

AERA
SIG

Studying and
Self-Regulated
Learning



2023 Summer Newsletter

Reflections on Self-regulated Learning Research

Editors
Anna Brady
Lauren Cabrera

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LETTER FROM THE CHAIRS

Abraham Flanigan & Divya Varier

Georgia Southern University & George Mason University



Abraham Flanigan



Divya Varier

Thank you to Anna and Lauren, our wonderful newsletter co-editors, for putting together such an excellent collection of interviews with seven veteran and up-and-coming scholars within the field of self-regulated learning research. Perhaps one of the most refreshing and inspiring aspects of our SIG community is the opportunity given to graduate students, postdocs, and early faculty to share their voice. We commend Anna and Lauren for continuing that community tradition here within the pages of the Summer 2023 newsletter!

AERA 2023 was such a success for our SIG! Here are some of the highlights: 37 projects were presented across our six paper, poster, symposium, and roundtable sessions. Dr. Matt Bernacki (University of North Carolina-Chapel Hill) put together another excellent Graduate Student Mentoring Program in which 11 graduate student scholars were paired with some of the leading scholars in our field for mentorship. Dr. Steven Graham (Arizona State University) received the Barry J. Zimmerman Award for Outstanding Contributions. And so much more! Thank you to all who attended, contributed, and helped make AERA 2023 such a success!

We are looking forward to serving the SIG for the 2023-2024 year in our roles as senior and junior chair. We have some new programming ideas coming your way this year and can't wait to see what the future holds for our community of scholars.

Take good care – Abe and Divya

LETTER FROM THE EDITORS

Anna Brady & Lauren Cabrera

Georgia Southern University & Michigan State University



Anna Brady



Lauren Cabrera

Welcome to our new junior newsletter co-editor, Lauren Cabrera! Our first newsletter as co-editors focuses on reflections from self-regulated learning researchers. When asking folks to contribute to this newsletter, we intentionally selected researchers with a range of experience and expertise within the field of self-regulated learning.

There are a few notable cross-cutting themes that can be seen when reading through contributions. First, a few of our contributors described the ways their own experiences have sparked their interest in self-regulated learning research. Second, contributors emphasize the ways self-regulated learning research can be used and should be used to bridge gaps between other theoretical perspectives. Third, contributors point to the continued rise in new methodological approaches to capture the dynamic nature of self-regulated learning. Finally, contributors stress both the challenge and the importance of becoming familiar with the many different frameworks of self-regulated learning when beginning to conduct self-regulated learning research.

Overall, reading through our contributors' research agendas and perspectives on self-regulated learning makes us excited about the future of self-regulated learning research! A big thank you to our contributors for sharing these perspectives.

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

PSYCHOSOCIOCULTURAL UNDERSTANDINGS OF SRL



Carlton J. Fong

Associate Professor, Texas State University

My scholarly agenda is broadly focused on the determinants of postsecondary students' academic achievement, goal attainment, and persistence. I use various methodological approaches including quantitative methods focused on secondary data analysis, qualitative methods such as grounded theory and case study, and research synthesis and meta-analysis to aggregate systematically study findings together to address important questions relevant to developmental education. I have conceptualized my research program as two complementary lines of inquiry: 1) psychosociocultural factors influencing postsecondary students' achievement, persistence, and transitions to and through college, with a particular emphasis on community college, developmental education, and STEM contexts; 2) instructional factors, such as instructional feedback, associated with postsecondary students' academic motivation and achievement. I am currently interested in the social, cultural, and instructional factors that shape learners' motivation, help-seeking tendencies, sense of belonging, and motivational regulation.

How did you become interested in self-regulated learning?

I know a lot of people say this, but I first became interested in self-regulated learning because I wanted to understand myself and ways I could regulate how I learned various subjects in school. I wanted to know why I experienced boredom, why I wanted to work on something, and why I felt entirely demotivated at times. Also, I realized that I tend to be interested in complex problems, and how students learn is one of the most difficult topics one could possibly explore. The dynamics of learning simply captivated my attention and has ever since I was a middle

school student. I also saw the potential of maximizing the way contexts and learners integrate self-regulated learning processes to improve educational experiences. Particularly in postsecondary contexts, when the transition to college is fraught with many social and academic challenges, self-regulated learning is such a key ingredient for student success.

