



# Studying and Self-regulated Learning Special Interest Group

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

Erin Veronica White, Copy Editor

## Message from the Chairs

Dear Colleagues:

It has been a busy and rewarding year for our AERA SIG-Studying and Self-regulated Learning.

We express our appreciation to all officers who generously served our SIG in leading roles during last year. In particular, we thank Dr. Heidi Andrade for honorably serving as our Senior Chair for two consecutive years with vision and charisma. The excellent status of our SIG today is due in large part to her tremendous effort and dedication. In New Orleans, our SIG gave Dr. Andrade a recognition award for her service and leadership.

During our annual meeting in New Orleans, we celebrated the contributions of Dr. Barry J. Zimmerman to our SIG and to our field of self-regulation. A symposium chaired by Drs. Anastasia Kitsantas, Timothy J. Cleary, and Héfer Bembenutty celebrated his life as an educator, mentor, collaborator, and scholar. Drs. Dale Schunk, Steve Graham, Marcel Veenman, Maria DiBenedetto, and Marie White shared with the audience how Dr. Zimmerman has impacted their lives and careers. The tribute to Dr. Zimmerman continued during the SIG business meeting where Dr. Linda Bol presented a historical overview of Dr. Zimmerman's association and leadership in our SIG, which spans over more than two decades. The SIG gave Dr. Zimmerman a plaque reflecting our appreciation for his contribution to our SIG.

The next AERA proposal submissions are due July 22, 2011. We encourage you to submit proposals to our SIG. The Program Chairs, Drs. Timothy J. Cleary and Jill Salisbury-Glennon will create a terrific and stimulating program for all of us. In order to accomplish that goal, they need to receive a sufficient number of qualified proposals. Please encourage your friends, peers, and students to submit their proposals to our SIG.

Our SIG is in good shape financially, but we would like to expand our membership pool. We are encouraging you to invite your colleagues and graduate students to become members of our SIG. Our SIG offers opportunities for leadership, student awards, and active participation in our program in the roles of chairs and discussants.

We are happy to announce that next year, we will be introducing a Recognition of Poster Presentation that will serve to recognize salient posters accepted by our SIG. The Poster Recognition will be given to any member whose poster makes a significant contribution to the field of studying and self-regulated learning. We specifically created this Poster Recognition to attract more members and to provide recognition to the scholars contributing to our field.

We thank our newsletter editors, Drs. Maria DiBenedetto and Marie White for putting together such a great and informative newsletter. We thank Ms. Erin Veronica White for

serving as copy editor of this newsletter.

As new executive officers, we are making the commitment to promote the goals and objectives of our SIG, to attract new members, and to try to get former members to return. We will do our best to work with you and through our dedication, commitment, and passion, we will strive to have a special interest group in which we will all be proud to be members of. We believe that we CAN DO IT! Together, we CAN DO IT!

Finally, we invite each of you to contact either of us if you have suggestions on how to continue to increase our membership, thoughts on how to increase our visibility at the annual conference, or feedback related to any issue related to the studying and self-regulated learning SIG.

Regards,

### SSRL Chairs

Héfer Bembenutty &



Doug Kauffman



## Highlights from AERA 2010:

**A Tribute to Barry Zimmerman: The Origins of the Studying and Self-Regulated Learning Special Interest Group and His Contributions**  
Dr. Linda Bol, *Old Dominion University*

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



## A Tribute to Barry Zimmerman...(continued)

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

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

Descriptions of our early conferences illuminate the focus and direction of our SIG that includes the mystery of our name changes. In 1987, we sponsored our first sessions in Washington, DC. The symposium was entitled "Promoting Effective Studying," and the paper session was called "Student Learning and Study Strategies." These catchy titles actually attracted some attendees. In the 1991 meeting held in Chicago, Dr. Zimmerman suggested that we change our name from *Academic Studying* to *Studying and Self-Regulated Learning*.

The membership supported his motion, but the name mysteriously reappeared as *Studying and Self-Directed Learning* in 1992 when AREA was back in San Francisco. The SIG name controversy was fueled by power grabs, ego clashes, and general histrionics characteristic of educational researchers (Bol, 2011).

