

AERA
SIG

Studying and
Self-Regulated
Learning



2022 Fall Newsletter

Researcher – Practitioner Connections

Editors
Kendall Hartley
Anna Brady

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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:

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LETTER FROM THE CHAIRS

Aubrey Whitehead & Abraham Flanigan

Virginia Military Institute & Georgia Southern University



Aubrey Whitehead



Abraham Flanigan

Greetings to every member of the Studying and Self-Regulated Learning SIG!

We are grateful to our co-editors, Kendall Hartley (UNLV) and Anna Brady (Georgia Southern), for preparing another outstanding newsletter.

In this Fall 2022 edition of the SSRL SIG newsletter, we again highlight some recent work and thoughts from SIG members:

- The newsletter begins with a few research summaries on the benefits of infusing SRL strategies in the classroom. Tova Michalsky discusses her work on the importance of pre-service teachers reflecting on student behaviors as well as their own. As a follow-up to their earlier study, Franziska Perels, Manuela Benick, and Laura Dörrenbächer-Ulrich revisit the benefits of training SRL in primary school environments. Later, James Ellis talks about how SRL behavioral beliefs were influenced by participation in a college readiness program.
- Quality partnerships benefit many stakeholders. Teomara Rutherford talks about her successful, multi-year partnership which resulted in improved mathematics tests. In another testimonial on the value of partnering, Sharon Zumbrunn and Molly Taylor offer how strong researcher-participant partnerships offer reciprocal benefits to practice and research.
- Finally, we have reviews of the two newest volumes in Hefer Bembenuddy's Contemporary

Pioneers in Educational Psychology: Theory, Research, and Applications book series. Specifically, Divya Varer and Yixin Zan review, "Contemporary Pioneers in Teaching and Learning" (Volume 2), and yours truly, Abe Flanigan, reviews Contemporary Pioneers in Human Learning and Development (Volume 3).

Next, we invite you to check out the latest video in the SRL Into Practice series. There, our esteemed former chair, Pamela Murphy has a conversation with Bradley Bergey (Queens College). Here's the link:

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

Also, remember the 2023 elections for junior chairs will take place sometime after January 1st. Thanks for the outstanding members interested in these positions. When the ballots open, please review the candidates' profiles and vote.

Finally, though it seems far away, the 2023 AERA conference will be here before we know it. Thank you to all reviewers and to Aloy Anyichie and Michelle Taub for organizing our sessions and panels. Please consider joining us in Chicago from April 13-16, 2023 for the first in-person conference in years. Also, we want to recognize each committee member and contributor (pages 18-19) whose efforts keep our SIG going.

We hope the semester's end finds everyone well. For those experiencing personal challenges, may you find continued comfort and peace. For those who celebrate holidays at this time of the year, enjoy!

All the best,
Aubrey & Abe

LETTER FROM THE EDITORS

Kendall Hartley and Anna Brady

University of Nevada, Las Vegas and Georgia Southern University



Kendall Hartley



Anna Brady

Welcome to the Fall 2022 issue of the SSRL Newsletter. As you know, a cornerstone of self-regulated learning research is intervention work. The tenets of self-regulated learning can be used to inform the development of interventions that can improve the academic outcomes of students. We recognize the unique challenges that are associated with extending our work beyond the comfortable confines of the academy. There may be gaps in researchers' understanding of the particular intervention context that require strong partnerships with practitioners.

In this issue, we highlight models of successful partnerships with practitioners. Each of these contributors is to be applauded for working to address concerns of ecological validity and practicality by putting in the extra time and effort required. It is worth noting that most contributors discussed the ways that their partnerships *improved* their interventions and research. This provides another good reason to engage in practitioner partnerships.

We are also featuring two book reviews in this edition. Divya Varier, Yixin Zan and Abe Flanigan have provided informative and engaging perspectives on two 'Contemporary Pioneers' books. Both volumes were written by our honorary SIG steward, Héfer Bembenuddy. We hope that you find this a valuable addition to the newsletter. Please let us know if you have suggestions for book reviews that might be of interest to the SIG.

We are very grateful to the contributors who volunteered their energy at a time of year that can be overwhelming in academia. We hope you

enjoy this issue. As always, we are happy to hear your thoughts and suggestions for the newsletter.