Are there any topics or methodologies related to self-regulated learning you've read about lately that have excited you?

I have been very interested in motivational regulation recently, especially as a conception of motivation as something static and stable is a bit too simplistic given the dynamic ebb and flow of a learner's interests, values, and beliefs. I am curious about the range of motivational regulation strategies learners may use; in particular, I am excited about a more asset-based approach to motivational regulation that emphasizes how learners can leverage what they may see as personal strengths as sources of motivation. For instance, I've been interested in students of color and their cultural capital as assets they can tap when other motivations might be declining (i.e., task interest). How do students regulate their awareness and the power of their cultural background and funds of knowledge as motivational resources that initiate and sustain their effort and goal progress, particularly during academic challenges? What social and cultural influences can help stimulate this kind of regulation?

Where do you think the field of self-regulated learning research is headed?

I think the field of self-regulated learning research is increasingly headed perhaps even more rapidly than I originally thought, towards the technologically rich environments students are in. Given the rise of AI-powered tools and a growing focus in learning analytics, SRL is increasingly evolving as a symbiotic aspect to the field of educational technology. In addition to a technology-enhanced understanding and instantiation of SRL, I think our field is also interested in investigating the sociocultural underpinnings of self-regulated learning and its operationalizations for a diverse world of learners. Reimagining how SRL is conceived from more emic perspectives must be a necessary line of inquiry for our field to improve the interpretative power of our studies on

contemporarily and historically marginalized and oppressed groups of learners.

EXPLORING GRADUATE TEACHING ASSISTANTS' MOTIVATION BELIEFS AND INSTRUCTIONAL PRACTICES



Shea Ferguson

PhD Student, Educational Psychology and Research

*Graduate Research Assistant, Yvonne & Schuyler Moore Child Development Research Center
University of South Carolina*

I am a third year PhD Student at The University of South Carolina and work as a Graduate Research Assistant in the Yvonne & Schuyler Moore Child Development Research Center. I have conducted mixed methods research on beliefs about social-emotional learning (e.g., Ferguson et al., 2023a, Ferguson et al., 2023b), college students' beliefs about emotions (e.g., Ferguson & Duffy, 2022) and co-authored a book chapter on instructional strategies to support student engagement (Brown et al., under review). Additionally, I have served as both a Graduate Teaching Assistant (GTA) and Instructor of Record and witnessed the importance of self-regulation for both students and instructors. In Spring 2022, I won an award for Outstanding GTA, and I am excited about my upcoming opportunities to assist other GAs in the spirit of supporting student motivation and learning.

Where do you see your self-regulated learning scholarship headed?

Currently, I am working on a research project exploring Graduate Teaching Assistants' beliefs about motivation. Graduate teaching assistants (GTAs) are a unique group of individuals that are involved in teaching at the university level and, as early-career educators, have a wide range of

duties, including lecturing, grading, leading labs, and providing academic support. Given the gap in the current literature on GTAs beliefs about motivation and the need for supporting early career educators in translating motivation theory to practice, I submitted an internal and external grant to investigate this further. This project has received funding from the University of South Carolina SPARC Graduate Research Grant and the APAGS Psychological Science Research Grant. The purpose of the study is to better understand what beliefs and knowledge GTAs hold about motivation and how it relates to attitude towards instructional practices. We are looking forward to collecting data in Fall 2023 to better understand how beliefs relate to instructional practices. Additionally, in future projects, I look forward to exploring how place-based education can be used in rural education to promote STEM education while supporting motivation and engagement in students and how peer support may influence self-regulated learning.

How did you become interested in self-regulated learning?

One of the first projects I worked on as a PhD student was related to emotion beliefs and student self-efficacy, burnout, and academic resilience. It became apparent that beliefs and the ability to regulate can influence many facets of success and therefore, they are an important construct to explore. Additionally, in the Fall of 2021 I worked on writing a book chapter (soon to be published) on student engagement, motivation and cognitive load in online courses which led me to want to better understand how to support motivation and self-regulation in the classroom. Although I initially was interested in student motivation, when I stepped back, I realized that there may be another important piece to explore. It became apparent that it was also imperative to understand the role educators play in student motivation and self-regulation. More specifically, what role do beliefs have and how likely are they to influence instructional practices, and thus, student motivation and regulation.

Are there any topics or methodologies related to self-regulated learning you've read about lately that have excited you?