In addition to our name change, another crisis emerged that threatened our very existence. Strage's quote from the 1994 Newsletter best captures this crisis:

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

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

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

sessions scheduled during the dinner hour when fine restaurants and revelry beckoned.

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

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



Share this issue with colleagues, students, and  
members of other SIGs

## Papers Presented During the AERA Meeting in New Orleans by Graduate Students

### **Investigating Student Self-Regulated Learning Strategies: Comparing Qualitative and Quantitative Responses**

by Jarad Anthony (with Karen Elizabeth Clayton , & Akane Zusho [*Fordham University*])

My first symposium session at AERA was both anxiety-provoking and surprisingly gratifying. Having presented projects and papers in various classes as well as a poster presentation at the previous year's annual meeting of AERA, I expected to be a little anxious. I was, after all, presenting alongside those whose research I had always admired from afar. However, I found myself able to relax somewhat knowing that as long as I remembered what my own research was about, the presentation should go well.

The paper I presented this year concerned the measurement of self-regulated learning strategies among 9th and 10th grade female high school students attending an all-girls school in New York City. The purpose of this research was two-fold. First, we were interested in examining the concordance of students' responses to the Motivated Strategies for Learning Questionnaire (MSLQ) to their stated responses to a more open-ended, qualitative, measure of cognitive strategy-use. Second, we were also curious to see whether the quantitative (MSLQ) or qualitative measure was more predictive of these students' actual academic achievement.

This research was in large part inspired by some of the criticisms that have been made of aptitude measures of self-regulated learning, including the MSLQ. For example, do such measures actually provide a valid and reliable portrait of students' actual strategy-use? Does it capture the full range of strategies employed by students? Does it potentially induce responses that are not present or eliminate those that are? In short, we wanted to investigate the extent to which the MSLQ captured the processes high school students used to learn information. Our research was guided by three main questions: (1) What types of learning strategies do students pursue when preparing for final exams in English? (2) How do these learning strategies compare to students' responses on the MSLQ? (3) How well do the qualitative and quantitative measures of strategy-use predict grades in English?

Overall, we found that students' responses to the items on the MSLQ were not always consistent with their stated responses on the open-ended questionnaire. For example, correlational analyses revealed no statistically significant relations between the MSLQ measures and the qualitative measures. We also found

that students' descriptions of their learning strategies were more condensed and straightforward. Moreover, we found that an overwhelming majority (at least 70%) of students' strategies were classified as "surface", indicating that most of the students reported using strategies that involve review, rehearsal, and rote-memorization. Perhaps even more surprising was that such strategies were most predictive of grades in English.

Thus, the main message of my presentation focused on emphasizing the necessity of improving the measurement of our constructs. For me and the others that helped with this project, the findings were particularly interesting because we felt that it added to the literature arguing for improved measurement in this field.

I will conclude by saying that I found the experience of presenting at AERA to be generally a positive one. I was surprised by how much I wanted to share the findings of our research with a wider community. Up to this point I had underestimated the emotion that would accompany sharing my own research with other interested individuals (outside of my research group) in a larger forum. It was a tremendous honor to have shared my paper and this experience will certainly stay with me as I embark on an academic career.



### **Monitoring and Inhibition as a Core Mechanism of Self-Regulation: Comparison of Performance-Based and Self-Report Measures**

by Myung-Jin Lee (with Sung-Il Kim, & Mimi Bong [*Korea University*])

Let me start by saying that I am very pleased and honored to have this opportunity to present my research findings in the SSRL SIG Newsletter. I first became interested in the topic of self-regulation when I felt I needed the ability to regulate my own study during my graduate school life. As is probably true for most graduate students, I had to perform so many things and play so many roles simultaneously as a student, a part-time instructor, and a mother, among other things. Not all of these things were equally or always interesting and valuable to me and many of them produced unsuccessful results. So I thought of this question: Is it possible to keep maintaining people's attention on diffi-

cult or boring tasks when there exist attractive alternatives? With this simple question in mind, I started searching for articles on selective attention, metacognitive strategies use, and inhibitory mechanism. Just at the right moment, I read several research articles that dealt with self-regulation in an academic context and self-regulation failure. This was my first experience with self-regulation research. So, you can say my interest in self-regulation started out from a very practical and personal problem. I wish that my research findings will become applicable in diverse regulatory situations.

