Welcome to the spring 2014 Studying and Self-Regulated Learning (SSRL) SIG newsletter. We are excited to report on the progress that we have made regarding several SIG-related initiatives and activities. From our perspective, it has been a most successful year and we are looking forward to the opportunity to share our work, celebrate our accomplishments, and engage in scholarly discussions at the annual AERA meeting this April in Philadelphia. We hope to see you at the various sessions during the week.

Maria DiBenedetto (Senior Program Chair) and Marie White (Junior Program Chair) put together an outstanding program that will bring together a diverse group of researchers from the field of self-regulated learning (SRL). The presentations promise to spark important discussions and provide opportunities to learn from each other. We deeply appreciate their work in developing this year’s program and would like to also acknowledge our colleagues who reviewed the SSRL SIG proposals. The reviewers’ willingness to participate in this process and their commitment to providing high quality reviews helped shaped the 2014 SSRL SIG program that includes one symposium, two paper sessions, one roundtable session, and a poster session.

We look forward to strong attendance at these SIG-sponsored sessions in addition to our Annual Business Meeting to be held on Friday, April 4th at 6:15pm. Our business meeting will be highlighted by several important events. First, we are fortunate that Stuart Karabenick accepted our invitation to speak at the business meeting about help-seeking as a self-regulated learning strategy. Hearing such an accomplished scholar provide his insights about emergent issues in the field will certainly be a treat for all those who attend the meeting. Additionally, we are thrilled that AERA recently approved a new award, called the Barry J. Zimmerman Award for Outstanding Contribution. This award was developed to honor mid-career and senior scholars who have developed a programmatic area of research that has made strong theoretical, empirical, and applied contributions to the fields of studying and SRL research. We would like to acknowledge and thank Linda Bol for agreeing to chair the com-
Letter from the Chairs (continued)

committee for this award. Although we had hoped to present the inaugural Barry J. Zimmerman Award at the 2014 conference, we elected to wait until 2015 given that AERA had only recently approved the award.

During the business meeting, we are also looking forward to discussing another new initiative, the SSRL SIG Graduate Student Mentoring Program. The primary objective of this program is to provide graduate students who are members of the SSRL SIG an opportunity to receive mentoring from established scholars in the field, who typically are also members of the SIG. We are excited about this initiative, as it will provide a nurturing professional network for emerging scholars and will attempt to provide guidance and mentoring for students at different levels of their doctoral training. We are very fortunate to have Rayne Sperling serving as chair of the Mentoring Program and would like to acknowledge all the wonderful work she and the other committee members (Teomara Rutherford, Erin Peters Burton, and John Nietfeld) have put into developing this program. Please stay tuned for updates and additional information about this program as we approach April.

Finally, it is essential to publically acknowledge and commend the efforts of the entire SSRL SIG Executive Board. As we noted above, Maria DiBenedetto and Marie White crafted an outstanding program for this year’s AERA. We have Erika Patall (Senior Secretary/Newsletter Editor) and Taylor Acee (Junior Secretary/Newsletter Editor) to thank for the SSRL SIG newsletters. Their work ethic, dedication to our SIG, and collaborative nature resulted in the three amazing newsletters this year. Adam Moylan (Senior Treasurer/Membership) and Linda Sturges (Junior Treasurer/Membership) led efforts to sustain and grow membership, which provide the foundation of our SIG. Additionally, several other colleagues assumed important roles over this last year. Teya Rutherford has shown tremendous leadership in her work with the Graduate Student Advisor Committee (GSAC) and in serving as a liaison between the GSAC and Graduate Student Mentoring Program committee. Our SIG also benefited from the professionalism and leadership of Hefer Bembenutty, Chair of the Graduate Student Research Award committee and Matt Bernacki, Chair of Poster Award committee, for organizing and leading the review process for each respective award.

Once again, we look forward to seeing all of our colleagues, SIG members, and friends at this year’s AERA conference in Philadelphia. Please try to attend as many SIG sponsored sessions as possible, as well as our SIG Business Meeting. Do not hesitate to contact either one of us if you have any questions. See you soon!