Best,
Kendall & Anna

INTEGRATING VIDEO ANALYSIS OF TEACHER AND STUDENT BEHAVIORS TO PROMOTE PRESERVICE TEACHERS' TEACHING META-STRATEGIC KNOWLEDGE

Tova Michalsky

Bar-Ilan University

Working intensively with expert teachers and education leaders, I noticed that one of nowadays teaching challenges is the shift to student-centered classrooms, with the emphasis on knowledge construction and self-regulation of learning (SRL) (Michalsky, 2021). This learner-centered view of teaching and learning requires teachers to develop new ways of noticing and interpreting classroom interactions (e.g., OECD, 2018). However, current teacher education programs do not explicitly focus on helping pre-service teachers learn to analyze and interpret the behavior of students. In particular, preparatory programs do not address the topic of how student behavior can trigger teachers' SRL-teaching behavior and thus affect students' thinking. Instead, programs usually focus on helping teachers analyze their own SRL-teaching behavior and provide frequent instruction concerning new pedagogical techniques or activities (Butler, et al., 2018). Teacher-focused activities are certainly important, but they do not necessarily ensure that pre-service teachers gain professional vision and reflective expertise in noticing, describing, explaining, and predicting students' verbal and nonverbal behaviors.



Tova Michalsky

A complementary approach

This quasi-experimental study aims to examine the possible added benefit of incorporating the learning from student behaviors (LFSB) reflective approach to complement the learning from teacher behavior (LFTB) reflective approach during preservice science teachers' practicum phase. The study is innovative by expanding preservice teachers' lens for video-analysis to

include not only teacher-centered but also student-centered behavior. In addition, it is unique in examining how preservice teachers' actual teaching in schools and their students' actual academic (science) and SRL achievements may benefit from such reflective approach development via an explicit model that scaffolds mapping of SRL-teaching based on these different foci.

Research Objectives and Working Hypotheses

The purpose of our study was threefold: (1) To design the two reflective instructional approaches for mapping direct/indirect SRL-teaching modes from videotaped science-teaching vignettes, viewed during preservice university-based workshops: (a) training based solely on traditional LFTB versus (b) training based jointly on both complementary approaches (LFSB+LFTB). (2) To compare the effectiveness of LFTB vs. LFTB+LFSB for preservice teachers' reflective skills and actual direct and indirect SRL-teaching to their students. (3) To examine the contribution of the teachers' LFTB vs. LFTB+LFSB reflective approach to their students' SRL strategy use and domain-specific science achievements. I hypothesized that: (1) Prospective science teachers exposed to the joint reflective approach (LFTB+LFSB) will surpass those exposed solely to the LFTB reflective approach, regarding their development of reflective skills for mapping SRL-teaching and their actual direct and indirect SRL-instruction. (2) Secondary students of preservice teachers in the LFTB+LFSB group will demonstrate higher scores on science achievements and greater SRL strategy use than students of teachers in the LFTB-only group.

Results

The study results indicated that pre-service teachers whose video-analysis reflected on both teachers' and students' behaviors demonstrated greater improvement in their SRL-teaching, and their students showed better SRL skills and science achievements compared to pre-service teachers whose video-analysis reflected only on teachers' behaviours. The current study suggests the need to integrate systematic dual reflective professional vision approaches – that analyze not only teachers' but also students' behaviors – into teacher preparation programs as a means for

developing pre-service teachers' capacity to promote students' SRL skills and science achievements.

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TRAINING SELF-REGULATED LEARNING IN THE CLASSROOM

Franziska Perels, Manuela Benick, and Laura Dörrenbächer-Ulrich

Saarland University

The aim of our intervention studies in the context of primary as well as secondary schools is to foster students' self-regulated learning (SRL) in regular classes. Therefore, we provide powerful learning environments using learning materials on the one hand and conducting teacher trainings on the other hand (e.g., Leidinger & Perels, 2012).



Franziska Perels

The theoretical basis for our interventions is the self-regulation model developed by Zimmerman (2000), who defines self-regulation as a cyclical process that “refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (page 15). The model distinguishes between three phases: the forethought phase, the performance or volitional control phase, and the self-reflection phase. Within these phases



Manuela Benick

different cognitive, metacognitive and motivational strategies are subsumed.

In our first study in primary schools (Benick et al., 2021,) the teachers were asked to implement specific learning materials based on Zimmerman's model of self-regulation into their regular mathematics lessons in grade four. In order to support the implementation of the contents, the teachers received standardized instructions with recommendations for the implementation. It was the teachers' individual task to combine these interdisciplinary SRL-strategies with the concrete mathematical contents of their lessons. The evaluation on the student level (N=607) was based on a longitudinal pre-/posttest-control-group design and revealed significant effects for the training group compared to the control group. Regarding students' mathematical achievement, a slightly greater improvement was found for the students with self-regulated learning training.