## Monitoring and Inhibition as a Core Mechanism of Self-Regulation: Comparison of Performance-Based and Self-Report Measures (continued)

by Myung-Jin Lee (with Sung-Il Kim, & Mimi Bong [Korea University])

At this year's annual meeting, I presented the findings of the research I conducted with my advisor, Prof. Sung-il Kim, on "*Monitoring and Inhibition as Core Components of Self-Regulation*." This research dealt with two critical issues in previous self-regulation studies. The first issue is about the most important components of self-regulation and the other

issue involves measurement methods of self-regulation. From the first issue, we conducted Study 1 to investigate whether monitoring and inhibition, which have been commonly addressed by previous research, are the core components of self-regulation. We conducted Study 2 to address the measurement method issue by examining the relationship between self-reported measures of self-regulation and observed behaviors of self-regulation.

In the first study, we developed a simple experimental task, named the "Digit-Letter Substitution Task" to measure self-regulatory performance. The experimental task was composed of eight separate blocks including two No-Temptation blocks and six Temptation blocks. The task consisted of 10 digit-letter pairs and each number had a corresponding letter. Each participant's favorite animation was used as an interference stimulus to measure inhibition ability in the Temptation blocks. The animation to the literature arguing for improved measurement in this field.

I will conclude by saying that I found the experience of presenting at AERA to be generally a positive one. I was surprised by how much I wanted to share the findings of our research with a wider community. Up to this point I had underestimated the emotion that would accompany sharing my own research with other interested individuals (outside of my research group) in a larger forum. It was a tremendous honor to have shared my paper and this experience will certainly stay with me as I embark on an academic career. appeared on half of the task screen or fully covered the screen. We used the time spent watching the full screen animation during the task as an inhibition index. We added a task score estimation step at the beginning of each block to measure the participants' monitoring accuracy, which is widely used as a monitoring index in metacognition research. The self-regulatory performance index was conceptually defined as the mean difference in performances between the No-Temptation blocks and the Temptation blocks. Smaller difference between the No-Temptation and Temptation block performances indicate better self-regulation on the part of the participants. We found that self-regulatory performance was indeed positively correlated with both monitoring ( $\alpha=.39$ ,  $p < .001$ ) and inhibition ( $\alpha=.48$ ,  $p < .001$ ). This result indicated that monitoring and inhibition are reliable predictors and possibly core components of self-regulatory performance.

Study 2 investigated the relationship between self-regulatory performance and self-reported awareness of self-regulation. We used the MSLQ (Motivated Strategies for Learning Questionnaire) scale for measuring self-reported self-regulation. We found no significant correlation between the participants' self-regulatory performance scores and their MSLQ scores. This result is consistent with the argument surrounding the measurement methods of self-regulation. However, in this study, there were three possible explanations for why there was no correlation between them. First, we used general MSLQ items that asked about one's general tendency of self-regulation in academic

learning contexts, rather than specific task performance contexts. Second, we used a very simple experimental task, which did not necessarily require general learning processes. Finally, the items of the MSLQ may not directly tap the processes of monitoring and inhibition.

We found no significant correlation between the participants' self-regulatory performance scores and their MSLQ scores. This result is consistent with the argument surrounding the measurement methods of self-regulation. However, in this study, there were three possible explanations for why there was no correlation between them. First, we used general MSLQ items that asked about one's general tendency of self-regulation in academic learning contexts, rather than specific task performance contexts. Second, we used a very simple experimental task, which did not necessarily require general learning processes. Finally, the items of the MSLQ may not directly tap the processes of monitoring and inhibition.

To further investigate these alternative hypotheses, we analyzed each MSLQ item separately. The results revealed that two items of the MSLQ scale were significantly correlated with self-regulatory performance scores. Furthermore, the nature of these items indicates that the MSLQ items measured awareness of general self-regulation, not self-regulatory behavior itself.



