McKeachie

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A Successful Mentoring Relationship Through Four Developmental Levels of Self-Regulatory Competence
Dr. Héfer Bembenutty
Continued from previous page

Table 1. Guidance for Mentors and Mentees in Promoting the Development of Self-Regulatory Competence during the Doctoral Training

Levels	Guidance for Mentors and Mentees
Research	**Mentors:** • Help the mentee to select a specific research area or specific research question for a dissertation • Engage the mentee in the scholarship of teaching and learning to improve publications and teaching • Promote self-regulatory skills and self-efficacy beliefs necessary for conducting research **Mentees:** • Balance teaching and scholarship • Consider small projects with peers and other mentors without interfering with the dissertation • Seek grant funding • Develop self-regulatory skills and self-efficacy beliefs necessary for conducting research
Teaching	**Mentors:** • Prepare the mentee for university teaching • Involve the mentee as a graduate teaching assistant • Model effective teaching • Increase the mentee's teaching self-efficacy beliefs • Provide formal training in teaching • Provide training in teaching, research ethics, and ethical practices in teaching • Guide the mentee to resources and activities to improve their teaching success **Mentees:** • Participate in teaching conferences • Review for journals or conferences • Develop a teaching philosophy reflecting their unique identities and strengths • Develop self-regulatory skills and self-efficacy beliefs essential for effective teaching
Service	**Mentors:** • Help the mentee to choose appropriate professional service to the school and profession • Invite the mentee to proofread or edit manuscripts • Invite the mentee to avoid overwhelmed involvement in social media or professional services • Promote self-regulatory skills and self-efficacy beliefs crucial for serving **Mentees:** • Take leading roles in student associations • Review for journals or conferences • Get involvement in regional or state academic organizations • Serve on IRBs committees • Serve on hiring committees • Remain in contact by email and presence in the department • Develop self-regulatory skills and self-efficacy beliefs vital for serving
General Practices	**Mentors:** • Monitor the mentee's multiple tasks to avoid burnout • Monitor the mentee's emotional and psychological state of mind • Teach self-regulatory processes • Promote the mentee's opportunities to engage in academic delay of gratification • Provide persuasive feedback to enhance an appropriate level of self-efficacy beliefs • Teach self-regulatory processes **Mentees:** • Sustain the ability to engage in academic delay of gratification • Maintain an appropriate level of self-efficacy beliefs • Engage in self-reinforcement for laudable work done • Avoid burnout • Gather as many publications as possible while completing the dissertation • Sustain an effective balance between hard work and personal time • Reward efforts and hard work with personal time; have fun

A Successful Mentoring Relationship...
Dr. Héfer Bembenutty

Table 2. Relationship between Mentor and Mentee during the Four Levels of Development of Self-Regulatory Competence