Laura Dörrenbächer-Ulrich

In a follow-up study in fifteen primary schools we intensified the collaboration with the practitioners. In this study, the participating teachers (N=68) adapted the training material and the manuals for the implementation in accordance with the requirements of their specific learning group. Although these newly created materials were of higher acceptance by the teachers, they were no longer standardized across the participating classes. The evaluation of these adapted interventions on teachers' level (paired sample t-tests) showed positive effects for important subcomponents of SRL (for

instance, self-monitoring and perceived competence).

To sum it up, the collaboration with practitioners (especially teachers) qualified our studies in two important regards: (1) Their expertise in school based teaching and learning led to an optimization of our training conception and material and (2) the involvement of teachers had positive effects on their acceptance of the training and its contents.

Nevertheless, as the modification of the training material by the teachers is very individual, a standardization of the training – as a prerequisite for scientific evaluation – is no longer possible.

As a consequence of these insights, we now discuss our training conception and material with the teachers in advance and use the results of these discussions for the conception of a standardized version of the training. By doing that, we can benefit from the teachers' expertise on the one hand and fulfil the standards of scientific intervention studies on the other hand.

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A PARTNERSHIP TO IMPROVE STUDENT MATHEMATICS MOTIVATION, REGULATION, AND ACHIEVEMENT

Teomara Rutherford

University of Delaware

I have been partnering with MIND Research Institute—the creators of the mathematics learning software, ST Math—for over 12 years. I began work with MIND as a graduate student

working on a large IES-funded randomized control trial led by my late advisor, Dr. Michael Martinez. My dissertation study focused on student calibration of confidence judgments within ST Math quizzes (Rutherford, 2017a; Rutherford 2017b). I found that the data from these quizzes behaved differently than the simulated data often used to compare different calculations of calibration, and that students who were better calibrated at a unit's pretest made greater gains in pre to posttest scores. From the intervention study, we found that ST Math resulted in improvements in standardized tests of mathematics, especially for number sense (Rutherford et al., 2014; Schenke et al., 2014) and that these improvements were partially mediated through improvements in students' mathematics self-beliefs (Rutherford et al., 2019). As we worked on these studies, I interacted frequently with staff at MIND, sharing results and brainstorming ways that the insights we gained could be translated into teacher professional development, improvements in the platform, and into data architecture to learn even more about students' learning, motivation, and self-regulation.



Teomara Rutherford

When I began my faculty position, I knew I wanted to continue working with MIND, but large-scale RCTs, like the IES-funded project, didn't meet either of our needs. RCTs of this scale required huge investments in time and resources, and in the end, were only able to tell us whether something worked as expected, not why or how. And, these results often came after years of study, when the current version of the product may be substantially changed from the study version. In order to understand mechanisms of how student and teacher use of ST Math could result in mathematics learning, we moved toward learning analytics approaches that allowed us more rapid cycles of research and implementation change. We have since had two NSF grants to fund this work and have developed

shared goals, vocabulary, tools, and processes from our long-running partnership that allow us to translate results into improvements. For example, by examining traces of student performance and decisions in ST Math, we learned that it is not often beneficial for students to elect to replay games they have previously passed; however, there are exceptions when students replay after failing more difficult content (Liu et al., 2017; Zhang & Rutherford, 2022). These results contribute to our understanding of the benefits of student exercise of control within systems of self-regulated learning and provide practical insights to MIND, which is able to use this information to encourage certain paths of replay after or persistence through failure.

As we continue our relationship, we still encounter challenges with respect to the different timelines and priorities guiding software development vs. research, but these challenges can often drive our research agenda—pressing issues from MIND or changes to ST Math can produce research questions that are both rich and more immediately useful.

Interested readers can learn more about these projects on the projects page of our lab website: <https://rutherfordlab.wordpress.com/about/projects/>

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CULTIVATING STUDENT LEARNING IN COLLEGE READINESS PROGRAMS

James M. Ellis

University of Michigan Ann Arbor

I am an assistant professor in the School of Social Work and the School of Education at the University of Michigan. My research investigates factors that promote college readiness and college persistence among first-generation college students. The factors my work examines are twofold. First, to understand the degree to which college readiness programs and interventions promote student development of noncognitive factors (e.g., academic self-efficacy, self-regulated learning, and motivation) that promote current and future academic success in higher education. Second, to describe the role everyday discrimination (i.e., microaggressions) and everyday supports (i.e., microaffirmations) promote or impede how first-generation college students transition into and matriculate through undergraduate education. Engaging in these areas of inquiry provides me a foundation to construct lucid theory-to-practice understandings about factors that prevent or



James M. Ellis

facilitate positive student academic and psychosocial development.