In conclusion, we found that monitoring and inhibition are reliable predictors of self-regulatory performance and once again proved the necessity of developing better self-regulation measurement. Based on the results of the two studies, we may say that learners must inhibit irrelevant stimuli and monitor tasks and their own ability for successful self-regulation. We may also say that self-report measures are not good measures of self-regulatory processes. Multiple measures of self-regulation will be better than a single measure, particularly for predicting actual self-regulatory behaviors on specific tasks

## Business Meeting Minutes of Sunday, April 10, 2011

Date: April 10, 2011

Time: 6:15-7:45 PM

Location: Astor Crowne Plaza, New Orleans

- The meeting began with the Chair, Heidi Andrade, acknowledging and thanking the officers for the 2010-2011 year: Co-Chair Héfer Bembentuy; Program Chairs Srilata Bhattacharyya and Timothy Cleary; Secretaries/Newsletter Pamela Murphy and Maria DiBenedetto; and Treasurers Jason Bryer and Anthony Artino were thanked for their hard work over the past year.

- Chair Andrade also thanked the members who participated in the AERA proposal reviews, Rick King for his work in maintaining the website, and the members of the Graduate Student Research Award Committee (GSRAC), Douglas Kauffman (chair), Michael Thomas, and Duana Shell. She also thanked Daniel Moos for agreeing to serve as the next GSRAC chair.

- In the next order of business, Chair Andrade introduced the 2011-2012 SIG Officers: Co-Chairs Héfer Bembentuy and Douglas Kauffman; Program Co-Chairs Timothy Cleary and Jill Salisbury-Glennon; Secretary/Newsletter Editors Maria K. DiBenedetto and Marie C. White;

Treasurers/Membership Anthony Artino and Peggy Chen.

- As a way to have members meet each other, Chair Andrade asked everyone to introduce themselves to at least three people they did not know and to share their name, institution, and areas of research/interests or expertise.

- The next agenda item was the treasurer report. There are currently 100 members of our SIG and the balance in our account was \$2,867.31. It is the hope that we will increase membership over the next year.

- The bylaws have been drafted and reviewed by the AERA legal counsel. SIG Chairs were told that they will be contacted shortly with feedback. The SIG Executive Committee and a subcommittee of the AERA Council will be reviewing and approving the drafts throughout the rest of the year. The AERA Council will also present the bylaws to SIG members for review and approval.

- Chair Andrade reported that special sessions on peer review training will be a part of each annual meeting to provide an educational opportunity to people interested in serving as reviewers. Those who serve will be publicly acknowledged. Service on a Review Panel is a selective process and will be publicized via various formats such as certificates of appreciation.

- The url for the newsletter was posted and members were encouraged to read it.

- AERA will be held in Vancouver, British Columbia, Canada next year. The dates are appreciation letters of appointment, a published list of Review Panels in Educational Researcher, and acknowledgement at the Annual Meeting.

- Friday, April 13 to Tuesday, April 17th. Please encourage students and colleagues to submit proposals to our SIG.

- The Chair then discussed the Graduate Student Research Award. Each year the SIG presents up to five awards of \$250 each to graduate students who are first authors of papers accepted for presentation at AERA. Proposals should be submitted to the SSRL SIG and also sent to the Graduate Student Award

Committee Chair. Papers that are not selected for the award are still considered for SIG sessions.

- Matthew L. Bernacki (Ph.D., Temple University) was the GSRA award recipient this year. His paper was titled The effect of self-regulated learning and prior knowledge on knowledge construction in computer based learning environments. Dr. Bernacki was introduced and congratulated by SIG members.

- Dr. Linda Bol from Old Dominion University presented a tribute to Dr. Barry J. Zimmerman. Dr. Zimmerman was one of the co-founders of the SIG and his dedication and inspiration were acknowledged.

- On behalf of the SIG, Dr. Héfer Bembentuy presented Dr. Linda Bol with a certificate of appreciation for her outstanding presentation and tribute to Dr. Barry J. Zimmerman.

- Dr. Héfer Bembentuy presented Chair Andrade with a certificate of appreciation for her service to the SIG.

- Dr. Allyson Hadwin, University of Victoria, presented a talk entitled, The role of planning in student success: Implications for the study of self-regulation, co-regulation, and shared regulation.

- The meeting was then adjourned and members were encouraged to mingle and enjoy the refreshments.

