



Studying and Self-regulated Learning Special Interest Group

Dr. Maria K. DiBenedetto and Dr. Marie C. White, Editors

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Letter from the Chairs

Dear Studying and Self-regulated Learning SIG Members:

Welcome to the fall 2011 edition of the Studying and Self-Regulated Learning SIG newsletter. We thought we would take this opportunity to share with you our progress and our vision for the future of the SIG. Needless to say both of us are pleased with the growth of our SIG. We attribute this to the hard work being put forth by our board members and the commitment of our SIG members around the world. If our progress this year is any indication of the future we can all feel extremely excited about where the SSRL SIG is headed.

General SIG Accomplishments

The first half of the 2011-2012 academic year has been a productive time for the SSRL SIG. As of October 1, 2011, we have 119 members. This reflects a nearly 20% increase in membership since April, 2011. We look forward to growing this even more. Second, we were pleased with our increase in the number of AERA proposals submitted to the SSRL SIG. This year we experienced a 62% increase in the number of proposals as compared to last year!!! Although the number of sessions we have been allotted remains more or less the same, our increased proposals suggested two things to us. First, more proposals result ultimately in more high quality papers. Second, increased proposals will allow us to reach our goal of increasing the number of slots we are allotted in future annual meeting programs. We are

confident that with your help our SIG will continue to produce as strong a presentation list as any SIG in AERA.

Increase in Proposals for the Graduate Student Research Award

In addition to more members and an increase in the number of proposals we have received, the number of applications for the graduate student research award has more than quadrupled in just two years. We continue to be very excited about this and consider this to be remarkable progress for our SIG. As chairs, we recognize that our graduate student members are the future leaders of our SIG and we are excited about where our membership is heading.

SIG SSRL Election

In January and as part of the AERA annual election, we will have the election of our new SIG leaders. We have a constellation of SIG members who will take the vanguard of our SIG. We are excited to announce that our SIG will continue to be in good hands and under the leadership of first-class scholars and educators.

SIG SSRL Dinner in Vancouver

To share our mutual scholarly interests and to get to know each other more, In Vancouver, we will have our first SSRL SIG dinner. During the dinner, graduate students will have an opportunity to get to know, in an informal and jovial environment, the schol-

ars who are currently leading the field of self-regulation. It will be fun!

Finally, as we begin to look forward to our annual meeting in Vancouver and begin to think about our goals for next year we thought we would share with you what we plan to accomplish. First, as all of you are beginning to get anxious to hear back about the status of your conference proposals for the 2012 annual meeting, we are busy preparing for an interesting and exciting business meeting. We have a goal of increasing our attendance at the business meeting by 25% in Vancouver and we invite you to plan on attending. At the business meeting we will announce our membership and annual meeting goals for the 2012-13 year. We believe we can look back on 2011 as a productive, exciting, and pleasant year, and we are filled with optimism and energy as we approach 2012. We look forward to seeing you in Vancouver and we wish you all a happy new year.

Sincerely,

Héfer Bembenutty and Douglas F. Kauffman



What's New in This Newsletter Edition?

We begin a new academic year with our first themed publication on *Motivation and Self-regulated Learning*. We hope you find the new format and topic centered newsletter both informative and interesting. As we look forward to spring 2012, we invite submissions for our next publication, which will focus on *Technology and Self-regulated Learning*.

The first column of our fall newsletter is an interview with Dr. Wilbert L (Bill) McKeachie whose Teaching Tips have had a monument-

tal impact on the lives of millions of children and educators, past, present, and future. Next, Dr. Christopher A. Wolters provides us with a commentary on the relation of motivation to self-regulation from two perspectives. On a more personal level, Drs. Ellen Usher and Stephen Tonks describe how motivation weaves its way into our lives and affects our ability to self-regulate.

This edition of our newsletter reached out to students for submissions and includes a

"Students' Corner". Ms. Jessica Sanchez, a teacher, reflects on a personal experience where she applied motivation and self-regulation to help a child with a disability succeed. Also included is a brief description by a doctoral student, Ms. Nicole Sieben, about her dissertation examining the roles of hope and self-efficacy in motivating writers.

We also include an interview with Dr. Barry J. Zimmerman, 2012 Thorndike Award

What's New in This Newsletter Edition? (continued)

winner, by Dr. Theresa A. Thorkildsen. The interview is followed by a review by Dr Héfer Bembenuity of the *Handbook of Self-regulated Learning and Performance* edited by Dr. Barry J. Zimmerman and Dr. Dale H. Schunk. We conclude with important announcements from our SIG and an invitation to become better acquainted with the officers of our SIG.

It has been extremely gratifying to gather the work we are present-

Sustaining Motivation and Self-regulation through a Lifespan Educational Career: A Personal Perspective of Dr. Wilbert (Bill) J. McKeachie

Marie C. White, *Nyack College*

Sustaining high levels of motivation and maintaining self-regulation during a lifespan and during a complete teaching career is a challenge that only a few exceptional educators are able to achieve. No one has doubts that Professor Wilbert (Bill) J. McKeachie is one of those extraordinary educators. He has maintained high commitment to improving education at all levels, increasing teaching quality, and improving the learning experiences of students. His commitment to education is reflected in the multiple recognitions he has received. Dr. McKeachie has been the president of the American Psychological Association (APA), the American Association of Higher Education, the American Psychological Foundation, the Division of Educational and School Psychology of the International Association of Applied Psychology, and APA's Divisions 2 and 15. He has received eight honorary degrees, the American Psychological Foundation Gold Medal for Lifetime Contributions to Psychology, and the American Psychological Association Presidential Citation for exemplary service to the academic and scientific community.

The following excerpt of a conversation between Dr. McKeachie and me provides insights from a scholar whose journey into motivational and self-regulated research has been sustained by a commitment to help countless educators motivate their students using theory application and practical methodology. In the preface of the 13th edition of McKeachie's *Teaching Tips*, Dr. McKeachie refers to the teacher's role and transitioning from a dispenser of information to a facilitator of learning, stressing the dynamics of change and the perspective of students.

Certainly, Dr. McKeachie has and continues to be motivated by his desire to inspire all of us to be researchers whose motivations come from connecting lifelong learning experiences. Dr. McKeachie does not draw his expertise from academia alone, but from remarkable life experiences, which helped to shape one of the most impressive careers in motivational research. What follows are statements he made in response to questions I asked him focused on specific areas of self-regulation, motivation, higher education, and life experiences.