Timothy Cleary, Senior Chair
timothy.cleary@rutgers.edu

Daniel Moos, Junior Chair
dmoos@gustavus.edu

Interview with Dr. Timothy Cleary

Interview by YoonJung Cho, Oklahoma State University

Cho: What were the highlights of your experience as Senior Chair for the SSRL SIG?

Cleary: There have been several highlights, but I have most enjoyed my personal interactions with a very talented group of scholars and colleagues. Although I cannot list each SIG member who has enriched my professional outlook and perspectives, my role as SIG Chair has been quite enriching because I have had the opportunity to interact, correspond, and collaborate with so many different SRL researchers, ranging from graduate students and early career scholars to internationally-recognized superstars. Thinking back to my service to the SSRL SIG over the past six years, whether as Senior/Junior SIG Chair, Senior/Junior Program Chair, and Secretary/Newsletter Editor, I consider myself fortunate to have been immersed into such a wonderful research and professional community. My service to the SIG has not only satisfied my desire to become a small part of an SRL culture and community, but has forever broadened my understanding and appreciation for the many truly talented members within our SIG.

Cho: What specific goals have you set for the SSRL SIG when you assumed the role as Senior Chair?

Cleary: Although we had several goals, the two key initiatives that we established this year included getting approval from AERA for a SIG-sponsored outstanding scholar award and initiating a graduate student mentoring program. We are proud of the fact that both goals were accomplished. Although I plan on sharing more details about these two initiatives at the SSRL SIG Business Meeting in Philadelphia, the SIG executive board developed and submitted a petition to AERA to support the Barry J. Zimmerman Outstanding Scholar Award. Last month, we received word from AERA that the petition has been approved. The first award competition will begin next year, with the winner being recognized at the 2015 AERA convention. We are also thrilled to announce that the Graduate Student Mentoring Program will be held at the 2014 AERA convention in Philadelphia. The development of this program has certainly been a team effort and has been evolving over the past couple of years. Although I feel that the 2014 mentoring program will be outstanding, the SSRL SIG is committed to refining and evolving this program to best serve the needs of graduate students interested in SRL research activities in future years. At the upcoming SIG Business Meeting, I look forward to formally recognizing all of the people who were instrumental in getting this program off the ground and running this year.

Cho: What is your vision for the SSRL SIG in the decade to come?

Interview with Dr. Timothy Cleary (continued)

Cleary: Growth, quality, and collaboration. Although our SIG membership is very strong, both in terms of numbers and quality of researchers and scholars, I believe that we must continue to share and disseminate our work with other relevant groups within AERA and beyond. The efforts that our SIG has made in recent years to expand our membership, to recognize outstanding scholarly work (Graduate Student Research Award, Poster Award, and the newly-sanctioned Barry J. Zimmerman Award), and to make a commitment to supporting and mentoring graduate students were designed, in part, to enhance the visibility and impact of our SIG. But, I think we can do more. Given that SRL principles are not routinely employed in school-aged contexts, whether from an assessment or instructional perspective, it may be helpful for our SIG to continue to nurture relationships with other SIGs who would be open to and benefit from the outstanding work that we collectively produce.

Cho: In what direction do you see SSRL research going and what should we be looking at more closely?

Cleary: There are many directions to which I can speak, but if I had to narrow it down to just a personal area of interest of mine, I certainly see the field continuing to innovate and further develop contextualized and “event” forms of assessments that are capable of accurately capturing SRL as a dynamic process. Of particular importance, in my opinion is to be able to use these tools in a formative and diagnostic fashion that will enable teachers, coaches, and other service providers to optimize their work and interaction with individuals who are struggling to learn.

Cho: What, in your opinion, still poses the greatest roadblock in taking research in SRL into educational practices?

Cleary: Specifically with regard to K-12 schools, I think most school personnel, including teachers, school psychologists, and school counselors, do not receive the necessary training, whether from coursework and field-based experiences provided during undergraduate and graduate training or from existing professional development opportunities within their places of employment. Over the past decade, several survey studies have shown that although teachers believe that self-regulated learning principles and motivation are critical factors underlying student success, they rarely receive assessment data about these student processes and do not possess the requisite skills, knowledge, and efficacy to infuse these concepts into their professional roles and activities.