I am excited to conduct a mixed methods study this fall. The qualitative data (open-ended and

interviews) can offer more insight into the quantitative findings. Furthermore, less research has focused on where beliefs originate from making mixed methods an important method to use. Additionally, I would like to use vignettes to further explore self-regulation and motivation, both from the student and teacher or instructor perspective. By using vignettes, I am hoping to get a more accurate representation of how individuals would respond in specific situations.

CAPTURING THE DYNAMIC NATURE OF SELF-REGULATED LEARNING

Jeffrey A. Greene



McMichael Professor of Educational Psychology and Learning Sciences, School of Education, The University of North Carolina at Chapel Hill

Much of my scholarship on self-regulated learning is in great debt to Roger Azevedo - my perspective was formed from his ways of thinking and his generosity. Therefore, it likely comes as no surprise that my work has focused on multimodal perspectives on self-regulated learning, seeking ways to capture the dynamic, moment-to-moment ways people enact, monitor, control, and reflect upon their learning, themselves, and the world around them. I have sought new ways to capture self-regulated learning (e.g., think-aloud protocols, digital trace data), new ways to model it (e.g., at the micro- and macro-level, via latent variable and learning analytic methods), and new ways to conceptualize it (e.g., as integrated with the kinds of self-regulation people enact within and beyond learning contexts). I like to think I have helped with small advances in the field in these areas, as well as how people self-regulate their higher order thinking.

Are there any topics or methodologies related to self-regulated learning you've read about lately that have excited you?

There is so much, nearly too much (!), exciting work being done in our field, spanning foci on using learning analytics to understand and leverage micro-level SRL processing for intervention (e.g., Arizmendi et al., in press) through socially shared regulation of learning (e.g., Järvelä et al., 2023) to intervention work to help students self-regulate more effectively (e.g., Cogliano et al., 2022). One idea I am particularly excited about is using complex systems theory and methods (Hilpert & Marchand, 2018) to model the dynamic and idiosyncratic relations among various manifestations of self-regulation. How I would effectively self-regulate during a task is likely different than how you would. Similarly, how I need to self-regulate today is likely different than how I might tomorrow, or even how I might in the next hour. So, we need ways of capturing these dynamic and idiosyncratic relations (Ben-Eliyahu & Bernacki, 2015) among what and how people self-regulate, and complex systems theory and methods might be a way to do that. Jonathan Hilpert, Matt Bernacki, and I have a recent publication exploring these methods (Hilpert et al., in press, *British Journal of Educational Technology*). I think the findings are promising – I want to do more work like this.

Where do you think the field of self-regulated learning research is headed?

Walter Mischel, a past president of the Association for Psychological Science, once wrote: “Psychologists treat other peoples’ theories like toothbrushes – no self-respecting person wants to use anyone else’s” (Mischel, 2008). I think self-regulated learning research has its own toothbrush problem. There are lots of theories and models of self-regulated learning and despite many admirable attempts to integrate them (e.g., Panadero, 2017), I keep seeing many different toothbrushes in each new SRL article I read. And, one could argue the entire field is but one of many “self-regulation” toothbrushes, spanning theories in other subdisciplines of psychology and contexts, such as health, self-control, executive functions, etc. It is healthy for a field to allow lots of theories to be developed and explored, but at some point, theoretical integration is needed to bring together the best ideas into a smaller set of theories (or even, theory) with strong empirical evidence, to better guide future work. This is where I think self-regulated learning research

needs to go, and it will take effort. I described what that effort could look like in a recent paper in *Educational Psychology Review* (Greene, 2022) - I hope our field can do some productive integrating, soon.

What challenges have you faced in conducting self-regulated learning research? How have you worked to overcome these challenges?

One of the things that drew me to self-regulated learning research was that it spanned and integrated so many important learning phenomena: cognitive strategies, metacognition, motivation, affect, context, etc. But an area of scholarship that attempts to include and integrate so many other areas of scholarship can easily become unmanageably large. It is a nearly impossible challenge to keep up-to-date with the latest empirical and theoretical scholarship in each area. The way I have overcome this challenge is to do something I love: partnering with other scholars and finding ways to complement each other's interests and work. I have been so fortunate to work with people who augment and challenge my thinking. That is one of the great joys of scholarship: there is no need for competition because there are so many problems to solve and so many benefits to collaborating with, or cheering on, one another. Self-regulating one's identity to embrace being part of a productive collective is the way to overcome the challenging scope of our field, and it is a very rewarding goal to pursue and achieve.