Throughout my career, I have carried out my research in partnership with programs and organizations dedicated to advancing higher education opportunities for underserved students. As a research associate and program evaluation coordinator with a college readiness program, the Gaining the Early Awareness and Readiness for Undergraduate Programs (GEAR UP), I collaborated with leadership and staff to conduct a longitudinal pretest-posttest survey study investigating the relationships between self-regulated learning and participation in program activities. GEAR UP wanted to understand whether student participation in its activities were influencing student efficacious beliefs about themselves as learners. The theory of planned behavior was the theoretical framework that guided this research study which resulted in three published works that each aimed to understand the following:

1. The effect of adolescent self-regulated learning behavioral beliefs (attitudes, subjective norms, and self-efficacy on intention and participation in GEAR UP activities (Ellis & Helaire, 2018).
2. The degree to which participation in GEAR UP activities effect adolescent beliefs and behaviors to seek academic support-as a form of monitoring one's academic progress- from adults and peers (Ellis & Helaire, 2021).
3. The extent to which participation in GEAR UP mediates the effect of student attitudes, norms, efficacy, and intention on self-regulated learning behavioral engagement over the course of an academic semester (Ellis & Helaire, 2022).

Each study used an adapted version of Zimmerman's and colleagues (2000) Academic Self Efficacy for Self-Regulated Learning Scale and implemented structural equation modeling statistical analysis to answer the research questions in each study. The key findings from each study were:

1. Adolescent self-efficacy and control over performing self-regulated learning behaviors at baseline affected the time students spent participating in formal activities offered by a GEAR UP program (Ellis & Helaire, 2018).
2. GEAR UP students sought academic support from peers when they believed peers expected

them to do so during an academic semester. This relationship was mediated by GEAR UP student intention to seek academic support from a close friend (Ellis & Helaire, 2021).

3. Student appraisals of SRL behavioral norms were influenced by the relationship between SRL self-efficacy and participation in GEAR UP activities. Whether SRL intention translated to SRL engagement was strongest for GEAR UP students who believed their parent or guardian had high expectations for them to engage in SRL and were efficacious in their capability to engage in SRL (Ellis & Helaire, 2022).

These findings spurred many discussions among practitioners about immediate steps to support the students they served. One result of these discussions was the development of after school academic support group for program participants to receive guidance on coursework and academic challenges from peers, teachers, and program staff. The program also sought to broaden its outreach efforts to include students who were not high functioning self-regulated learners as well as engage current program participants to identify areas for enhancing aspects of self-regulated learning they were already engaging in. I'm excited to continue this line of work in another intervention context to enhance the learning experiences for first-generation college students as well as promote related educational outcomes. I thank all the SIG members and leadership who make this a great community to be a part of.

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GIVING AND LEARNING: ENGAGING IN RESEARCH-PRACTICE PARTNERSHIPS TO ADVANCE SELF-REGULATED LEARNING

Sharon Zumbrunn and Molly L. Taylor

Virginia Commonwealth University

Within the Motivation in Context (MiC) Research Lab at Virginia Commonwealth University, we explore academic motivation and self-regulated learning from elementary school through adulthood. Nearly all of the research of the MiC Lab engages stakeholders as critical partners, and classroom experts – practicing teachers and other educational professionals – guide many of our projects. Defined as “long-term, mutualistic collaborations between practitioners and researchers that are intentionally organized to investigate problems of practice and solutions for improving district outcomes” (Coburn et al., 2013, p. 2), research-practice partnerships advance not only the goals of local schools, but also research and theory.



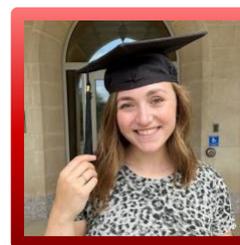
Sharon Zumbrunn

Such partnerships take intention and time to build the necessary trust. In our work, we have found that one way to build this trust is to give first and ask second. For example, in the early stages of a partnership with a local school district interested in fostering student self-regulated learning, our team met several times with school leaders to understand the needs of their students and teachers. During our discussions, we offered to provide the district with a focused research brief reviewing strategies and challenges related to encouraging self-regulated learning in the classroom (Zumbrunn et al., 2011). Following the

presentation of this research brief and after many conversations over the course of several months, the school district was excited to partner with us in a multi-year longitudinal investigation of the determinants of elementary, middle, and high school student writing perceptions, motivation, and self-regulation behaviors.