Cho: Who were your mentors? Which researchers’ work has strongly influenced your work over the years?

Cleary: Without question, Professor Barry Zimmerman has been my most influential mentor throughout my career. It is pretty special when I can learn something of importance or value, whether it is a theoretical point or a vision for the future, just about every time I am fortunate enough to speak with him. In reflecting back about which aspect of my interactions with him had the greatest impact on me, I would have to say it was Professor Zimmerman’s genuine humbleness, professionalism, and integrity. These behaviors have set the gold standard for how I judge myself and evaluate my own mentoring behaviors with my students. In terms of the impact of other researchers, although I cannot possibly list all of the fabulous scholars whose work in SRL I greatly respect and admire, several of the most influential have been Albert Bandura, Dale Schunk, Karen Harris, Steven Graham, Deborah Butler, and Phil Winne.

Cho: What are you presently working on?

Cleary: I am currently serving as the editor for an APA Press book entitled, Self-Regulated Interventions with At-Risk Populations: Academic, Mental Health, and Contextual Considerations. The key purpose of the volume is to illustrate the nature and characteristics of self-regulated learning intervention programs, particularly for individuals who exhibit learning, motivation, and/or mental health challenges and difficulties. The role and importance of feedback loop mechanisms as applied to SRL interventions is the key underlying theme of the book. In terms of current research, I am looking to continue my intervention work using the Self-Regulation Empowerment Program (SREP) with academically at-risk high school students. I also plan on extending and expanding my efforts to explore highly effective forms of SRL assessments. Of particular interest will be to examine how SRL microanalytic assessment protocols can serve as a research tool as well as a diagnostic, formative assessment tool that teachers can use to evaluate shifts in their students’ regulatory processes over time and to guide their interactions with students.

Cho: What advice would you like to give to promising young scholars?

Cleary: There are probably a few things I would recommend. First, no matter what research issue or problem that emerging scholars want to pursue, it is critical that they have a strong theoretical model or framework from which to base and guide their work. I also think it is important for young scholars to sustain a high level of awareness about their professional goals and their current level of progress. Whether this takes the form of making a two- or three-year professional plan with supporting details about projected publications, grants, or service roles, or drafting a short annual summary about one’s completed projects, current projects and future projects, it is very important for emerging scholars to stay aware of their progress so that they can make the needed adjustments or changes early on in their careers. The length of time between getting one’s first academic job and submitting materials for promotion and tenure goes by very quickly and it is critical to be prepared for that. Finally, be grateful to those individuals who take the time to assist, mentor or help you throughout your career.
Spotlight on AERA 2014 Presenters

Exploring Self-Regulated Child Musicians
Gary E. McPherson,
Melbourne Conservatorium of Music,
University of Melbourne, Australia

Gary E. McPherson studied music education at the Sydney Conservatorium of Music, completed a master of music education at Indiana University, a doctorate of philosophy at the University of Sydney and a licentiate and fellowship in trumpet performance through Trinity College, London. Before arriving at the University of Melbourne in Australia to take up his current position as Ormond Professor and Director of the Melbourne Conservatorium of Music, he worked at the University of New South Wales, and then the Hong Kong Institute of Education and University of Illinois at Urbana-Champaign where he held the Marilyn Pflederer Zimmerman endowed chair in music education. He has served as National President of the Australian Society for Music Education and President of the International Society for Music Education and has published extensively in various books and refereed journals.

My research using self-regulation theory is situated in Western musical learning contexts. Its roots stretch back over 25 years when I first began asking questions about how and why some beginner musicians persist to competency whilst others cease playing their instrument within a few months of beginning their training. As has been the case for many decades, the overall involvement of the average Western child in musical instrument learning continues to display a myriad of outcomes: some children progress quickly, moving from group to solo lessons, with some individuals gaining more and more performance experiences, while others achieve only piecemeal learning with ad hoc experiences, taking place both informally with friends or through formal one-on-one private instrumental lessons. Even within these limited contexts, outcomes for music learners appear extraordinarily variable.