Motivating students

"I think that if students just memorize to pass tests, learning is unpleasant, or at least boring. However, if they think about relationships, it is more challenging and we are naturally motivated by challenges that we think we can meet."

Self-awareness with differences in motivation

"If one is aware of how one is, or is not, meeting one's goals, you can adjust your goals to a reasonable level so that you remain motivated rather than discouraged or bored."

ing in this newsletter. We thank all those who contributed to this publication and look forward to hearing from more members of our SIG for the spring edition.

Your Editors,
Maria K. DiBenedetto (*Baruch College, The City University of New York*) and Marie C. White (*Nyack College*)

motivated rather than discouraged or bored."

Teacher efficacy

"If students are learning well, teachers can take pleasure in the students' accomplishment. John Dewey said, something like, 'If students aren't learning, we haven't taught.'"

Higher education

"There is now general recognition that everyone can learn-education is not just for the elite. As a result more of our population is going to college, and graduating."

A word of advice to teachers

"I don't have any specific advice except to keep learning. Herb Simon said, 'Think of knowledge as enclosed in a circle that separates what we know from what we don't know. The more we learn, the bigger the circumference of the circle, and the more we realize how much more there is to learn.'"

As the following excerpts reveal, the conversation is filled with insights and personal anecdotes; however, the most significant was embedded in the following statement that includes a key motivational factor, which resulted in his career choice. In response to a question regarding his journey into the study of psychology, McKeachie shared:

Life experiences born from World War II

"I got back from the war in time to enroll in grad school for the fall semester of 1945. I had been a math major as an undergrad, but my experience as a minister convinced me that I didn't need more theology; I needed to understand people better; so I wrote to Ginny that if I survived I'd like to go to graduate school in psychology after the war. And I've been here ever since."

He went on to share his experiences regarding World War II and how it shaped his career, first as a minister, and then as a Navy war officer.

"During my senior year World War II started. I had always thought of myself as a conscientious objector, but in that war there seemed to be a good side and a bad side, and I couldn't make up my mind; so I talked to a friend who was studying to be a minister at Garrett Seminary in Chicago. He said, 'I go up to the Upper Peninsula of Michigan to serve nine little Methodist churches. You've thought about becoming a minister. Take two of my churches and if you decide not to go into the war, you can probably get deferred as a minister, and if you decide to enlist, you can enlist.' I said, 'But, I'm not a Methodist. I'm a Presbyterian.' He said, 'That's all right. The Bishop won't mind.'"

Sustaining Motivation and Self-regulation through a Lifespan Educational Career (continued)

go into the war, you can probably get deferred as a minister, and if you decide to enlist, you can enlist.' I said, 'But, I'm not a Methodist. I'm a Presbyterian.' He said, 'That's all right. The Bishop won't mind.'

So I went to the Methodist annual conference and was assigned Trout Lake and Hulburt churches. I was to get \$300 a year for preaching in the two churches and \$1100 for teaching math, history, and English in the Trout Lake school.

During the summer I went to a Methodist minister's conference and talked to the main speaker about what I should do. He said, 'If the Lord wants you to be a minister, you'll get deferred from the draft. If not, you'll get drafted.' So when I turned 21, which is the age for the draft, I was drafted.

Ironically by the end of the war, I was the most combat experienced destroyer radar officer in the whole Navy. Every ship in my squadron was hit by a kamikaze plane at Okinawa. The other eight were all sunk, but I think we killed the pilot attacking us on his way in so that the bomb exploded alongside and we were damaged but able to return to the United States where I was to get a new ship to take out to invade Japan.

I had married my wife Ginny the day before I enlisted in the Navy. We had a week together before I went to get my new ship for the invasion. On the train going to Florida the newsboys in Rome, Georgia were out yelling, 'The war is over.' That was probably the happiest day of my life because those who designed our plans for the invasion of Japan told us of all the kamikaze planes waiting for us. I got back from the war in time to enroll in grad school for the fall semester of 1945.

We visited 42 different churches the first year after I got back from the war, and then the Baptists invited me to pitch for their softball team in the Church League. People ask me 'What was the best year of your life?' and I reply, "1975, I pitched 3 no-hitters that year." I was also President of APA, and that was also important.

Ironically, when I was department head here at the University of Michigan, one of my faculty members was Sachio Ashida, a Kamikaze pilot. I asked, "Sach, how come you didn't commit suicide He said, 'It was a matter of honor for the older pilots to go first, and I was one of the younger ones.' I said, "If it hadn't been for the atomic bomb, you would probably have killed yourself killing me."

Questions regarding his daily routine brought forth some of the most motivating statements for those in the field who have thought that academia demands scholarly pursuits without ceasing. According to McKeachie, his interests and activities have always went beyond his research to include a life filled with the pursuit of challenges, enjoyment, and interacting with friends, family and those who share his love of games and music.

Daily routine includes fun, games, and music

"My daily routine now is to come to my office in mid-morning to do my e-mail and then to play MURDER at noon. One of my friends retired from Harvard and can only go in to attend lectures because he doesn't have an office, but The University of Michigan gave me an office. MURDER is a card game our students invented 60 years ago. They were bridge players, but sometimes they had only three players, and sometimes, five or more; so they invented a game that can be played by any number from 3 to 7. Originally, the game was just called the game, but one time my successor as department head, Warren Norman, screamed so loud when someone trumped his ace, that a graduate student came running down the hall thinking some-

one had been mortally wounded. So since then the game has been called MURDER. It's a great game motivationally because not all the cards are dealt out. We bid to determine what will be trump; so if we win we can attribute our win to our good strategy in bidding. But, if we lose we can attribute it to the luck of the cards.

When I was in college I played piano in bars on weekends, and I still enjoy playing piano. My wife and I sing in the First Baptist choir. Now, our routine is to go to listen to the Easy Street Jazz Band on Tuesday evenings, to go to choir practice Thursday evenings and to choir and church on Sundays. After church, we have a coffee hour and I go to the piano and play old gospel hymns, which we don't sing in the church service, but a lot of the older people remember and enjoy them. I could probably play them for hours without music. Our daughters and their husbands live nearby; so we have dinner with them frequently."