In this work, we learned a great deal about student writing motivation and self-regulation. For example, we found that students who are more strategic in their writing are often more self-efficacious about their writing ability (Zumbrunn et al., 2016), more open to feedback about what they’ve written (Ekholm et al., 2015), and experience greater writing success (Zumbrunn, Marrs et al., 2019, 2020) than their peers who are less strategic. We also found that students’ perceptions of their teachers’ writing enjoyment positively related to their own writing enjoyment, writing self-regulation, and grades (Zumbrunn, Marrs et al., 2019) – evidence to suggest the role that context plays in developing student writing motivation, self-regulated learning, and success.

Importantly, we make it a priority not only to publish the findings from our research-practitioner partnerships, but also to present these findings to our school partners in meaningful ways. For every wave of data collection across the span of the longitudinal study detailed above, we provided each participating teacher an aggregated class report of their students’ writing motivation beliefs and self-regulation aptitude. Using the report to identify areas of strength or concern within their classes, we also provided teachers with an accompanying guide of research-based strategies to promote student writing motivation and self-



Molly L. Taylor

regulation.

The strong researcher-practitioner partnerships we have developed continue today. Through planning and feedback conversations with our

school partners, and in collaboration with children's book author and illustrator, Peter Reynolds, we developed RoboCogger, an intervention designed to improve students' writing metacognition, self-regulation, motivation, and performance by allowing writers to define their own writing goals, monitor their writing affect and goal progress, and plan for improvement. Findings from a randomized control trial showed that students who used RoboCogger had higher writing self-efficacy and produced longer texts than students in the control group (Zumbrunn, Broda et al., 2019). We are currently testing the effects of RoboCogger with undergraduate student writers through new partnerships with university departments.

Learning environments are complex systems. A better understanding of the contextual factors that promote student motivation and self-regulated learning requires complex research methodologies, as well as partnerships with educators who are immersed in these complex systems. Without our strong research-practitioner partnerships with local schools, our work would not be possible.

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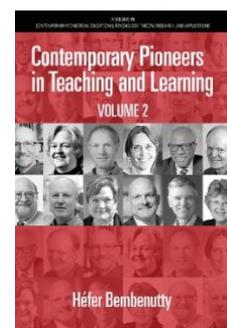
BOOK REVIEW: CONTEMPORARY PIONEERS IN TEACHING AND LEARNING, VOLUME 2

Divya Varier and Yixin Zan

George Mason University

Dr. Héfer Bembenuitty's Contemporary Pioneers series is a rich compilation of wisdom from renowned scholars of teaching and learning who have inspired current and emerging researchers and educators in the field. In Volume 2 of the series, readers will get a glimpse into the life experiences and philosophies that guide and shape the work of twelve scholars. Each chapter, like putting a face to the name except with depth and complexity, helps the reader contextualize the enormous contributions that many of us admire, consume, and apply in our teaching and research. Written in a conversational interview format, Bembenuitty's questions elicit responses that showcase the exceptional commitment of each scholar to the academic profession. Other questions help uncover the unique circumstances, influential events, and people that shaped each scholar's development. Together, Bembenuitty thoughtfully crafted the interviews to weave a tapestry of personal, behavioral, and environmental dimensions of the lives of the scholars.

The book (and the series) is a significant temporal marker that offers the SSRL SIG audience a synthesis of important contributions



and new directions in research from the pioneers themselves. The book has wide appeal too for educators and educational researchers whose work is informed by these scholars' contributions. The chapters will be useful for doctoral students charting their career path and becoming oriented to education or psychology. For those of us still figuring out our scholarly

identity, the experiences and myriad journeys of those who ‘made it’ is at once relatable and inspiring.

In this volume, Bembenutty interviewed 12 contemporary pioneers in the field of education



Divya Varier

and psychology. David C. Berliner is a renowned expert in education policy research, classroom teaching and learning, and teacher education. James A. Banks is a pioneer in the field of multicultural education whose work foregrounds the understanding of civic engagement and curriculum design to attain social justice for all students. Jacquelynne S. Eccles developed the theory and research on academic motivation and achievement, school and family influences on adolescent development, and gender and ethnicity in STEM fields. Patricia A. Alexander is another leading scholar known for the Model of Domain Learning (MDL) and an expert in literacy, reading, and motivation. Karen R. Harris is the pioneer of the theory and research on self-regulation for young writers, notably the self-regulated strategy development (SRSD). John A. C. Hattie is a well-known expert in visible learning in education whose research areas include measurement models and their application in education, item response models, structure equation modeling, measurement theory, and meta-analysis. Marilla D. Svinicki has made distinguished contributions to faculty development and principles of learning and motivation in higher education. Brian P. Coppola is known for discipline-centered teaching and learning and for promoting students’ motivation and self-regulation in Chemistry learning. Ivar Bråten is known for his research on epistemic cognition in the context of multiple document literacy having contributed significantly to empirical works on these topics. Kenneth A. Kiewra pioneered the generation and use of powerful learning tools through the select, organize, associate, and regulate (SOAR) method to support self-regulation to achieve academic success. Stephen J. Pape is well known for his