FROM SINGLE TO MULTIPLE GOALS: RE-CONCEPTUALIZING SELF-REGULATED LEARNING



Yeo-eun Kim

Assistant Professor, Florida State University

Why are students motivated (or are *not* motivated) to engage in certain tasks? The guiding question of my scholarship involves

understanding the various motivational challenges that students experience and different self-regulatory processes that students can engage in to overcome them. For example, I have investigated how students can regulate not only their cognitive but also motivational, behavioral, and contextual aspects of their learning (Kim et al., 2020). I am passionate about situating self-regulatory processes in the context of multiple goals and supporting students to pursue academic, social, and well-being goals. Most recently, I collaborated with my colleagues to develop the Multiple Goals Regulation framework to reconceptualize how students can self-regulate both within and between an array of goals instead of a single goal (Kim et al., 2023). Within my program of research, I use various methodological approaches such as experience sampling, surveys, experiments, interviews, and diary studies.

How did you become interested in self-regulated learning?

I will have to admit that a large part of my research was “me-search,” because I had a deep interest in learning more about the competing motivational tendencies. Whenever I tried to work on something important, whether it was writing a paper or reading a textbook, everything else in the world suddenly became more interesting: the TV show that I normally don't watch, the books that I haven't been reading for years, or even just cleaning my own desk. I'm sure many people can relate to this. I delve into motivation and self-regulated learning literature with the hope to support students, like me. It was fascinating to carry out research studies on student temptations, motivational conflicts, and motivational regulation. I think this is just the beginning of my long journey investigating how students can engage in self-regulatory processes when they have multiple goals that they would like to pursue simultaneously (i.e., multiple goals regulation). I have many unanswered questions that I would love to explore, and I am excited about the potential insights and implications that I will be able to provide to students and educators.

What challenges have you faced in conducting self-regulated learning research? How have you worked to overcome these challenges?

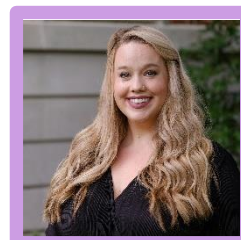
One of the major challenges that I encountered were the jingle jangle fallacies. I found it confusing when researchers used similar terms to refer to different concepts, while other times used different terms to refer to similar concepts. This was especially the case when I was looking at self-regulation literature and self-regulated learning literature because they were (and still are) often siloed and loosely connected to each other. My doctoral training has been heavily focused on self-regulated learning theories from educational psychology perspectives, and thus, it was incredibly helpful to work with scholars from cognitive psychology as a postdoctoral researcher. For example, I was able to expand my understanding by reading and learning more about different literatures on metacognition, learning strategies, and self-regulation. I believe that building an interdisciplinary understanding can be a powerful tool for researchers to ask novel questions and generate creative insights. Recently, I worked with Cristina Zepeda and Andy Butler to write a review paper on self-regulation of learning to hopefully bridge the gap between cognitive and educational psychology perspectives. I am grateful for the collaborative learning experience as this broader and holistic perspective will play an important role in my future work.

What advice do you have for someone who is new to self-regulated learning research?

I would be happy to share some tips that were (and still are) helpful during my journey. First, immerse yourself in the prominent theories of self-regulated learning. I know everyone has their own “go-to” theory, but it is powerful to grasp the key concepts and frameworks from various perspectives that form the foundation of the field. Understanding the nuances of each theory helps us to understand both the overlaps and gaps between different theories as well. I still go back to the prominent theories from scholars like Zimmerman, Pintrich, Boakearts, Winne & Hadwin, and Efklides. It is fascinating that I get new insights every time I read them. Second, whether you are an early career scholar like me or an established researcher in another area, I would recommend monitoring your own self-regulatory processes. I personally benefitted so much by regularly reflecting on how I am doing with my goals from different life domains. I do recognize that achieving a perfect balance may not always be possible, but I try to be flexible and

strive for a sustainable integration between different aspects of life, including work, family, and my personal life.