Two individuals have influenced my research during these 25 years. First, I was privileged to study with Professor Ray Debus at the University of Sydney whilst completing my PhD in the early 1990s. At that time, I had never come in contact with such an authoritative figure on motivation (or for that matter, any topic), and it was Ray who shaped much of my early thinking on motivation research in academic learning, and how this might apply to music. The second person who changed my life is Emeritus Professor Barry Zimmerman. Barry’s work was known music educators. But alas, there wasn’t a family connection between Marilyn and Barry. However, his work and his publications have definitely served as the inspiration for much of my research. This was especially true for a 14-year longitudinal study I undertook with 157 children at 8 different schools in Sydney, Australia. My research team undertook interviews with the children before they received their first instrumental lessons, and then followed these learners for another 14 years, until they had left high school and eventually, for most of them, university.

One of the key goals of this longitudinal study was to explore six dimensions of musical learning and development from a self-regulated learning perspective:

Motive – How vicarious or direct reinforcement by others led the children to be able to set their own personal goals, reinforce their own learning, and become more confident with their abilities.

Method - How task strategies were modelled and guided by music teachers and eventually became self-initiated strategies that the children then applied.

Time - How the time children spent practicing was socially managed and planned by the teachers and parents, until it eventually became self-planned and managed.

Behavior - How children’s performance was socially monitored within ensembles and by their music teacher and how such monitoring led to self-monitoring and self-evaluation of children’s own performance.

Physical environment - How parents (and sometimes teachers) monitored and structured the home practice environment for children until they were able to structure it for themselves.

Social - How children were provided help from teachers, parents, and peers, and how this led to children eventually being able to define and seek out appropriate help themselves.
Exploring Self-Regulated Childhood Musicians (continued)

To date, much of the literature on skill acquisition in learning musical instruments has focused on the quantity and quality of deliberate practice. In sport, athletes can rely on their coaches to provide them with informative feedback and well-defined tasks in their training, whereas musicians tend to practice their instrument in isolation. When they are with their teachers, the teachers tend to focus on music techniques and repertoire, rather than providing informative feedback regarding the student’s hierarchy of goals, the strategies they are using, and how to monitor their progress towards goals. As a result, we observe that music learners tend to practice ineffectively and unsystematically, and thus their practice quality is often poor. By adapting self-regulated learning to studying skill acquisition in music, I have begun the journey of explaining how practice quality can be improved through a context-specific set of processes that learners can be advised to draw upon as they promote their own learning.

My early work is now progressing to studying processes by which students select goals, and plan strategies (forethought), execute strategies and observe their own progress (performance) and evaluate their own performance, and attribute their performance to strategies (self-reflection). The intervention strategies that we are designing through our research are starting to show enormous gains when students are instructed to be more self-regulated.

My research and that of others who are now adopting self-regulated learning theory to study skill acquisition in music, is showing that motivation and practice quality are more powerful predictors of performance than practice quantity alone. The longitudinal studies I have completed demonstrate that motivation in music learners is associated with greater psychological fulfillment and valuing of music and that musicians who are motivated by long-term goals possess better long-term engagement and achievement over a period of more than 10 years. We have also found that musicians whose motivation was not optimal practiced more, but less effectively, than those whose motivation was optimal. In summary, a consistent theme across all of the studies I have now conducted is that better musicians use more sophisticated strategies, are more confident about their abilities, practice in a more motivated and engaged manner, and that all of these variables predict achievement above and beyond the quantity of practice they may have accumulated.

There is so much more to learn, but this is what motivates us on our quest to learn more about the subjects we love to teach. And as I search for better answers to difficult questions in music learning, I’d like to conclude by acknowledging that Barry Zimmerman’s wisdom continues to shape my thinking and my research that deals with how individuals of all ages around the world learn music.

An example of Gary McPherson’s research in music is:

Gary McPherson’s AERA talk is titled “From Child to Musician: Using Self-regulation as a Means of Documenting Progress from Beginning to Advanced Levels of Musicianship” and is part of the symposium Research Evidence on the Dynamic and Cylcical Nature of Self-Regulated Learning to be held Friday, April 4, 2014, 12:25 to 1:55pm in the Pennsylvania Convention Center, 100 Level, 103C.