Maria K. DiBenedetto and Marie C. White



## 2011 SIG SSRL Graduate Student Award: Matthew L. Bernacki (Ph.D., *Temple University*)

### The Effect of Self-Regulated Learning and Prior Knowledge on Knowledge Construction in Computer-Based Learning Environments (coauthors: James P. Byrnes, & Jennifer G. Cromley, *Temple University*)

This past April, I was honored to receive the SSRL SIG's Graduate Student Award for my dissertation study, "Antecedents and outcomes of self-regulated learning (SRL) behaviors: innovations in SRL measurement and a pathway from mastery orientation to learning." Thanks to Doug Kauffman and the members of the committee for reviewing my work. The study satisfied requirements for a doctoral degree in Educational Psychology at Temple University (awarded May 2010), which I completed under the direction of my advisor, James P. Byrnes, and committee members Jennifer Cromley and Julie Booth.

My interests center around the motivational conditions and metacognitive processes that support the self-regulation of learning. In this study, I sought to investigate whether mastery-oriented learners might increase their comprehension if they adopted a set of self-regulated learning behaviors when studying hypertext. It was my hypothesis that adoption of mastery goals would prompt greater adoption of self-regulated learning (SRL) behaviors which, in turn, would lead to greater levels of achievement in learning tasks. I used a mixture of questionnaire and trace methods to collect data and conducted path analyses to analyze results.

**Method.** A sample of 160 pre-service teachers engaged in a 20-minute reading task in nStudy (Winne, Hadwin & Beaudoin, 2009), a web-based tool that supports learning, collaboration and researching of learning strategies. Participants used tools that supported the creation and review of annotations (highlights, notes), monitoring of learning (consulting learning objectives) and seeking of additional information by following hyperlinks. Learners' transactions with nStudy were logged and analyzed in combination with their responses to the Achievement Goals Questionnaire - Revised (Elliot & Murayama, 2008) and their performances on comprehension pre- and posttests.

**Results and Discussion.** A path analysis confirmed that 1) mastery approach scores predicted some SRL behaviors and 2) a partially overlapping set of SRL behaviors predicted increases in comprehension as measured at posttest. Increased endorsement of mastery goals predicted higher rates of note taking and information seeking, and a marginally greater amount of monitoring

one's progress towards learning objectives. Of the SRL behaviors traced, monitoring progress and highlighting significantly predicted increases in comprehension.

Results implied that engaging in SRL behaviors facilitated a translation of mastery achievement orientation into positive learning outcomes. This tendency to self-regulate learning could be construed as an operationalization of one's mastery goals; those who sought to master the material self-regulated more. However, their choices of how to self-regulate did not yield optimal results. This mismatch between the most common behaviors and those that were most effective suggests that educators may want to scaffold students' consideration of the behaviors that are most likely to lead to the attainment of their learning goals.

Some next steps in my research program include 1) an attempt to strengthen mastery goals and examine their effect on behaviors and achievement in classroom contexts and 2) a set of studies that examine motivational constructs and learning behaviors with finer-grained methods of data analysis.

I am continuing to advance this program of research as a post-doctoral researcher at the Learning Research and Development Center at the University of Pittsburgh, and as a member of the Metacognition and Motivation Thrust of the Pittsburgh Science of Learning Center ([www.learnlab.org](http://www.learnlab.org)).



## Announcements

### Graduate Student Research Award

Each year, the SSRL SIG presents up to five awards of \$250 to graduate students who are first authors of papers accepted for presentation at the annual meeting of AERA. The awardees are included in the regular program, and honored at the SIG business meeting. Papers that are not selected for the Graduate Student Award are still considered for general sessions sponsored by the SIG. Proposals should be sent to the SSRL SIG using the AERA Online Proposal Submission System at <http://www.aera.net/>, and also sent to the Graduate Student Award Committee chair, Dr. Daniel Moos at [dmoos@gustavus.edu](mailto:dmoos@gustavus.edu), by the submission deadline of July 22, 2011.