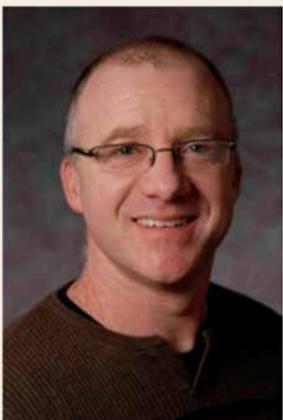| Levels	Mentors	Mentees
Observation	• Provide information. • Demonstrate how to do tasks (e.g., how to present research, how to motivate students). • Instill the desire to learn. • Be an exemplary role model for the mentee. • Model thought patterns involved in evaluating research and thinking critically. • Help the mentee to become self-efficacious by providing verbal persuasion.	• Observe the model. • Relate what is modeled to own life. • Respond positively to words of encouragement. • Have self-belief of own capabilities to reach specific goals. • Assess the level of interest and task value. • Ask for clarifications. • Activate metacognitive skills to retain information.
Emulation	• Encourage the emulation of the modeled behavior. • Encourage the mentee to begin the tasks in a very gentle and reassuring way. • Provide kind and constructive feedback. • Understand that the social sources of self-regulatory build skill competency. • Scaffold the process. • Provide social reinforcement. • Provide effective self-efficacy feedback. • Monitor the mentee's behavior.	• Reproduce the model by using own style. • Picture the mentor when attempting to reproduce the observed tasks. • Make associations between the observed task and assigned task. • Be organized in a similar way to what the mentor does. • Use the model as a guide to be prepared for challenging tasks. • Replicate the patterns of the mentor. • Duplicate the skills modeled. • Select and use learning strategies.
Self-Control	• Help the mentee to grow. • Promote independent learning. • Provide opportunities to the mentee to demonstrate the development of self-regulated learning. • Provide the mentee with an opportunity to experience professional tasks (e.g., review articles submitted for publication). • Work with students on the writing process. • Hand the mentee the tools to perform the designated tasks. • Monitor the progress of the mentee. • Switch from external sources of guidance to internal and personal sources. • Provide feedback and advice. • Calculate when to intervene when the mentee experiences challenges.	• Delay gratification. • Offer feedback to professional tasks (e.g., quality of an article). • Do expected tasks (e.g., dissertation). • Internalize the mentor's guidance. • Begin to bloom into a self-regulated learner. • Keep regular meetings. • Be ready to receive assistance and feedback. • Initiate independence steps. • Attempt automaticity of self-regulated behavior without the presence of the mentor. • Keep in mind the mentor's representational standards. • Focus on the process rather than outcomes. • Engage in self-reinforcement. • Set short- and long-term goals. • Assess he level of self-efficacy.
Self-Regulation	• Help the mentee to adapt and adjust the observed behavior to the context of the new situation. • Promote a collegial relationship with the mentee. • Provide help only when it is asked. • Provide guidance for selected strategies when the mentee requests them. • Continue to be a source of social support. • Provide feedback when it is asked. • Assess outcomes with determined standards. • Encourage self-reinforcement. • Become a partner and collaborator.	• Adapt and adjust the observed behavior to the context of the new situation. • Internalize what was observed. • Reach independence. • Seek help only when it is needed. • Develop a collegial relationship with the mentor. • Develop firmer self-efficacy beliefs. • Sustain academic delay of gratification. • Transfer observed behavior to new environmental contexts. • Shift from process goals to outcomes goals. • Engage in self-monitoring.

Mentors' Long-Lasting Influences on the Mentees
Dr. Timothy J. Cleary
Rutgers, The State University of New Jersey

Mentoring is an essential process through which an individual with more advanced expertise or knowledge guides, instructs, and promotes the development or growth of another individual. Although mentoring relationships can take on different forms and characteristics, they ultimately can have benefits for both the mentor and mentee (DiBendetto & White, 2013). In this short piece, I reflect on my personal experience as a mentor and share some thoughts about the AERA SSRL SIG Graduate Student Mentoring Program.

Mentoring Experience and Principles

Barry J. Zimmerman has served as my mentor and friend for the past twenty-five years. His skillful way of providing thought-provoking, timely, and personal feedback changed the entire trajectory of my career as well as my perspective on science and research. I was reminded of his influence during my recent visit with him, his wife Diana, and a couple of colleagues a few weeks ago. This visit was timely in drafting this article, in part, because we openly shared anecdotes about Dr. Zimmerman as "the mentor"; conversations which prompted me to reflect on two important and personally-meaningful mentoring principles. *First, the words expressed by a mentor can have deep and long-lasting influences on the lives of their mentees*. During this visit, I was struck by the level of detail with which my colleagues and I were able to recall specific conversations, advice, or comments made by Dr. Zimmerman, even as far back as the early to mid-1990s. In my current role as mentor, I always try to remember that the words that I convey to my doctoral students and mentees, regardless of how seemingly minor at the time, can have a lasting influence on their perceptions and beliefs. A second mentoring principle cultivated from my interactions with Dr. Zimmerman is that *the approach or way in which mentors engage in the mentoring process and/or conduct themselves more broadly will often become the standards against which mentees later judge themselves as professionals*. Dr. Zimmerman's exemplary level of professional integrity, grace, and compassion have become the gold standard against which I now judge myself during interactions with my students.

SSRL SIG Mentoring Program

In recent years, some people have asked why I became interested in chairing and leading the SSRL SIG mentoring program. There are myriad reasons for my interest, but the most compelling is my desire to pay it forward and to emulate the style of mentoring that was of such benefit to me. In recognition that mentoring involves a special relationship that can forever change a life, the SSRL SIG mentoring program was envisioned to be an intimate, personally meaningful experience that enabled graduate students to learn about SRL research and to observe highly effective and exemplary models in formal and informal or social contexts. In reflecting on the SIG mentoring program, One of the most satisfying thigs about the mentoring programs has been the genuine level of interest and engagement exhibited by the SRL mentors. Virtually all SRL scholars who have been asked to participate in the mentoring program have done so with great enthusiasm and passion; they represent the change agents fully responsible for the emergence of this mentoring program as a desired and sought-after event by doctoral students.