BRIDGING THE GAP BETWEEN COGNITIVE THEORIES AND SELF-REGULATED LEARNING



Shelbi L. Kuhlmann

Assistant Professor of Cognitive Psychology in the Institute for Intelligent Systems at the University of Memphis

I work to make connections between self-regulated learning theory and other, evidence-based learning theories that help us understand and support student learning with multimedia. Logan Fiorella, my doctoral advisor, and I used generative learning theory as a framework for understanding how students elaboratively process and metacognitively monitor their learning with multimedia. In my postdoctoral research, Jeff Greene, Matt Bernacki, and myself have explored how motivational theories, like achievement goal theory, help us understand how students start and sustain their SRL when learning with multimedia. In a recent chapter of *New Directions for Teaching and Learning*, we describe our thinking about the connections among self-regulated, generative, and multimedia learning (Kuhlmann, Bernacki, & Greene, in press). I’m excited to continue fleshing out the connections among these theories and using that to ground my scholarship as incoming faculty at the University of Memphis, where I will focus on designing adaptive multimedia learning environments.

How did you become interested in self-regulated learning?

As a doctoral candidate, I was fortunate to work with outstanding scholars who are experts in the cognitive theory of multimedia learning (Mayer & Fiorella, 2021), like Logan Fiorella and Richard

Mayer. Decades of theirs and others' research has led to a set of clear and evidence-based principles for designing multimedia to best support learning. As a budding multimedia researcher, myself, I was reading, planning, and training to do my own research, and often found that I had lingering questions about multimedia design and learning: questions like, "...but what happens if students are not motivated to learn?" and "...what if they're passively reading or listening and not thinking generatively and metacognitively?". Fortunately, self-regulated learning models provided great insight into the cognitive, motivational, behavioral, and affective processes necessary for learning from multimedia before, during, and after the learning task. What was, perhaps, even better than the insight from SRL was the new complexity and nuance it added to my research— years of questions and inquiry to pursue! My efforts to connect learning theories that were previously more siloed is very much due to the combination of my earlier training in the cognitive theory of multimedia learning and postdoctoral training in SRL.

Are there any topics or methodologies related to self-regulated learning you've read about lately that have excited you?

I am excited to read about modeling SRL with sequence mining and less-explored digital event streams, like video-watching traces. There is a need to model students' self-regulated learning processes and behaviors as a set of dynamic and contingent relations (Ben-Eliyahu & Bernacki, 2015), which is a strength of sequence mining. This method is particularly useful for video-watching traces partially because of the increased use of videos in formal and informal learning, but also because of the implicit nature of these digital data. Video-watching traces are unlike many other digital traces because of their universal utility in video players. Why I rewind a video likely differs from time-to-time, as well as between content and contexts. I might rewind a video because I wasn't paying attention and need to review it again or I might be paying attention and rewind after a section in which the content was covered too quickly. The SRL processes that led to rewinding the video are different between these scenarios, yet the digital event remains the same. Understanding the contingent and sequential nature of these data is particularly

important and I am excited to learn more about how I can do this in my own research.

What advice do you have for some who is new to self-regulated learning research?

The complexity and nuance in theories and models of self-regulated learning can be exciting but researching these complexities can simultaneously feel like an overwhelming challenge. I have two suggestions for researchers new to SRL who might be grappling with or overwhelmed by its' complexity. (1) Several scholars have made significant progress in establishing frameworks for SRL (Pintrich, 2000b; Winne & Hadwin, 2008; Zimmerman, 2010). Get to know these frameworks and use them to ground your research. The more SRL researchers can use a common set of well-established and evidence-based theories, the more theoretical and empirical clarity we will have as a field. (2) Choose the facet (or small number of facets) of SRL in which you are most interested in researching and stick with it! Again, it can be easy to get overwhelmed by SRL research and want to tackle it all. Instead, I would suggest finding a piece that is your own and become the expert in that, while remembering that your colleagues are each the expert in their piece. The best part of this process is that we come together at conferences and when writing manuscripts to contribute each of our own pieces to making a whole.

SRL FROM A SOCIO-ECOLOGICAL PERSPECTIVE



Molly Lynne Taylor

Ph.D. Student at Virginia Commonwealth University

As a doctoral student, I have the opportunity to study SRL through the lens of several theories, methodologies, and domains in education. My

work thus far has examined the individual and contextual factors that impact self and socially regulated learning, primarily in higher education. In collaboration with Dr. Sharon Zumbrunn, I am studying the use of an online intervention to improve self-regulated writing practices in undergraduate courses. I also have the privilege of working alongside Dr. Lauren Cabrera to study the interplay of self and socially regulated learning in science classrooms. I am most excited, perhaps, to lead a project exploring the relationship between belonging and academic help-seeking for racially and ethnically minoritized university students. This mixed methods study, which was selected as a finalist for the 2023 AERA Division C Shark Tank Competition, aims to examine academic help-seeking in relation to social processes such as belonging, identity, and culture.