### Our Studying and Self-regulated Learning SIG Dinner in Vancouver

by Timothy J. Cleary & Jill Salisbury-Glennon, Program Chairs

In our effort to encourage more involvement with our SIG, we are excited to announce that there will be a SIG dinner following the Studying and Self-Regulated Learning SIG Business Meeting in Vancouver. Since we know that many of you also enjoy the Motivation in Education SIG Business Meeting and dinner at AERA; we are going to make every effort to request that our dinner be offered on a different night. We warmly welcome ALL of you and your graduate students to attend our SIG Business Meeting and dinner at AERA in Vancouver. Please watch for specific details to register for the dinner early in 2012!

## Announcements (continued)

### Recognition of Outstanding Poster Presentations

During the AERA annual meeting in Vancouver next year, our SIG will have a Poster Recognition to honor authors of outstanding poster presentations sponsored by our SIG.

**Purpose of the Poster Recognition:**

To recognize outstanding poster presentations consistent with the objectives and mission of our SIG.

**Poster Recognition Committee:**

Three to four SIG members will serve for a year as committee members.

**Role of the Committee:**

The committee will create a rubric to rate the posters.

There could be one or more winners and at least two finalists.

The committee will inform the winner(s) and finalist(s) during the SIG business meeting.

**Poster Participants:**

Participants will be all of the authors accepted to present their research during a poster session sponsored by our SIG.

Poster Recognitions could be given to graduate students as well as to doctorate individuals.

**Recognition for Poster Winner(s):**

The poster winner(s) will receive a Certificate of Poster Recognition in a frame.

### The Deadline to Submit Research Proposals to Our SIG is July 22, 2011

by Timothy J. Cleary & Jill Salisbury-Glennon, Program Chairs

Our Studying and Self-Regulated Learning SIG is highly committed to encouraging and sustaining high quality scholarship and networking opportunities for all members. There are several ways in which we hope to refine, expand, and nurture the development of our SIG.

One of the most influential ways in which our SIG can foster an intellectual and scholarly environment is for our members to share their expertise and research innovations. Thus, we enthusiastically encourage all of our SIG members to submit research proposals related to studying and self-regulated learning to our SIG for the 2012 AERA conference in Vancouver, British Columbia, Canada. Proposals can be uploaded between June 1, 2011-July 22, 2011 at [www.aera.net](http://www.aera.net). With the quality of the research, scholars, and educators that we have in our SIG, there is very little question that our program of poster and paper presentations, roundtable discussions, and symposia can be among the very best at AERA next year.

To achieve our global initiative of sponsoring and supporting high quality research, another important goal of ours is to have our most talented scholars serve as Discussants or Chairs for the SIG's sessions in Vancouver. We encourage all of you to volunteer for these distinguished roles by going to the AERA website listed above.

The growth of the membership of our SIG, in terms of its size and quality across both faculty and graduate students, is another critical factor in enhancing our visibility and overall effectiveness. In fact, our SIG session allocation at each annual meeting is based on the number of members in our SIG. Thus, the more SIG members that we have, the more sessions we will be granted on the program by AERA. To help us, we encourage you to invite your colleagues and graduate students to become members of our SIG. Any interested individuals can do so by checking the "Studying and Self-Regulated Learning SIG" box on the membership application available at [www.aera.net](http://www.aera.net). Once you are a member of AERA, the Studying & Self-Regulated Learning SIG membership fee is only \$10 for AERA members and \$5 for graduate students.

Our SIG is a strong proponent of graduate student participation in the AERA conference activities, as it is an excellent way for graduate students to become more directly involved and in the field. In addition to offering students the opportunity to submit their research and to serve as a reviewer for conference proposals, we will be offering Graduate Student Awards for the best paper submissions as well as a certificate for the most outstanding poster presentation at the 2012 AERA Convention. Thus, please encourage your colleagues and graduate students to become members of our SIG if they have not already done so. We appreciate everyone's contributions over the years and hope that you will not only spread the word about the SIG but also make sure that you are a current member of our SIG. If each current SIG member encourages just one person to join our SIG, we would double in size.