Recommendations to Doctoral Students

At the 2019 AERA convention in Toronto, I had the great pleasure of mentoring Melissa Quackenbush as part of the SSRL SIG mentoring program. Ms. Quackenbush is a bright, intellectually curious doctoral student from Old Dominion University who is conducting her dissertation under the supervision of Dr. Linda Bol. Through our interactions, I learned about her keen interest in examining teacher self-efficacy for implementing SRL principles in the classroom and identifying potential differences among teachers across SRL implementation skills. I believe her focus on the direct application of SRL principles to classrooms is a vital and fruitful line of research.

As Ms. Quackenbush and other doctoral students begin or continue to work on their dissertations, I have a couple of closing thoughts and recommendations. First, try to think about the dissertation process as an *opportunity* rather than simply a capstone requirement for your degree. In completing a dissertation, doctoral students have the chance to put their initial stake in the ground regarding their area of expertise and to illustrate their potential as a budding scholar. Also, I believe it is vital for students to seek out the necessary mentoring supports and guidance from their dissertations chairs and other relevant scholars at their host institutions or beyond. From my experience, SRL scholars who belong to the SSRL SIG are some of the most generous and gracious individuals in terms of their efforts and time devoted to supporting doctoral students. So seek us out when needed!

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Dr. Timothy J. Cleary is an Associate Professor, Chair, and Director of Clinical Training of the Department of School Psychology in the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers, The State University of New Jersey. His primary research interests include the development and application of self-regulated learning (SRL) and motivation assessment and intervention practices across academic, athletic, and clinical contexts. He has published over 55 peer-review journal articles and book chapters on SRL issues and applications, has edited two scholarly books, and recently authored a research-to-practice book for K-12 teachers, *The Self-Regulated Learning Guide: Teaching Students to Think in the Language of Strategies* (2018). He has obtained multiple grants from federal agencies and foundations. Dr. Cleary was also a Fellow of the Rutgers Leadership Academy (2015-2017) and is a current recipient of the Rutgers' Chancellors Scholar Award.

> **Two Mentoring Principles**
> - *The words expressed by a mentor can have profound and long-lasting influences on the lives of their mentees.*
> - *The approach or way in which mentors engage in the mentoring process and/or conduct themselves more broadly will often become the standards against which mentees later judge themselves as professionals.*
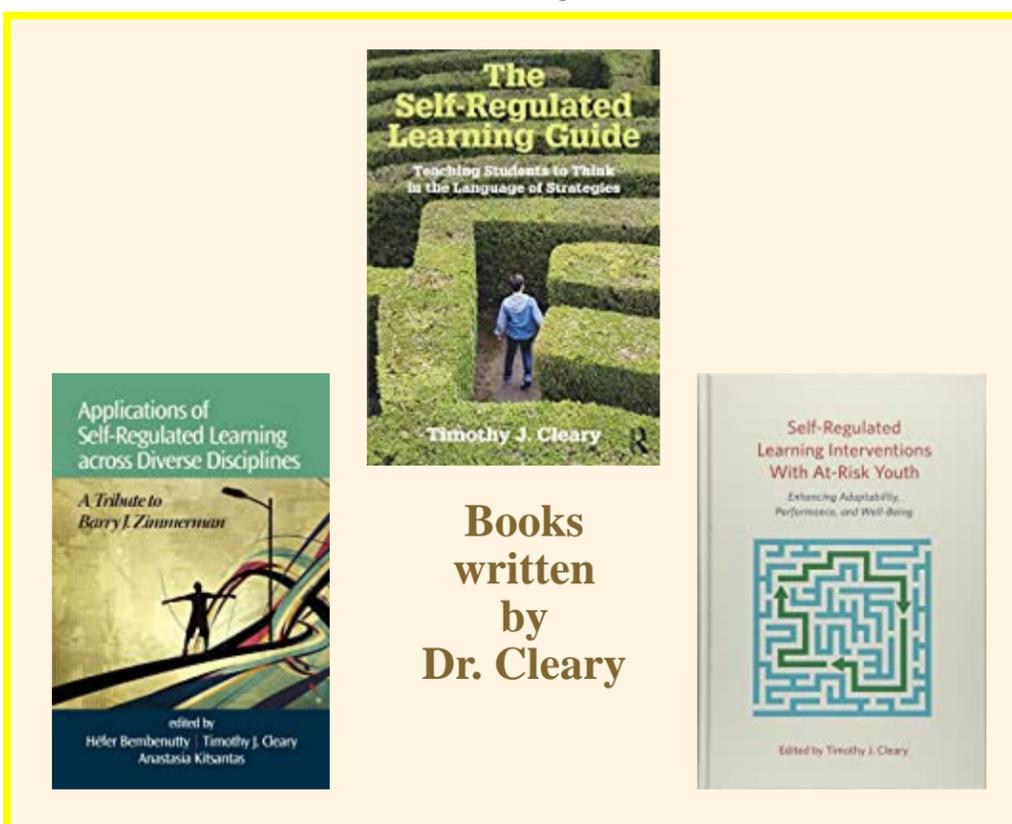
Books written by Dr. Cleary