Where do you see your self-regulated learning scholarship headed?

I originally became passionate about research on self-regulated learning because I wanted to understand how to help individual students gain agency in their own learning, particularly in contexts that may not provide optimal motivational climates. Looking forward, however, I see myself taking a more socio-ecological and systemic approach to studying SRL. Particularly in my work on academic help-seeking and belonging, I draw heavily on the work of Gray and colleagues (2018) to understand how educational contexts may or may not offer opportunities for student belonging and thus, student motivation. Building upon their work and drawing from Stage-Environment Fit Theory (Eccles & Midgley, 1989), I see myself studying how need-fulfilling environments at the interpersonal, instructional, and institutional levels foster opportunities for academic help-seeking and other SRL processes. While there are certainly challenges to studying SRL from a socio-ecological or systems perspective, I think the research on socially regulated learning offers great insight into frameworks and methodologies that capture regulation in social contexts. Additionally, socially regulated frameworks may be especially critical when considering interpersonal opportunities for motivation and SRL.

How did you become interested in self-regulated learning?

In an undergraduate psychology course centered around motivation, I instantly knew I had found my niche in SRL research. This course sparked my strong interest in how motivation unfolds in education and how students can better regulate their motivation and goal setting to improve their own achievement. Yet, as a student, I saw firsthand how the learning environment may not lend itself to optimal motivational beliefs and SRL processes, such as adopting mastery goals, having a growth mindset, and using deep learning strategies. Then, as I immersed myself in the literature on SRL, I was inspired by the work of Zimmerman, Pintrich, Harackiewicz, and other eminent scholars to see self-regulation as a tool for adapting to an array of educational contexts. In fact, the first research project I led centered on how students may adapt their goal setting processes to different course contexts, especially when their motivational beliefs differed between those contexts. Today, I still draw heavily from this foundational research on self-regulation to inform my research questions and methodologies, and my work is still guided by the same question: How can we study and teach SRL to help students navigate complex learning environments in higher education?

Are there any topics or methodologies related to self-regulated learning you've read about lately that have excited you?

Lately, I've been inspired by work led by Dr. Ye-eun Kim on multiple goals regulation. In describing their multiple goals framework, I appreciate that Kim and colleagues (2023) acknowledge how students hold social, cultural, and other identities beyond their academic identities, which means their goals should also extend beyond academia. I have also enjoyed learning from Dr. Nikki Lobczowski's work on socially regulated goal setting practices. Her research and that of Dr. Lauren Cabrera offer great insight into methodologies for capturing socially regulated metacognition (e.g., Lobczowski et al., 2021) and for analyzing qualitative SRL data. I'm excited to see how both lines of research may converge in the future to explore how students' multiple goals inform socially shared goal setting processes and how

educators can support self and socially regulated goals.

LEVERAGING SRL TO SUPPORT LEARNING FROM MULTIPLE TEXTS



Taylor Marie Young

Doctoral Student, Educational Psychology, The Pennsylvania State University

My scholarship focuses on promoting self-regulated learning (SRL) and multiple-text learning outcomes (e.g., integration). Effective learning from multiple texts necessitates goal-directed processing. Learners must plan how they will approach the task, monitor progress, regulate motivation, execute effective strategies, and make adaptations when necessary. Thus, I am particularly interested in investigating interventions grounded in SRL models to support learners' application and transfer of SRL processes that can promote learning from multiple texts. My scholarship thus far has developed and examined interventions grounded in Winne and Hadwin's (1998) model of SRL. The interventions have targeted enhancing students' metacognitive awareness and monitoring processes through instructional videos and prompts (e.g., short-response, sliders, reminders) to support SRL and multiple text learning.

Where do you see your self-regulated learning scholarship headed?