As the following excerpt reveals, Dr. McKeachie continues to be a devoted consumer of professional and scientific research, a truly long-life learner. His love for softball resulted in surgeries, which forced him to give up teaching at 85. However, when he shares his joy of his years pitching softball, his accomplishments are equal to his presidency of the APA.

Scholarly work

"I still get 50 journals and enjoy keeping up with the field of education and psychology. My colleague, Dr. Yi-Guang Lin and I continued our research until I was 85, but then I had to have my hips and right shoulder replaced—my reward for pitching fast pitch softball 50 years; so we haven't been doing research the last 5 years. I'm now 90."

Although his research agenda is shortened, the publication of the 13th edition of McKeachie's Teaching Tips is evidence that his life activities still inspire the lives of many educators so they can be effective teachers. His legacy continues influencing the growth of interest in motivation and self-regulation of learning. Dr. McKeachie's research, scholarship, and dissemination of teaching tips over an entire successful career will continue impacting our discipline and those who will carry on teaching and learning with excitement in self-regulation and with the conviction that motivation and self-regulation are essential elements of having long-term learning and career success.

Dr. Wilbert J. McKeachie



Motivation and Self-regulated Learning: Commentary

Christopher A. Wolters, *University of Houston*

The Editors invited Dr. Christopher A. Wolters to share his views on the role of motivation and self-regulated learning, and to briefly describe his own research in this area.

Research on self-regulation is a big tent. There are many viewpoints and a wide range of behaviors, age-levels, and domains of human functioning that are examined under the guise of self-regulation. Volumes such as those edited by Boekaerts, Pintrich, and Zeidner (2000) and by Vohs and Baumeister (2011) attest to this diversity. Even when considering the narrower domain of self-regulated learning (SRL), there is great variety in the models, topics, and constructs emphasized by researchers. As yet, there is no uniform model of SRL nor any comprehensive and definitive list of the characteristics that are required to be a self-regulated learner. Nevertheless, there are substantial areas of agreement and an increasing consensus as to the more central dimensions that must be incorporated into any viable model of SRL. Motivation is one prime example of these dimensions, but even the role of motivation within SRL is not without diversity. In this commentary, I very briefly describe two perspectives on the role of motivation within SRL.

Motivation Drives Students' Engagement in Self-regulation

Perhaps the most common way of viewing the connection between motivation and SRL is as cause and effect. Motivation is very often portrayed as the fuel necessary to drive the effortful and demanding cognitive, metacognitive or regulatory processes that are fundamental to SRL. Several studies, for example, are consistent with this perspective. In two separate studies, for instance, my colleagues and I used achievement goals (among other factors) to predict junior high schools students' self-reported use of cognitive and metacognitive learning strategies (Wolters, 2004; Wolters, Yu & Pintrich, 1996). At present, I am involved in one project in which motivational beliefs are being used to understand adolescents' engagement and self-regulation associated with reading comprehension, and another in which we are hoping to explain academic time management among college students.

Despite the rich and continuing history of studies adopting this perspective, its conception of the relation between motivation and SRL is incomplete. When studied as cause and effect, studies within this tradition too often portray motivation as something that is wholly separate, distinct or outside of the larger system of SRL. In contrast, many researchers (myself included) contend that it is more appropriate to view motivation or motivational processes as inherent and essential aspects of what it means to be a self-regulated learner. Self-efficacy, values, interests, and other prominent motivational beliefs and attitudes, for instance, can be understood as core elements of the self, and there can be no self-regulation apart from this self. Hence, a more complete view of their relation must allow for a more reciprocal, dynamic, and integrated connection between motivation and SRL.

Motivation: An Objective of Students' Self-regulation

One expanded way of understanding this relation is to view motivation as a potential target of students' self-regulatory efforts. In other words, as an important dimension of the larger process of learning

students can understand, monitor, and control their own motivational processes. This second perspective is a feature within many prominent models of self-regulated learning (Boekaerts, 1996; Pintrich, 2000; Winne & Hadwin, 2008; Zimmerman, 2000). Within each of these models, there is at least some recognition that students can purposefully and actively control the extent to which they are motivated to complete academic tasks.

I have adopted this viewpoint in a line of research investigating the various strategies that students use to sustain their willingness to persist at academic tasks. In an initial study, I found that college students were able to articulate a number of distinct strategies when asked about how they would respond in four situations in which they realized their motivation was decreasing but they needed to keep working (Wolters, 1998). These strategies included providing themselves rewards, manipulating their physical or social context, and various forms of self-talk intended to convince themselves to continue working hard at the task. Additional studies indicate that much younger students may also know about and engage in this form of self-regulation (Cooper & Corpus, 2009; Schwinger, Steinmayr, & Spinath, 2009; Wolters, 1999). My current efforts in this area include further establishing a self-report measure to assess students' regulation of motivation strategies, evaluating the relation of these strategies to other forms of self-regulation, and documenting the types of motivational problems students experience most often.

In summary, motivation cannot be viewed as just a catalyst that ignites and sustains students' engagement in the cognitive, metacognitive and regulatory processes that contribute to students' learning. Rather, it is better viewed as part of a larger, more complex, dynamic and more integrated system that accounts for students' SRL. For those who want to better understand the diverse ways that research on motivation and SRL might intersect, and especially how specific motivational processes (e.g., achievement goals, attributions, self-efficacy) are integrated into models of SRL, I can recommend the edited book by Schunk and Zimmerman (2008) as a sound starting point.

Dr. Christopher A. Wolters



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"Just Do It": Yeah, If It Were Only That Easy

By Ellen Usher, *University of Kentucky*, & Stephen Tonks, *Northern Illinois University*

When I (Stephen) first heard that Paul R. Pintrich, noted motivation and self-regulated learning scholar, used to say that we all research our own issues, I was relieved to know that I am not the only one plagued by constant self-analysis of my own motivation and self-regulation. It didn't help that fellow graduate students used to point out how useful my perspective would be to the motivation field—the perspective of an unmotivated procrastinator would contrast nicely with the viewpoint of the present highly motivated and prolific researchers, they said. I realize now that many researchers believe that they have poor motivation, and are slow readers and writers. Nevertheless, I see motivation and self-regulation as one of my issues, and am therefore very interested in how students develop these characteristics and what educators can do to encourage them in students.