Mentoring: A Core Aspect of Self-Regulated Learning
Dr. Jeffrey A. Greene
The University of North Carolina at Chapel Hill

Mentoring is an incredibly rewarding and valuable activity for several reasons. First, it is an honor to speak to thoughtful and creative early-career scholars about their ideas and aspirations. Fresh ideas, perspectives, and energy are essential to the continued health and growth of our field and education as a whole. The opportunity to help these promising scholars pursue a career in our field is one of my favorite parts of being a scholar. Second, as Dale Schunk and Carol Mullen described so well in their 2013 article in Educational Psychology Review, one core aspect of mentoring is self-regulated learning (SRL). Therefore, working with early career scholars is a great way to learn more about SRL and "walk the walk" in Pasteur's Quadrant at the intersection of research and practice (Stokes, 2011).

We are fortunate to have a robust, thoughtful, and well-executed mentoring program in the SSRL SIG. Again, I suspect the SIG's focus on SRL has had a positive influence upon this work. I know it takes time and effort, so I very much appreciate everyone who contributed to the success of the program this year, particularly Drs. Timothy Cleary, Roger Azevedo, and Gregory Callan. I was delighted to work with Hyeyeon Lee, who is a doctoral student at Pennsylvania State University in their Educational Psychology department. Unsurprisingly, she has received excellent training and scholarship opportunities from her advisor, Dr. Alexandra List, so I am not sure if there was a lot for me to add. Nonetheless, it was wonderful hearing her ideas for a study of how students self-regulate their learning while using multiple sources. Hyeyeon is doing precisely what I recommend early career scholars do: dive deep into the current literature, identify some gaps (there are always more than one might expect), and then design a straightforward, resource-manageable study to investigate one of those gaps.

There is an old joke about dissertations being "the worst study you will ever do," and despite that not being the case, there is a kernel of truth there. Many early-career scholars do not have access to the kind of resources necessary to conduct large or complex studies, so it is crucial to identify a manageable project that still advances the field. A dissertation project should show that the scholar can understand the literature, ask a relevant question, systematically investigate that question, and communicate the findings in a clear and generative manner. I am confident Hyeyeon will be able to do that, and I think programs like our SIG's mentoring program provide a model for how to help early-career scholars benefit from diverse sources of mentoring. I was grateful for the opportunity to contribute and learn more about Hyeyeon's work.

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Dr. Jeffrey A. Greene is the McMichael Term Professor of Educational Psychology and Learning Sciences in the School of Education at the University of North Carolina at Chapel Hill. His research foci include digital literacy, self-regulation in education, and epistemic cognition.

"Self-regulated learners have both the "skill" and the "will" to learn. They possess skills to learn, such as effective learning strategies, and they know which of those strategies work for them in learning situations. They also have the will to learn, including positive motivation to get them started on a learning task and the volition to help them persist through to completing the task, even when it gets difficult. These skills and wills are powered by positive emotions, as well as positive interpretations of their emotions, whether they are positive or negative ones. Self-regulated learners actively manage themselves, their thoughts, and their surroundings, including the other people in those surroundings, to maximize their learning efforts."
(Greene, 2018; pp. 2-3)