Confidence and Calibration of Higher-Order Thinking

Daniel Dinsmore, University of North Florida

Daniel Dinsmore, Ph.D., is an assistant professor in the Department of Foundations and Secondary Education at the University of North Florida. My research agenda focuses primarily on the role of strategic processing during expertise development. Drawing on my team's previous research on calibration, that is, the degree to which confidence for a task relates to performance in that task, this year’s presentation will focus on calibration in tasks that are ill-structured. This particular project was carried out collaboratively with Meghan Parkinson, and two research assistants, Mary Jo Monk and Jade Yuen.

While the literature on calibration is quite mature, much of the previous research has focused on calibration of well-structured tasks, such as memorizing lists of words. In this presentation, we are adding to the many studies that have investigated calibration and found that it may promote higher-order thinking processes during well-structured tasks. These complex ill-structured tasks may require individuals to more heavily monitor and control the strategies they employ. Additionally, we asked them about the strategies they used and how confident they were that the strategies they employed during reading were helpful.

Our investigation is situated in a reading task in which students were asked to read passages about the psycholinguistic model of reading and the economic foundations of slavery in America. After reading, participants were asked to respond to questions asking them to summarize, identify the argument, and evaluate the argument in the pas-
Confidence and Calibration of Higher-order Thinking (continued)

Analyses indicated that confidence in the outcome questions (summary, argument, and evaluation) were not consistent across passages for these participants. Contrary to past research on more well-structured tasks, the data did not indicate the typical overconfidence-underperformance effect. In terms of the strategies, individuals' confidence in the effectiveness of strategies was significantly correlated with their confidence in the outcomes, but neither was significantly correlated to performance. We will discuss why this set of relations may be particularly important to improving calibration, and ultimately, self-regulation.

Daniel Dinsmore’s AERA talk titled “Confidence and Calibration of Higher-order Thinking” as part of the paper session, Self-Regulated Learning Assessment and Metacognition, will take place Sunday, April 6th from 2:15pm to 3:45pm in room 103C of the Convention Center.

Tracing Cycles of Teachers’ Self- and Co-Regulated Practice
Deborah L. Butler, University of British Columbia-Vancouver Campus and Leyton Schnellert, University of British Columbia-Okanagan Campus.

This year at AERA we will be participating in what is sure to be an engaging symposium, pulled together by Dr. Maria DiBenedetto, on “the dynamic and cyclical nature of self-regulated learning.” In this newsletter entry, we preview our planned contribution to that timely discussion. However, like many other SRL researchers, our attention has often squarely focused on principles and practices for supporting self-regulation by students in classrooms and schools. So, to set the stage for this year’s presentation, we start by taking a reflective step back to establish why and how we have been applying a model of self- and co-regulated learning to advance understanding about teachers’ professional learning and practice.

What is exciting about models of self-regulation are their wide applicability, in that they describe how individuals can take control over and successfully navigate participation in activities from the early years through adulthood, both in and outside of schools. For example, researchers have examined self-regulating processes in daily life (e.g., managing illness), sport, music, and academic learning across varying tasks, subject areas, and grade-levels. Surprising, then, is that models of self- and/or co-regulation have only rarely been applied to conceptualize teaching practice, as a form of strategic, goal-directed activity, or, by extension, how practicing teachers might take deliberate control over their learning in relation to practice.

Our collaborative research program seeks to fill that gap by applying a layered model of self-regulation to conceptualize teachers’ practice, teachers’ professional learning, and intersections between the two. Indeed, in our presentation at AERA this year, we will anchor our report in the conceptual framework we have generated through almost a decade of collaborative, empirical work.

We will start by defining self- and co-regulated practice, through which teachers work alone or together to identify valued goals for students, then engage in strategic and iterative cycles of activity to build and monitor practices in classrooms. Next, we will define teachers’ self- and co-regulated learning, through which teachers identify important goals for themselves as learners, and then work through iterative cycles of self-regulating activities to build professional knowledge and expertise. Finally, we will suggest how teachers’ going professional development is enhanced when they construct dynamic intersections between these two kinds of activity. In other words, we will argue that it is when teachers deliberately and dynamically interweave professional learning with reflections on self-regulated practice that they are best able to refine their work in classrooms, and in tandem, their knowledge about teaching and learning.