Hey, Ellen here! I too have long been fascinated by the self-regulatory habits of people I admire (notable teachers, athletes, and musicians come to mind), probably in hopes that watching others would miraculously remedy my own self-regulatory deficiencies. When ABC Sports aired a special in the mid '80s on Bela Karolyi, world-renowned gymnastics coach of greats like Nadia Comaneci and Mary Lou Retton, I was waiting at the VCR, finger on the red button. This would be a taping of a rare moment in sports history; cameras were permitted where none had yet been: into a practice session at Karolyi's gym. A practice session! This, I realized, is where the real magic happened. I was glued to the TV. The two-minute news clip from the practice session would replace the 1984 Olympics competition as my new VHS obsession.

Fast-forward to 2008: My digital camera was clicking as Albert Bandura received the Grawemeyer Award at the University of Louisville. In his acceptance talk, he described the growing challenge for humans to regulate their thoughts and activities in a world with an abundance of information, new and diverse sources of disruption, and social connectedness. As we were sipping a post-ceremony beverage, I asked him about his own self-regulatory repertoire. He described, quite matter-of-factly, that he begins each day with a three-to-six-hour writing block during which he allows no interruption. "Do

you at least have internet access?" I asked. "I use only a notepad," he explained. Ok, perhaps a step beyond what is possible for me, I thought. But, he noted emphatically, that one must be completely "untethered from the electronic leash" for the intense writing time. As if that didn't challenge me enough, he then added that he spends at least a half an hour a day running on the treadmill. Seriously? I was in awe once more

Let's face it: we all have some fascination with how others manage their lives, whether they triumph over adversity, become "outliers" in their field, or (not so) simply develop as healthy, well-adjusted, successful individuals. Plenty of ink has been spilled and films made on the ever-fascinating matter of how people manage all they encounter in the world. William James drove this point home in his talk to teachers over a century ago: "All our life... is but a mass of habits—practical, emotional, and intellectual—systematically organized for our weal or woe, and bearing us irresistibly toward our destiny, whatever the latter may be." Yep, self-regulation is the stuff of life.

Here's the real problem: It is not enough to know what self-regulation looks like in others, to produce a fast list of the skills needed to be a functional human being, or to have a ten-step plan for righting the wrongs in one's life. Being able to know and identify self-regulatory skills is certainly necessary, helpful, and, we think you'll agree, widely sought after. We are indebted to scholars whose work has helped identify these skills and abilities that are fundamental to regulating one's thoughts, feelings, and actions. But the bottom line is, knowing is not doing.

This has led us to an obvious question that has kept scholars scratching their heads since the dawn of time and has us both doing the same: Why don't we humans implement what we know we should do? We have both focused our short scholarly careers on the question of motivation. Although motivation touches all domains of life, it seems particularly important in the domain of self-regulation, where individuals must be motivated to initiate and sustain those behaviors (broadly defined, including emotion, thoughts, and action) that will make them more or less successful and healthy. Motivation

“Just Do It”: Yeah, If It Were Only That Easy (continued)

offer no shortage of explanations for why people do what they do. In our work, we focus in particular on the beliefs individuals hold that influence their subsequent decision to begin a self-regulatory process, and how these beliefs then get refined or reformed at the end of the process. For example, if a guitar player doesn't believe himself capable of minimizing distractions, setting aside adequate practice time, or getting his stage-fright under control, he will not be motivated to take the steps needed to perform at an open mic. In other words, self-efficacy for completion, as well as for specific self-regulatory skills is critical to ultimate success at a task.

In our current collaborative project, we are working with elementary and middle schools over two years (six waves of data) to investigate students' changing motivation, self-regulation, and achievement in reading and math. Our study involves multiple motivation constructs, such as self-efficacy, perceived autonomy, achievement goals, and grit. We are especially interested in the sources of self-efficacy, as well as students' self-efficacy for implementing self-regulation skills such as concentrating, help-seeking, and avoiding distractions. Considering the social cognitive model of self-regulated learning, the beliefs we focus on in this study are present during the forethought phase, help sustain motivation during the performance/volitional control phase, and then are refined and further developed during the self-reflection phase. One can imagine that during the self-reflection phase, the sources of self-efficacy such as past experiences, exposure to social models, and messages from others shape the level of self-efficacy that students carry with them into the forethought and performance stages. We are also working to determine the best techniques for measuring students' self-efficacy for self-

regulation.

Incidentally, we have both been self-analyzing ourselves in the athletic domain. One of us is training to compete in triathlons, and the other to participate in half-marathons. One of us embarked on a three-month program to get ready (a somewhat long-term goal), while the other has engaged in multiple smaller triathlons on the way to competing in a big one. Understanding what it takes to prepare for the physical and mental challenge that such events present offers many useful analogs to preparation for an academic challenge. What is certain is that whether it's getting to the gym, to the pool, or even to the keyboard, “just doing it” is much easier said than done... Oh wait! We gotta go because we're in training! No more time to procrastinate by writing newsletter articles!



Dr. Ellen Usher



Dr. Stephen Tonks

Students' Corner

Increasing Self-efficacy and Instilling Self-regulatory Skills in Students Can Make a Real Difference Jessica Sanchez, Masters in Education candidate, *Queens College, The City University of New York*

My name is Jessica Sanchez. I am currently a graduate student at Queens College, City University of New York, and I am enrolled in the Secondary Education in Social Studies Masters in Education program. This year I am teaching U.S. History to two bilingual classes and three regents exam preparation classes to seniors who failed the exam the year before. As a teacher, it is my goal to enhance the self-efficacy of my students and to instill in them the importance of developing lifelong self-regulatory skills.

I would like to reflect on my journey to become a self-regulated educator. As a child I traveled constantly between the Dominican Republic and New York. While many people may find moving to new places exciting, I found my moves unproductive and educationally damaging. I struggled learning Spanish and consequently fell behind in my studies in the Dominican Republic. While I spoke Spanish, I could not read or write it and therefore, struggled to understand the material. For this reason, my mother brought me back to the United States. However, I had missed several years of schooling in the U.S. and had enormous educational gaps. This negatively impacted my self-efficacy. I felt lost and feared I would never be able to catch up to my peers.