### Introducing: The SSRL- SIG 2011-2012 Executive Committee

Chairs	E-mail
Héfer Bembenuddy	bembenuddyseys@yahoo.com
Douglas Kauffman	douglas.f.kauffman@gmail.com
<b>Program Chairs</b>	
Timothy Cleary	tcleary@uwm.edu
Jill Salisbury-Glennon	salisji@auburn.edu
<b>Secretary/Newsletter</b>	
Maria K. DiBenedetto	maria.dibenedetto@baruch.cuny.edu
Marie C. White	marie.white@nyack.edu
<b>Treasurers/Membership</b>	
Anthony Artino	tonyartino@yahoo.com
Peggy Chen	ppchen@hunter.cuny.edu

## Summer Reading:

Dimmitt, C., & McCormick, C. B. (in press). Metacognition in education. In K. R. Harris, S. Graham, and T. C. Urdan (Eds.), *APA educational psychology handbook*. Washington, DC: American Psychological Association.

## Publications on Self-regulation of Learning

### New Direction in Teaching and Learning, 2011, 126, Editor, Héfer Bembenutty

**Foreword** by Wilbert J. (Bill) McKeachie

**Purpose of Engagement in Academic Self-Regulation** by Einat Lichtinger & Avi Kaplan.

**Self-Regulation and Achievement Goals in the College Classroom** by Akane Zusho & Kelcey Edwards.

**Understanding and Facilitating Self-Regulated Help Seeking** by Stuart A. Karabenick & Myron H. Dembo.

**Self-Regulation and Learning Strategies** by Claire E. Weinstein, Taylor W. Acee, & JaeHak Jung.

**Academic Delay of Gratification and Academic Achievement** by Héfer Bembenutty.

**Resistance and Dis-identification in Reflective Practice with Pre-service Teaching Interns** by Michael Middleton, Eleanor Abrams, & Jayson Seaman.

**Professional Development Needs, and Practices among Educators and School Psychologists** by Timothy J. Cleary.

**Transitioning from College Classroom to Teaching Career: Self-regulation in Prospective Teachers** by Judi Randi, Lyn Corno, & Elisabeth Johnson.

**The Role of Web 2.0 Technologies in Self-Regulated Learning** by Anastasia Kitsantas & Nada Dabbagh.

**Self-regulation of Learning with Computer-based Learning Environments** by Jeffrey A. Greene, Daniel C. Moos, & Roger Azevedo.

### Journal of Advanced Academics, 2011, 22(2), Editor, Héfer Bembenutty

**Developing Self-Regulation Skills: The Important Role of Homework** by Darshanand Ramdass & Barry J. Zimmerman.

**Costs and Benefits of Family Involvement in Homework** by Frances L. Van Voorhis.

**The Homework Experience: Perceptions of Low-Income Youth** by Janine Bempechat,; Li Jin; Shelby M. Neier, Caroline A.; Gillis, Susan D. Holloway.

**Discrepancies Between Students' and Teachers' Perceptions of Homework** by Hong Eunsook, Wan Min, & Peng Yun.

**Mathematics Achievement: The Role of Homework and Self-Efficacy Beliefs** by Anastasia Kitsantas, Jehanzeb Cheema, & Herbert W. Ware.

**An Interview with Harris Cooper—Research, Policies, Tips, and Current Perspectives on Homework** by: Héfer. Bembenutty.

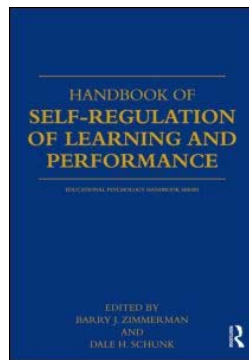


## A Handbook on Self-regulation of Learning

### Handbook of Self-Regulation of Learning and Performance Edited by Barry J. Zimmerman & Dale H. Schunk

Self-regulated learning (or self-regulation) refers to the process whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented toward the attainment of learning goals. This is the first volume to integrate into a single volume all aspects of the field of self-regulation of learning and performance: basic domains, applications to content areas, instructional issues, methodological issues, and individual differences. It draws on research from such diverse areas as cognitive, educational, clinical, social, and organizational psychology. Some distinguishing authors of chapters include:

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### Your Editors:

Dr. Maria K. DiBenedetto and Dr. Marie C. White both studied under the mentorship of Dr. Barry J. Zimmerman at the City University of New York Graduate Center.

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