contributions to self-regulated learning in mathematics through the development of strategic behaviors and the use of technologies to enhance the classroom context. Barry J. Zimmerman is the guru of self-regulation and its application to understanding the social learning processes of children, youth, and adults.

These pioneers have undoubtedly been successful in their professional areas. As we reviewed this book, we sought to understand: what are some of the qualities that led them to be so successful? First of all, as Bembenutty notes in the preface, all the pioneers maintain a high level of motivation and self-regulation over time and in spite of obstacles. Second, they described early family or educational experiences that taught them valuable lessons on dedication, self-reliance, and hard work, and these qualities helped them to achieve success in the path of academic research. For example, Alexander mentioned two lessons she learned from her father: “true success must be earned” and “be resourceful, resilient, and resolute” (p.83), which



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have informed her teaching and research. Similarly, Zimmerman identified his father as the most influential teacher in his life, who influenced his academic learning in high school and fostered his interest in education. Besides, the passion for reading and literature from a young age helped these scholars to become life-long learners. For example, Banks was an avid reader and keenly interested in editing and writing. His school newspaper editor experiences in both middle and high school helped him establish critical writing habits. Bråten taught himself to read even before he started school and showed strong interest in various kinds of books from adventurous novels to documentary books. Each of the pioneers demonstrated some or all of these qualities and achieved enormous success in the field.

The conversations also help us understand why these scholars chose their career and their motivations. Curiosity about the learning

process and the tendency to ask “why” helped the pioneers build an initial interest in research. Many were influenced and encouraged by their teachers and mentors, in high school or graduate school, who believed they were talented and would have a bright future. These pioneers received professional and academic support from other experts, who motivated them to pursue further achievement in this area. For example, Eccles worked with and learned from Bernard Weiner to develop attribution theory, and found her first job at Smith College with the nomination of Weiner. In turn, all the scholars described how they carry this support forward with their students. Their passion for teaching and their care and support for their students kept their passion alive. Their teaching philosophy reflects their research but also their values about a good learning environment. For example, Alexander, Paper, Hattie, and Coppola described the importance of making all students feel welcome, valuing the interaction and feedback from students, helping students develop ownership of learning via self-regulation, independence, organization, and curiosity, valuing autonomy, diversity, engagement, and enthusiasm in the classroom, and connecting instruction with students’ present and future.

Another theme that stood out as we reviewed the book was the timely attention to diversity, equity, and inclusion (DEI). We garnered a layered understanding of the notion of DEI. First, the book quickly dispels any notion that the lives and trajectories of the scholars were easy. Scholars revealed personal experiences of obstacles through exclusion, lack of access, learning struggles, and denial of opportunities. On the other side of the coin, they also revealed privileges that allowed them to overcome obstacles. They also describe their perseverance and individual characteristics (e.g., love of reading and literature, curiosity) that sustained and continues to sustain them. Second, their teaching philosophies demonstrate a commitment to quality teaching and high expectations for all students. We get diverse perspectives here from scholars who dedicated their lives to social justice research (Banks) and were deeply influenced by the educational inequities they observed during teaching (Harris). Finally, scholars offer some insight into the position of the field and its commitment to DEI. To this end, we recommend the interview

with Banks to inform our instructional approaches. Hattie and Berliner reiterate the structural, systemic, and cultural factors in education that continue to oppress people of color. Svenicki and Eccles focus on strategies in the classroom that promote equity, and Alexander emphasizes the principles of creating a welcoming classroom environment that values each and every learner. The DEI theme resonates with us and we wish to learn more, perhaps, in a future book in the series!

The book is a great addition to an educational psychologist’s library and offers a unique perspective to undergraduate and graduate students, educators, policymakers, and members of the global community who want to familiarize themselves with the scholars behind the theories and research that inform educational practices. Bembenutty prompted all the scholars to think about their legacy. Their humility, as Bembenutty points out in the preface, is noticeable in their responses to how they feel about honors and accolades and how they like to be remembered. The dedication of these scholars to the field is commendable as every one of them described how they liked their work to be remembered even if their names were not. They were also proud of the contributions of their students, making a mark in the field. Every chapter in the book is inspiring. We leave the readers, particularly new scholars, with Kiewra’s words to “carve your own path”, “follow your bliss”, and “enjoy the journey” (pp.276 - 277).