I did not know it then, but I now realize that many teachers neglected to provide me with the extra help I needed or to direct me to the proper school administrators who could provide me with the self-regulatory skills I needed to succeed. School became increasingly difficult and as a result, I gave up and dropped out. By the time I was

in the tenth grade, I felt that going to school was a waste of time. I seldom learned new things and seeing my peers understand material that seemed foreign to me, lowered my self-efficacy I felt too confused and lacked self-confidence and just had too many years of educational gaps. Sadly, I was among the many students who got lost because some teachers “did not have the time to attend to all students” or because they believed “some students had too many gaps to catch up.” This thwarting mentality hampered the ability of all the educators who played a part in my childhood education.

They neglected to realize that I was and continue to be, a naturally curious person who possesses an intrinsic motivation to learn. All I needed as a child was an educator to teach me how to self-regulate myself. Self-regulation is a vital strategy all teachers should instill in their students. Once a student is self-regulated, he or she can monitor their work and become more aware of the gaps they need to close. Simultaneously, teachers should help struggling students set small realistic goals for themselves. Achieving these goals would help build their self-efficacy, as they would soon realize that they are taking small positive steps towards the right direction. My decision to become a teacher was influenced by my desire to help ALL students learn and although I was inspired by my negative experiences, my drive and goal as an educator are to help all of the students who enter my classroom become successful learners with high self-efficacy beliefs and self-regulation of learning.

During the last few months of the 2010-2011 school year, I worked as an eighth grade Social Studies teacher at a Junior High School in

Increasing Self-efficacy and Instilling Self-regulatory Skills ... (continued)

Queens, New York (I was a leave replacement at a public school) I was responsible for six classes, which combined added up to 184 students. The student population was predominantly Asian and I taught U.S. History to four general education classes, one honors class, and one CTT class (Collaborative Team Teaching- gives special education students an opportunity to study along with general education students. All CTT classes must have two teachers in the classroom). Within my CTT class, I had a student (whom I will refer to as Johnny) who had never spoken in public throughout the three years he attended the school. According to the collaborative teacher who taught this class with me and who also knew the student for three years, Johnny had never raised his hand to participate in any class discussions, nor had he ever presented work in front of his peers (I did notice Johnny communicating with one or two students in the hallways, but he had very few friends.) The exact provisions within his Individualized Education Program (IEP) were unknown to me because of the conditions under which I became his teacher. However, my colleagues and I held staff meetings once a week and within these meetings we discussed student progress. Johnny was known for being a "student who would not or produce any work". Although I greatly appreciated my colleagues' opinions, I did not let their perception of Johnny or his learning disabilities predetermine his academic potential.

Throughout my stay at this school, I set high standards for all of my students. By providing differentiated instruction, I successfully challenged them to think analytically. I used cooperative learning strategies by encouraging group work and through *think, pair, and share*, and *Jigsaw* activities; I encouraged students to scaffold each other and to provide feedback to one another and the entire class. *Think, pair, and share* is a strategy in which students are presented with a higher-level question which they must debate among their group members and in the end; share their answers with the entire class. A *Jigsaw* activity requires students to work in groups on a specific document or task. When they are finished, each group shares their ideas with the entire class. *Jigsaw* also requires that ALL students write down the main ideas of the other groups. The idea is to break

down the work into smaller tasks and have students scaffold each other during group discussions to close any educational gaps.

I consistently praised students for their work and good behavior, and slowly worked to build their self-efficacy to learn. By doing so, I modeled the behavior I wished all students to exhibit and within a short period of time, I noticed an increase in class participation and completed homework assignments. I also observed that students seemed more motivated, more self-efficacious, and more comfortable with sharing their ideas with the entire class.

During the last week of school, students were required to submit and present an exit project, which generally consisted of describing a historical topic of interest. Johnny's turn to present soon arrived and at first, he shook his head no - indicating that he did not want to make his presentation. My reaction was to praise Johnny for his written assignment and I assured him he had done an excellent job. I told him, "I was proud of his work and wanted him to show it off to the rest of the class." Thus, I provided him with positive reinforcement and persuasive self-efficacy. To my surprise, Johnny got up and stood in front of the classroom and presented his exit project to his peers.

June 22, 2011 marked a day filled with milestones not only in Johnny's life, but in my life as well. It was a day of firsts; it was the first time Johnny spoke in public while at this particular school; it was the first time Johnny had ever felt self-efficacious enough about himself and his work to share it with others. Lastly, it was my first success story as a rookie teacher and it is one that I will never forget. I became a teacher because I wanted to make a difference in the lives of all students, especially those who like me, struggle with closing the gaps and have lost faith in their learning capabilities. It is moments like this that make all of my hard work and efforts worthwhile. Needless to say, this event crystallized my desire to teach students, as words cannot express the joy I felt in knowing that I helped this child overcome a lifelong fear. I now know I can enhance the self-efficacy of my students and be a self-regulated teacher.

Self-regulation, Self-efficacy, and Hope: Possible Predictors of Writing Ability

By Nicole Sieben, Doctoral Dissertation, *Hofstra University*

I am a third year doctoral student at Hofstra University in the EdD program in learning and teaching under the supervision of Program Director Dr. Bruce Torff and my advisor Dr. Sage Rose and would like to share my dissertation research with the members of the SSRL SIG. For my dissertation research, I am examining if self-regulation, self-efficacy, and hope are predictors of college students' writing abilities. Based on the literature, I believe that a large part of teaching students to be hopeful about completing writing tasks is about teaching self-regulation skills for successful writing and developing self-efficacy levels about writing. Hope theory requires that both pathways and agency components be present to sustain successful goal pursuit. My hypothesis is that self-regulation strategies are the pathways in hope towards achieving a writing goal, and self-efficacy is the agency. Therefore, my main research questions are: (1) Is there a statistically significant relationship between hope and writing ability? and (2) Do self-efficacy, self-regulation, and hope predict writing ability in college students?

Please feel free to contact me for any additional information about my study at Sieben@adelphi.edu.

Thorndike Award Winner: Dr. Barry J. Zimmerman

by Dr. Theresa A. Thorkildsen, Chair, Thorndike Award Selection Committee, *University of Illinois at Chicago*

The Educational Psychology Division of the American Psychological Association (Division 15) proudly offers the Thorndike Award to celebrate the careers of individuals whose achievements exemplify the highest standards in the field of Educational Psychology. Members of the Division are excited to announce that Dr. Barry Zimmerman is the 2011 recipient of this award. We have all benefitted from his original, scientific, empirically-based research that contributes sig-

nificantly to knowledge, theory, and practice in Educational Psychology. Members of the Special Interest Group on Studying and Self-Regulated Learning will not be surprised by this delightful news, but we thought it would be fun to learn more about how Dr. Zimmerman views his own career and reasons for doing the work he does. Here are some of his answers to questions about his career achievements.