This theoretical perspective has been informed by our observations of teachers working collaboratively within professional learning communities across a number of projects. Thus, as part of our orienting introduction, we will also anchor our current report in our past empirical findings. For example, drawing from one longitudinal project in which teams of secondary-level teachers were working together to advance students’ self-regulated reading in subject-area classrooms, we will overview the varying patterns of self- and co-regulation that developed among teachers as members of an authentic learning community (i.e., not constructed for research purposes). We will also describe how the depth and quality of teachers’ engagement in self- and co-regulating processes could be linked with specific shifts in practice, and correspondingly, literacy gains for students.

For this year’s presentation, we will “dig deeper” into the kinds and qualities of self- and co-regulation being enacted by the teachers in this community. We will look across multiple sources of data, assembled within a year-long case study, to trace how teachers’ self- and co-regulated
practice and learning unfolded. More specifically, and in line with symposium goals, we will examine the roles in self-regulation of goal-setting and feedback (internally-generated and externally-available) at three, nested “grain sizes”: (a) across a year, from start-of-year goal-setting, based on formative assessment data, to monitoring outcomes using parallel assessment tools in the spring; (b) during the year, while educators were working collaboratively with others outside of the classroom to plan practices and reflect on successes and challenges (e.g., in study groups; in pairs or larger meetings); and (c) within the day-to-day context of classroom teaching, while refining practices-in-action responsive to unfolding events, and in response to feedback generated in context through multiple means (e.g., observations of students, feedback from mentors or colleagues, formative assessment data).

Based on these new analyses, our unique contribution this year will be to: (a) continue building conceptual frameworks for thinking about learning in/through activity, here in the case of teachers; (b) provide an empirically-grounded analysis of what intertwined cycles of self- and co-regulation might “look like” across these nested levels, and, more specifically, of the roles of goal setting and feedback in the evolution of teachers’ practice and learning; and (c) tentatively identify qualitative relationships between forms and levels of self- and co-regulated activity and teachers’ learning and practice development.

Ultimately, speaking more broadly, we believe this line of research will inform the work of researchers, policy makers and educational leaders interested in structuring professional development so as to empower teachers to make important changes in classrooms, and ultimately, achieve valued outcomes for students. For example, our prior research has identified conditions through which “inquiry-based” professional development initiatives can inspire, support, and sustain teachers’ engagement in self- and co-regulated processes, lead to meaningful practice change, and achieve benefits for students.

So why, then, are we so excited about “tracing cycles of teachers’ self- and co-regulated practice” as part of this upcoming symposium? We contend that, if we are to construct, and fairly evaluate, professional development frameworks, we need conceptual and empirical tools that allow us to relate, at a fine-grained level, how teachers’ learning and practice are shaped by the contexts in which they are working. Our opportunity in this symposium is to “connect the dots” between a professional development framework, teachers’ engagement in self- and co-regulated processes, teacher learning, situated practice change, and outcomes for students.

Recommended Readings:


Deborah Butler and Leyton Schnellert’s AERA talk titled “Tracing Cycles of Teachers’ Self- and Co-regulated Practice” as part of the paper session, Research Evidence on the Dynamic and Cyclical Nature of Self-Regulated Learning, will take place Friday, April 4th from 12:25pm to 1:55pm in room 103C of the Convention Center.
Graduate Students Discovering AERA in Philadelphia (continued)

crash course on basic networking strategies. A light lunch will be served.

Meet, Greet, and Eat with the Graduate Student Council and Campus Liaisons
Friday, April 4th 4:05 – 5:35 pm, Convention Center, 100 Level, 126 A - We invite you to connect with GSC division representatives and elected officers to learn about their roles and how the GSC functions within AERA through self-government. GSC members will formally and informally share how to be involved at various levels, including how to sign up to be a campus liaison, apply to be a division representative or run for an elected office. The meet & greet will include a networking and tip-sharing session for new and returning campus liaisons. Food and refreshments available.