Building from what I learn from other scholars' work, throughout my doctoral program, and from my prior work, I see my SRL scholarship moving in several exciting directions. First, I am eager to expand on and improve the interventions I have had the privilege to examine thus far. To promote SRL and multiple-text outcomes, I aim to develop additional instructional components in metacognition and integration strategies, but also offer more opportunities for students to practice and receive customized feedback.

Second, I see my scholarship examining how SRL unfolds throughout multiple-text learning tasks by analyzing students' responses to prompts and other data sources from the interventions. These are rich data sources that will not only illuminate how SRL processes unfold in real-time throughout the task, but also serve as important additions to other data (e.g., self-report, analytics). Third, I see my scholarship examining how to promote SRL and academic outcomes in the ELA context. With my background and interest in secondary education English, I am also interested in exploring how to support SRL processes in contexts where literary texts are the focus.

How did you become interested in self-regulated learning?

My interests in SRL were primarily cultivated throughout my undergraduate student experience studying secondary education English. I was eager to learn about evidence-based practices and interested in promoting students' sense of empowerment in their learning. When I took an honors educational psychology course with Dr. Rayne A. Sperling, who is my current academic advisor, I remember learning about SRL for the first time. I was fascinated by motivation, metacognition, and effective strategy use and wanted to learn more about how they worked, interacted, and could be taught for students' benefit. After that course, I had the privilege to work with Dr. Sperling on several projects. In these contexts, Dr. Sperling and other wonderful mentors (e.g., Dr. John Nietfeld, Dr. Ying Wang, Dr. Joseph Tise, Dr. Samira Syal) welcomed me, treated me as a valued, capable team member, and supported my interests and curiosities. I realized that pursuing a doctoral degree in Educational Psychology where I could explore SRL in more depth was the perfect option for me.

Are there any topics or methodologies related to self-regulated learning you've read about lately that have excited you?

Lately, I have been excited by how learners regulate multiple academic and nonacademic goals. Kim and colleagues' (2023) article, "Self-regulatory processes within and between diverse goals: The multiple goals regulation framework," was an excellent, thought-provoking exploration of this topic. I particularly appreciated Kim and colleagues' centering of learners as complex

human beings and their validation of nonacademic roles and goals as important. Kim and colleagues' work has challenged me to think about regulating multiple goals in the context of my interests of SRL and multiple-text learning. Multiple-text learning tasks are complex and demanding (e.g., writing an argumentative essay). As a result, learners likely not only have multiple goals regarding this academic task, but also additional academic goals related to other courses and nonacademic goals related to other important areas of life, such as wellbeing. Overall, Kim and colleagues' (2023) work has prompted me to consider numerous questions, such as, How can we support students' SRL without minimizing the importance of other goals? and, How can we support students' effective connecting and merging of goals? I am certainly eager to learn more!

ANNOUNCEMENT AND CALL FOR NOMINATION FOR THE BARRY J. ZIMMERMAN AWARD FOR OUTSTANDING CONTRIBUTIONS

Purpose and Description

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

Eligibility and Nomination Process

This award is open to any researcher who has actively conducted research in studying and self-regulated learning for a sustained period (i.e., at least seven years) and has produced a strong

record of scholarly achievement. Membership in AERA and the SSRL SIG are not criteria for this award, but we anticipate that many of the nominations will come from the SIG and across AERA.

To nominate someone, please provide the contact information for yourself and the nominee. The chair will contact and inform nominees about their nomination for the award and request confirmation of their acceptance of the nomination. If they accept the nomination, their names will be included in the pool of applicants to be reviewed by the committee.

After confirming their acceptance of the nomination, they will submit:

1. Full academic CV.
2. Electronic copies of up to three peer-reviewed articles the nominees perceive most representative of their larger research program and scholarly contribution.
3. A personal statement (no more than 500 words) detailing the key themes of their research agenda and overall impact on the field.

The nominator will also provide a letter of support (no more than 1,000 words) detailing the nominee's primary contributions and scholarly impact on the field of self-regulated learning.

All nomination materials, including the nomination letter, the CV, the journal articles and the personal statement, are submitted electronically to the Chair of the Committee, Héfer Bembenutty (hefer.bembenutty@qc.cuny.edu), **by October 1, 2023.**

Recognition

The Barry J. Zimmerman Award for Outstanding Contributions winner will be informed via email by February 1, 2023. The winner will be officially recognized at AERA's SSRL SIG business meeting.

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2023 Summer Newsletter

Reflections on Self-regulated Learning Research