Thorndike Award Winner: Dr. Barry J. Zimmerman...(continued)

What would you say was a guiding question or theme that directs your work?

I was motivated by the question, "How do learners acquire the self-efficacy beliefs and self-regulatory strategies and skills to achieve their potential?" From the outset of my career, I sought to develop a psychology that enables students to better attain their goals in life. I have used the term empowerment to describe this perspective.

What would you say were among the most interesting studies you conducted in your career?

To enhance students' sense of empowerment, I conducted numerous intervention studies, seeing this as the "gold standard" for demonstrating the impact of self-regulated learning. Two studies marked distinctive phases of my career. In the first, Ted Rosenthal and I (Zimmerman & Rosenthal, 1974) demonstrated that young children could learn developmentally advanced concepts, such as Piagetian conservation beliefs, from abstract social modeling. At the time, these concepts were thought to be resistant to systematic instruction. Ted and I concluded in a *Psychological Bulletin* (1974) article and a book entitled *Social Learning and Cognition* (1978) that these concepts could be learned precociously from social learning methods of instruction.

A key study marking the second part of my career was conducted with Anastasia Kitsantas (1999). That work focuses on students' development of the self-regulation of writing. Writing is a demanding test of self-regulation because it is conducted in solitary settings, requires personal time management, and extends for long periods of time – often without feedback or support. In addition to noting the positive impact of social modeling on writing revision strategies, our study demonstrated the power of setting process and outcome goals. This intervention study also showed increases in other self-regulatory processes and beliefs, such as self-efficacy, attributions to personal control, and valuing writing outcomes. This study was instrumental as I developed a cyclical model of self-regulation (Zimmerman, 2000).

What factors in your career surprised you most?

I was greatly surprised at the receptivity of the faculty and staff at a prestigious medical school to the use of self-regulatory methods for assisting mothers of young children with asthma. Although I had no

prior experience with this disease, I was invited to comment on and participate in revisions in their asthma education program. Subsequently, I was appointed to a leadership position in the American Thoracic Society. I spent more than a decade applying self-regulation training to this form of disease management.

What would you say was the best part of working as a Professor?

I particularly enjoyed working with doctoral students and seeing them develop positive self-efficacy beliefs and self-regulatory skills to conduct research on their own.

Do you have advice on how individuals can stay responsive to local needs while also paying attention to global changes in research?

To remain responsive to local needs, I have conducted intervention studies, especially with at-risk populations. Two quick examples: My asthma management studies were conducted with low SES minority mothers whereas a recent study of math instruction was conducted with Low SES minority community college students who displayed enormous dropout problems.

What would you like to see done to extend your work in the future?

I am interested especially in the role of practice when learning difficult musical skills. Like writing, learning a musical skill, such as playing a violin, requires long hours of deliberate practice, and self-regulatory training should have a major impact. I have co-authored two chapters on this topic with Gary McPherson, and the prospects of further findings look promising, but more research is needed.



Dr. Barry J. Zimmerman

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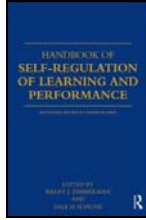
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Dr. Zimmerman will be giving a formal address at the 2012 meeting of the American Psychological Association in honor of this award. He will also be meeting with doctoral students and faculty involved with the mentoring programs. We look forward to seeing you at some or all of these events.

Development and Triumph of Self-regulation: A Book Review

Reviewed by Héfer Bembenutty, *Queens College of The City University of New York*

Handbook of Self-regulation of Learning and Performance (Educational Psychology Handbook Series) by Barry J. Zimmerman and Dale H. Schunk (Editors). Routledge, 2011, 484 pp. ISBN 978-0-415-87111-9. \$114.95.



Self-regulation of learning is not only a contemporary theory explaining acquisition, process, and development of motivation, knowledge, beliefs, affects, and performance, but self-regulation is also the catalyst that transforms learning limitations and barriers into beliefs of possibilities, competence, and confidence of what it is to be a committed educator, a skilled learner, and a researcher. Self-regulation is a significant part of our contemporary educational conscience and its practice sustains the use of guiding and practical tools that could help students to be academically successful. In addition self regulation enables educators to be strategic regarding how to inspire all learners to pursue important academic goals and lifespan career dreams.

The importance of self-regulation is reflected when once again, Barry J. Zimmerman and Dale H. Schunk, the dynamic duo of motivation and self-regulated learning, collaborated to produce the *Handbook of Self-regulation of Learning and Performance*. This joins other volumes in the long-established success of the *Educational Psychology Handbook Series*. Zimmerman and Schunk refer to self-regulated learning and performance as the process by which learners activate and sustain control of their actions, beliefs, behavior, and affect in order to attain valuable personal and academic goals. The *Handbook* is dedicated to the memories of Frank Pajares, Paul R. Pintrich, and Michael Pressley, who are three pillars of self-regulated learning.

Zimmerman and Schunk, as editors, ensure the book provides theoretical principles, solid research procedures, and professional and educational practices that could assist the entire spectrum of professionals and learners interested in advancing a systematic attainment of personal, professional, and academic success. To accomplish these goals, they are joined by a stellar group of prominent scholars with national and international reputations.

Following an introductory chapter, the *Handbook* is divided into five well orchestrated sections, with each section containing four to nine chapters. Section I provides the basic domains of self-regulated learning and performance, and includes a discussion of cognitive, developmental, motivational, and social domains related to self-regulation. A highlight of this section is the chapter on the development of academic self-regulatory processes written by Allan Wigfield, Susan L. Klauda, and Jenna Cambria. They argue that self-regulation is a developmental process and place self-efficacy, value, choice, and delay of gratification as pinnacles of this process.

Section II discusses instructional issues in self-regulation and performance with a focus on teaching self-regulation skills in diverse content areas. In this section, Heidrun Stoeger and Albert Ziegler describe procedures to train elementary-school students' homework completion through self-regulation. They suggest that with regard to homework self-regulation, learners and teachers can be trained on self-regulation of learning.