For more information, please see:

Contemporary Pioneers in Teaching and Learning Volume 2 (Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications Series) by Héfer Bembenutty. Information Age Publishing, 2022. \$45.04.

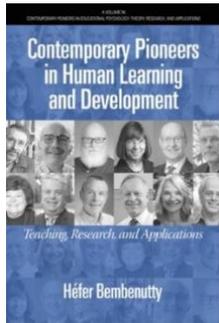
THE CONTEMPORARY PIONEERS BOOK SERIES: PERSONAL REFLECTIONS AND COMMENTARY ON VOLUME 3

Abraham E. Flanigan

Georgia Southern University

Back in 2015, Dr. Héfer Bembenutty (CUNY, Queens College) published Contemporary Pioneers in Teaching and Learning, which was the first volume in his Contemporary Pioneers in Educational Psychology: Theory, Research, and

Applications book series. This interview-based book gave readers an under-the-hood look at how some of the most influential theories in our field were developed and at the people who formulated them. I still remember poring over the pages of *Contemporary Pioneers in Teaching and Learning* as a graduate student at the University of Nebraska-Lincoln. My coursework



introduced me to the theories and research of prominent scholars like Reinhard Pekrun, Anastasia Kitsantas, Roger Azevedo, and Dale Schunk. Their scholarship made them seem like larger-than-life figures whose intellectual curiosity and accomplishments seemed otherworldly. I knew about their work, but certainly never felt like I would have the chance to get to know them—because there was no way I was going to work up the courage to approach any of them and introduce myself at a research conference! Yet, as I flipped through the pages of *Contemporary Pioneers in Teaching and Learning*, I felt myself begin to feel a little more familiar with those accomplished scholars. I was able to learn their stories—where they came from and what motivated them to pursue their work—and about the paths they took to reach their places as leaders of our field. By reading that book, I felt a little closer to these scholars and to our field. I drew inspiration, formulated research ideas, and moved a few steps closer towards forming my own identity as a scholar of self-regulated learning.

Contemporary Pioneers in Human Learning and Development: The Latest Installment in the Series

Fast forward seven years, and Dr. Bembenutty has just released the third volume in his *Contemporary Pioneers* series. The most recent addition to the series, *Contemporary Pioneers in Human Learning and Development* (Bembenutty, 2022), includes interviews with 12 scholars whose theories and research methods

made it to the forefront of how our field studies and understands human learning and development. Like previous volumes in the book series, this book was written with advanced undergraduates, graduate students, faculty, and researchers in mind. Perhaps—like me back in graduate school—you are new to the field and reading this volume will give you the opportunity to learn more about the individuals behind the theories, articles, and books that you often read and cite. Perhaps you are a junior faculty member who wants to further your professional development by learning from the wisdom these 12 scholars offer. Or, perhaps you are a veteran faculty member who just wants to learn a little bit more about your friends and colleagues. Whatever your motivation might be, picking up a copy of *Contemporary Pioneers in Human Learning and Development* is sure to advance your understanding of our field and the individuals standing at the cutting edge of it.

Here is a sampling of what awaits readers of *Contemporary Pioneers in Human Learning and Development*:



Abraham Flanigan

- Chapter 1: Lyn Corno (Columbia University; retired) discusses the roles educators throughout her life—including her seventh-grade homeroom teacher, Mr. Roark—played in shaping her research on homework, adaptive teaching, and volition.
- Chapter 2: Allan Wigfield (University of Maryland) tells us how working with the “stellar” group of motivational researchers at the University of Illinois-Champaign as a graduate student and obtaining his postdoctoral fellowship at the University of Michigan helped launch his research trajectory.
- Chapter 3: Steve Graham (Arizona State University) shares his personal story of happenstance events (like his experiences in fifth-grade PE and failing a French course in college) leading him into the field of education

and putting him on the path towards becoming a pioneer in the field of special education and writing.