ED PSYCH INSIGHTS

SELF-REGULATION IN EDUCATION

JEFFREY A. GREENE

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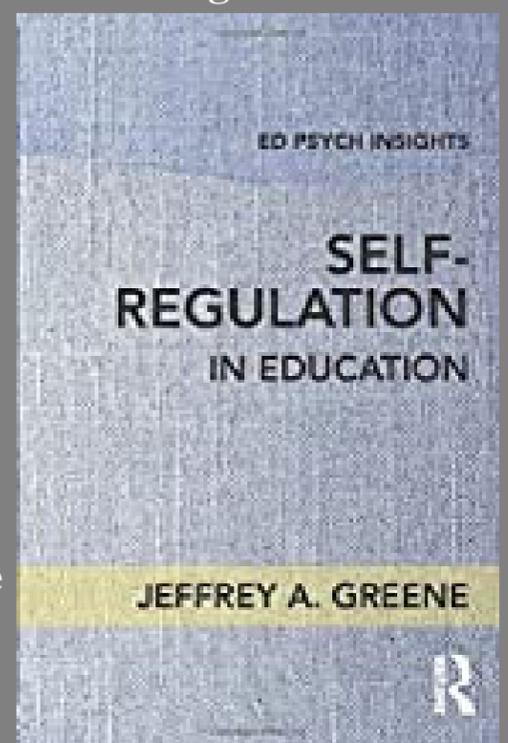
Experience in the SSRL SIG Mentoring Program
Dr. Eric G. Poitras
University of Utah

Regarding the American Educational Research Association's (AERA) Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) Mentoring Program, I would like to take the opportunity to acknowledge a couple of people. First of all, my own doctoral and postdoctoral supervisor, Dr. Susanne Lajoie. I am so grateful for her guidance and kindness; Dr. Daniel Moos, who served as my own mentor at the AERA Division C Early Career mentoring program and provided useful advice and support; Last but not least, Dr. Wonjoon Hong, who is now a postdoctoral associate in the Office of Research and Sponsored Project (ORSP) at the University of Nevada. I was fortunate to learn of his valuable work, in collaboration with Dr. Matthew Bernacki, in predictive modeling and data visualization to help improve student learning in the context of learning management systems.

I have met many scholars in the SSRL SIG mentoring program who are kind, energetic, and excited about their research, and show much respect towards ideas. It gives me much confidence in the future of our field. That is the kind of community that we need to keep growing, one that looks out for each other. It is a community where everybody has the chance to make of their graduate experience what they will. Even if you are attending your first AERA, or are going for Dr. Phil Winne's attendance record—better start early, like in your undergraduate—join the SSRL SIG when you register or drop by to introduce yourself to the group.

We have great mentors in our SSRL SIG. Their advice is going to be helpful to prepare students for a job in academia or industry, and to gain some insights into how to teach a class, or some tips for planning the dissertation work. In addition, during the Mentoring Program, the food is great, and you will be in good company.

Dr. Poitras received the 2019 Early Career Researcher Award from the Technology, Instruction, Cognition, & Learning AERA SIG.

Dr. Eric G. Poitras is an Assistant Professor of Instructional Design and Educational Technology in the Department of Educational Psychology at the University of Utah. He received his doctorate from McGill University and completed his postdoctoral training in the Learning Environments Across Disciplines research partnership of the Social Sciences and Humanities Research Council of Canada.

I am looking forward to seeing you all at AERA 2020 in San Francisco. Visit the SSRL SIG website at https://ssrlsig.org/ to learn more about awards, opportunities, and the upcoming meetings.

> "Our theoretical discussion aimed to refine the basic definition of domain-specificity for SRL by distinguishing between three underlying assumptions: (a) certain aspects of self-regulated learning are particular to certain disciplines; (b) learners regulate their learning through an iterative and adaptive process wherein cognitive and metacognitive activities interact with each other; and (c) learning occurs in the context of performing authentic tasks in the relevant discipline." (Poitras & Lajoie, 2013)

Selected Publications

Poitras, E., Mayne, Z., Huang, L., Udy, L., & Lajoie, S. (2019). Scaffolding student teachers' information-seeking behaviors with a network-based tutoring system. *Journal of Computer Assisted Learning*, 1-16.

Poitras, E., Harley, J. M., & Liu, Y. S. (2019). Achievement emotions with location-based mobile augmented reality: An examination of discourse processes in simulated guided walking tours. *British Journal of Educational Technology*. https://doi.org/10.1111/bjet.12738

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Jang, E., Lajoie, S., Wagner, M., Xu, Z., Poitras, E., & Naismith, L. (2017). Person-Oriented Approaches to Profiling Learners in Technology-Rich Learning Environments for Ecological Learner Modeling. *Journal of Educational Computing Research, 55*(4), 552-597.

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