Section III describes specific content areas where self-regulation of learning can take place. In this section, Anastasia Kitsantas and Maria Kavussanu dexterously describe the roles of each phase of the self-regulatory process during acquisition of sport knowledge and skill. They posit that athletes can be trained in self-regulation with appropriate beliefs and strategies, which should help them to achieve a high level of performance and sustain motivation. Section IV introduces methodological issues in assessing self-regulation of learning. In this section and with an almost vibrant brush Timothy J. Cleary paints a panoramic overview of microanalytic assessment methods, historical influences and evolution of the self-regulation microanalysis, and current microanalytic protocols. Section V conveys the importance of individual and group differences in self-regulation of learning. In this section, Dennis M. McInerney skillfully dissects the different ways in which the teaching of self-regulatory skills is useful across cultures and suggests that school curricula should include self-regulatory strategies.

Zimmerman and Schunk give to the field of education and psychology one of the greatest gifts it has received during the last three decades of self-regulation research. They fulfill their goal to create a single volume that contains basic domains, applications to diverse content areas, as well as instructional, methodological, and individual issues important to the field of self-regulation. They are very successful and succeed beyond accomplishing their objectives. The *Handbook* is ground-breaking and for the first time puts forth a call to all individuals interested in academic success and performance to utilize the different strategies, tools, procedures, and methodologies provided to reach a new level of academic achievement, agentic beliefs, and self-directed learning.

Suggestions for future handbooks may be to include topics on how self-regulation operates during early childhood through late adulthood. It would also be interesting to understand the ways in which self-regulation could be applied to learners from diverse ethnic groups through the use of differentiated instruction. Recommendations for future handbooks might include some of the research underway on the neurological and brain influences on self-regulated learning and how self-regulation can be used to help students with emotional and pathological conditions. However, even with these suggestions for future editions, the current *Handbook* provides excellent comprehensive information that can be used by educators, researchers, and learners to guide their pursuit of academic success and excellence.

Zimmerman and Schunk provide comprehensive research evidence and make a compelling case for the prominent role that self-regulation of learning has in our learning environments and in the pursuit of learning goals and professional dreams. Unquestionably, the *Handbook* provides readers with the assurance that learning to learn, that believing one can learn, and that mastering skills and knowledge are possible. Taken together, the chapters of the *Handbook* provide compelling evidence that to be at the forefront of trends in education and learning, self-regulation of learning must be an essential component in all aspects of schooling and performance.

Studying and Self-regulated Learning SIG Announcements

Join Us for Dinner at AERA 2012

Our SIG will be coordinating a dinner open to everyone at AERA who is interested in self-regulated learning, learning and study strategies, metacognition etc. This dinner will be held at a restaurant in Vancouver immediately following the SIG business meeting. Please spread the word to your colleagues, graduate students, etc. and plan to attend. We are sure you will find this to be a wonderful opportunity to meet and network with other individuals who share your research interests in studying and self-regulated learning. More details will be announced in future newsletters!

Poster Award for the Studying and Self-regulated Learning Special Interest Group

Our SSRL SIG is currently requesting AERA to sanction our proposal for awarding during the 2012 AERA annual meeting in Vancouver, our SIG Poster Award to honor authors of outstanding poster presentations sponsored by our SIG. The only requirement to be eligible for this award is that the authors present a poster in a session sponsored by our SIG. No other action is required to be considered. One winner and two finalists will be presented with this award at the 2012 AERA conference during our SIG business meeting. The officers of our SIG have appointed Dr. Taylor Acee as the chair of the Poster Award Committee; he will take the leadership to advance the Poster Award.

Get to Know Your Officers...

Our Chairs...

Héfer Bembenutty obtained his doctorate from The City University of New York, Graduate Center, in educational psychology. He is an assistant professor of Educational Psychology at Queens College of The City University of New York in the Department of Secondary and Youth Services, where he coordinates the Brown Bag Seminars. He teaches undergraduate and graduate courses in educational psychology, instruction and technology, human development and learning, classroom management, psychology of adolescence, and multicultural education. He has been an officer of our SSRL-SIG since 2006 as junior and senior secretary, junior and senior program chair, as junior SIG chair for two consecutive years, and currently he is the SIG senior chair. He has maintained an active research agenda in students' and teachers' self-regulation of learning, the effects of test anxiety on learning, homework self-regulation, self-efficacy beliefs, multicultural education, and academic delay of gratification. Currently, he is on sabbatical at the University of Michigan, Psychology Department. He enjoys playing racquetball and squash and he is a devoted tennis fan.

Douglas F. Kauffman is an assistant professor of educational psychology at the University of Nebraska-Lincoln. His research investigates instructional factors that impact students' self-regulated learning, motivation and beliefs about learning. Doug is particularly interested in how student-teacher interactions (e.g., feedback, modeling) impact students' goals, self-efficacy, and self-regulated learning. His teaching load includes courses in learning, motivation, and self-regulation. Doug recently developed a specialized course entitled Cognition and Motivation for STEM Educators. This is a master's level course designed for post-baccalaureate secondary math and science teacher certification students. This course examines links among learning, motivation, SRL, and teaching secondary math and science. Doug incorporates self-regulated learning, in part through the Core Psychological Concepts paper in which students propose an intervention study designed to impact an identified problem within secondary STEM classrooms (e.g., science misconceptions; cognitive overload in high school algebra). Students are asked to identify cognitive, motivational, and self-regulatory aspects of the "learner" and propose a detailed plan for how to improve learning. The course also holds a "Poster Session" on the final day of class so that the students can present and receive formative feedback from their classmates. They use that feedback to make revisions before the final paper is due.

Doug and his wife Aggie spend their free time learning all about parenting school age children. Their son Ethan (5) is in Kindergarten and their daughter Zoey (16 months) wishes that she was too.

Our Program Chairs...