- Chapter 4: Philip H. Winne (Simon Fraser University) provides critical and timely commentary on the use of self-report techniques when studying self-regulated learning and tells readers about his fruitful collaborations with Allyson F. Hadwin and others.
- Chapter 5: Eric M. Anderman (The Ohio State University) gives wonderful commentary on what it means to come to class “prepared” to teach—a mindset that seems to have been influenced, at least in part, by the actions of one of his middle school Spanish teachers.
- Chapter 6: Marita R. Inglehart (University of Michigan) opens the door for readers to see what it is like teaching concepts of human learning, development, and psychology to dental graduate students and shares a touching story from her childhood when her father told her that she would “become a doctor, not marry one.”
- Chapter 7: William Buskist (Auburn University; retired) explains how perhaps the most impactful activity university and college faculty engage in is teaching—and how his passion for teaching stems from the desire to positively affect students’ thinking, behavior, and career trajectories. It is this passion that seems to fuel his research on teaching practices.
- Chapter 8: Gary E. McPherson (University of Melbourne) reflects on the importance of collaborating with his students and colleagues while pursuing a robust research agenda and on the benefits of receiving constructive critical feedback for improving the quality of one’s writing.
- Chapter 9: Theresa A. Thorkildsen (University of Illinois at Chicago) advocates for an “each one, teach one” approach to learning and teaching, wherein students are encouraged to learn from each person they encounter and to pass along their knowledge and skills to others.
- Chapter 10: R. Eric Landrum (Boise State University) talks about a series of mentors and role models—including Charles Meliska, Jane Halonen, and Bill McKeachie—and the ways

they helped shape his personal and professional development.

- Chapter 11: Pedro S. L. Rosário (Universidade do Minho) talks about the popular, yet controversial, nature of homework as part of the learning process and explains how homework can best be understood as being either a “rubber band” or “thermometer.”
- Chapter 12: The final chapter features a reproduced interview with Frank Pajares (Emory University; deceased) in which Dr. Pajares commented on how his scholarship was influenced by the works of William James, John Locke, Albert Bandura, and others, and shared that one of his ultimate goals was simply for the thought of him to “spark a smile” on the faces of his former students.

Bembenutty’s interviews with these pioneering scholars were organized around three areas: initial interest in education and psychology, teaching, and research.

While discussing their initial interest in the field, most of these scholars discussed the roles of important mentors or role models. Many of these mentors or models were family members, primary or secondary school teachers, undergraduate professors, or researchers whose work they read and admired from afar. Steve Graham, for instance, described a sort of on again, off again relationship with the field in his earlier years. A successful student teaching experience was followed by a six-month hitchhiking trip around the country, before returning to finish his undergraduate teaching degree and meeting the highly influential Dr. Lamoine Miller, whose tutelage helped navigate Steve Graham toward special education.

There is an ivory tower stereotype that professors can be more interested in their scholarly activities than teaching and view teaching as a burden. None of these pioneering researchers seems to hold this view of teaching. Rather, reading these interviews shows just how passionate these scholars are about their teaching activities. For instance, William Buskist commented how there is potentially nothing more impactful than college or university faculty do than “influencing college students’ thinking, behavior, and career trajectories” (Bembenutty, 2022, p. 166). Such a statement seems representative of how many of the scholars

interviewed for this book approach their teaching responsibilities.

All the scholars interviewed in this book are productive and influential researchers. That's not debated. Their work has influenced practice in primary and secondary school and in higher education and has been published in countless articles and books. While reading about their research activities, it became apparent that these productive scholars are also collaborative scholars. As a younger faculty member, I admittedly sometimes feel the pressure to put all the weight on my shoulders when carrying out projects. It was refreshing to read how these productive scholars welcome collaborations, involve students in their research teams, and happily share the load—and credit—among members of their team.

Closing Thoughts

There is much that awaits readers of this third volume in Bembenutty's Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications book series. Regardless of whether you are a student, new faculty member, or seasoned academic, I am sure that reading this book will help you feel closer and more familiar with each of these pioneers and, by extension, the field of educational research.

For more information, please see:

Contemporary Pioneers in Human Learning and Development Volume 3 (Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications Series) by Héfer Bembenutty. Information Age Publishing, 2022 \$45.04.

SIG Announcements:

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Do you have a recent publication you'd like to share? Share the information about your publication [here!](#)

Study Recruitment

Interested in reflecting on your experiences writing?

We are conducting a study examining graduate students' experiences with academic writing. The study involves completing an interview (via Zoom) about your writing process and responding to a short survey. The whole study

takes around 30 minutes to complete, and participants will get a \$15 gift card by the end of the study. To participate, you must be a graduate student in Educational Psychology (or a closely related field) at a U.S. institution.

If you are interested, please sign up for a study slot here:

<https://tinyurl.com/WritingRes22>

Please reach out to Gala Campos at gala.campos@psu.edu for any questions.

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