Timothy J. Cleary is currently an associate professor and Training Director of the School Psychology Program at UWM. He earned his master's degree and professional certification in School Psychology from Queens College and his Ph.D. in Educational Psychology from the CUNY Graduate Center in 2001. He currently teaches courses in cognitive behavioral therapy, alternative assessments and interventions, self-regulation assessments and interventions, and school psychology practicum seminar. Tim's primary research interests include the development and evaluation of alternative self-regulation and motivation assessment techniques, such as Self-Regulated Learning (SRL) Microanalysis, and applied, self-regulation intervention programs, including the Self-Regulation Empowerment Program (SREP). He is particularly interested in studying self-regulation as a dynamic, fluid process and has examined this process in academic (math and science, test reflection), motoric (basketball), and medical clinical tasks (venepuncture, diagnostic decision making). Tim currently serves as a consultant on many , test reflection), motoric (basketball), and medical clinical tasks (venepuncture, diagnostic decision making). Tim currently serves as a consultant on many projects and has provided professional development to teachers and mental health professionals in K 12 schools, college settings, and medical schools within the United States and abroad. He has served as a SSRL SIG board member since 2008 in the role of secretary and program co-chair. Tim has ambitions of becoming a consultant to the New York Jets in order to help his beloved football team do something he has never witnessed in his lifetime — a Super Bowl appearance and win!! In addition to spending time with his family, Tim is a sports enthusiast who enjoys virtually all types of athletic activities and exercise programs.

Our Program Chairs...(continued)

SIG board member since 2008 in the roles of secretary and program co-chair. Tim has ambitions of becoming a consultant to the New York Jets in order to help his beloved football team do something he has never witnessed in his lifetime – a Super Bowl appearance and win! In addition to spending time with family, Tim is a sports enthusiast who enjoys virtually all types of athletic activities and exercise programs.

Jill Salisbury-Glennon received her master's degree and doctorate in educational psychology from The Pennsylvania State University. She is an associate professor in educational psychology at Auburn University and served as the Educational Psychology Program Chair from May 2009-May 2010. She has taught undergraduate educational psychology courses, as well as graduate courses in motivation, learning theory, theories of life-span development, educational psychology and cognition. Her research interests include college students' learning and study strategies, self-regulated learning, metacognition, motivation, attachment, and academic achievement; as well as creating learner-centered contexts at the university level. Her most recent research investigates the role of social relationships with peers, faculty, and family on college students' self-regulated learning and academic achievement. She has been a member of AERA, APA, EERA, and MSERA. Jill originally became a member of the Studying and Self-Regulated Learning SIG in 2000. She has served as a proposal reviewer for the SIG for many years, has served as the SIG Program Co-Chair from 2000-2002 and she is currently serving as SIG Program Co-Chair again with Tim Cleary. She enjoys spending time with her family, which includes her husband Steve, and their children, Caroline (7) and Nicholas (5).

Our Treasurers and Membership Experts...

Anthony R. Artino, Jr. received his Ph.D. in educational psychology from the University of Connecticut—go Huskies!!!—and currently serve as an assistant professor in the Department of Preventive Medicine and Biometrics at the Uniformed Services University (USU), just north of Washington, DC. As he likes to say, “USU is the best medical school you've never heard of!” In his faculty role, he teaches and mentors graduate students in several master's degree programs in public health. His funded program of research revolves around academic motivation, emotion, and self-regulation in a variety of educational contexts, including online learning and medical school. Currently, his work focuses on using self-regulated learning microanalysis to identify important quantitative and qualitative differences in self-regulation among high- and low-performing medical students engaged in a variety of diagnostic reasoning tasks. To accomplish this objective, he has recently teamed up with another SSRL-SIG executive board member, Dr. Timothy Cleary. Tony became involved in the SSRL-SIG in 2005 and has served as both the senior and junior treasurer of the group. Outside of work, he spends most of his time with his immediate family, which includes his wife of 14 years, Teri, and their four young children: Isabella (9), Tre (7), Jack (5), and Aiden (8 months). Needless to say, there's not a whole lot of “spare time” in his life these days! Nevertheless, the spare time he does have is spent playing softball, coaching his sons' baseball team, and watching his daughter play soccer.

Peggy P. Chen is currently an associate professor in the MA program of educational psychology at Hunter College, The City University of New York. She earned her MS in educational psychology from Purdue University and Ph.D. in educational psychology from The City University of New York, Graduate Center in 2002. She teaches such courses as learning theories, metacognitive and cognitive processes, research design, program evaluation, and classroom assessment. Peggy also mentors master-level and doctoral students on their theses and dissertations in the area of SRL. Her current research interests are metacognitive processes in SRL, students' math self-efficacy and SRL, and preservice teachers' calibration. She is serving as junior treasurer of SSRL SIG since 2010. During her spare time, Peggy enjoys running in Central Park and Riverside Park in NYC, and hiking in the Berkshires, MA.

Our Editors and Secretaries...

Maria K. DiBenedetto earned her master's in education from Teachers College, Columbia University, and her doctorate from The City University of New York, Graduate Center, in educational psychology. She is an adjunct Assistant Professor and Director of Graduate Student Services at Baruch College, Zicklin School of Business, the City University of New York. Her research interests are self-regulated learning, self-efficacy, science learning, assessment, the microanalytic methodology and educational psychology. Having studied under Dr. Barry J. Zimmerman, Maria uses self-regulated learning in working with business school faculty on accreditation related activities. In the classroom, Maria models self-regulated processes by providing feedback and reinforcement and encouraging students to reflect upon their performance and to revise their work. She served the SIG as junior editor and secretary from 2010-2011 and is currently the senior newsletter editor and secretary for our SIG. Maria is the mother of two teenage girls who already know many terms associated with self-regulated learning such as motivation, goal setting, strategic planning, self-efficacy, attention focusing, metacognition, and satisfaction as applicable to standards. In her spare time, Maria loves going to the beach, cooking Italian food, traveling abroad, and playing with her lively little dog, Oliver.

Marie C. White is an associate professor in the Education Department of Nyack College. She is the director of the Urban Education Center, and serves as department chair of both the Childhood and Adolescent Education Departments in New York City. She is also Faculty President. Marie obtained her doctorate from The City University of New York, Graduate Center, in educational psychology under the mentorship of Dr. Barry J. Zimmerman. She has maintained an active research agenda in self-regulation of learning, specifically focusing on teacher candidates in the area of academic help seeking. Recently her research agenda has extended beyond preservice teachers to include the how self-regulatory strategy use impacts the homework and study habits of college students. In additions she continues to work with teacher education candidates in New York City, focusing on the barriers to teacher certification experienced through high stakes testing for underprepared preservice teachers. If you ask Marie what the most important roles she fills, it is the one of “Nana” to three beautiful granddaughters.