Fireside Chats
Each Division has organized a Fireside Chat around this year’s theme, The Power of Education Research for Innovation in Practice and Policy. Fireside Chats have a wide range of topics and speakers, be sure to check out Division offerings today and add a Fire-side Chat to your schedule!

Studying and Self-Regulated Learning SIG Business Meeting
Friday, April 4th, 6:15 – 7:45 pm, Convention Center, 100 Level, 121B

Be sure to search the online program as well as the Graduate Student Council online newsletter (http://aeragscnewsletter.wordpress.com/) to get the most out of your AERA experience. There are many ways to get involved and be an active graduate student member at this year’s conference. Looking forward to seeing you this April in Philadelphia!

Philadelphia Fascination: How to Get the Most Out of Your Visit
William J. Barry,
Texas State University

The annual meeting is fast approaching, and this year, Philadelphia will be our host city. Philadelphia has something great to offer everyone, and the folks at AERA who put this year’s event together have organized several interesting excursions. To learn more about those options and to claim your spot (they are filling up), check out the links below.

Off-site Visits

Tours

Things to Do and Places to Eat in Philadelphia
http://www.discoverphl.com/visit/aera/

Whether you plan to take advantage of the many fun experiences listed above or to strike out on your own, there are a few things to know about Philadelphia if you want to make the most of your time.

First, you can get a jump on your plans before leaving town by checking out Hear Philly, an online radio station produced in partnership with CBS Radio. The broadcast delivers regular up-to-the-minute segments with trip-planning tips and the inside scoop on local hotels, restaurants and events from reporters who live in the city. You can listen to Hear Philly several ways.

Streaming free online at http://beta.player.radio.com/player/hearphilly
Download it from iTunes: https://itunes.apple.com/us/podcast/hearphilly/id387432076#ls=1

If you plan to fly, skip the in-flight pretzels, and eat when you get there. Philadelphia is awash with truly excellent food. Of course, there is one order uttered more often than any other – “Cheesesteak, please.” There will always be an inexorable link between the cheesesteak and the identity of this city, and there are hundreds of choices. You will not have time to try them all, so it makes sense to cut to the chase. If you want the best cheesesteak in Philly, you absolutely must visit John’s Roast Pork at 14 Snyder Avenue. John’s earns perennial praise as the city’s top steak spot, including a prestigious James Beard Award for America’s Classics. It is about a 10-minute cab ride from the convention center and more than worth the fare. Whatever you do, get there early, the lunch rush can be heavy, and John turns off the grill at 2:30 p.m., so if you want the ultimate cheesesteak experience, it will have to be an afternoon adventure. If you want to beat the rush, you can call your order in ahead of time and skip the line. (215) 463-1951.
Philadelphia Fascination: How to Get the Most Out of Your Visit (continued)

After lunch, work your way over to Walnut Street and head west to The Curtis Center – another 10-minute cab ride. In the subdued lobby of this former publishing building that borders Washington Square is one of the city’s secret pearls. The Dream Garden is a truly amazing 15 × 49-foot mosaic of over 100,000 pieces of Tiffany favrile glass. The work of artist, Maxfield Parrish, a native Philadelphian, inspired the mosaic. The Dream Garden does not open on Sunday, so plan accordingly, and prepare to be amazed.

Finally, if you are out Friday evening, make your way over to Old City to catch the First Friday celebration on Second and Third Streets (about a mile from the Convention Center). The area’s art galleries will be open to the public from 5 p.m. until about 9 p.m., wine and cheese included! For more info, check out: http://www.visitphilly.com/events/philadelphia/first-friday/

Have fun in Philadelphia!

Message from our Program Chairs

Dear Members of the SIG:

As the 2014 Annual Conference Program Chairs, we are proud to report that we have an outstanding program with presenters who are internationally renowned for their research on self-regulated learning. We have one symposium, two paper sessions, one round table session, one poster session, and our annual business meeting. Session topics include dynamic changes in the SRL cycle; SRL, motivation and cognition; assessment and metacognition; SRL among adult learners; and SRL across diverse contexts and populations. Our keynote address will be by help-seeking expert, Dr. Stuart Karabenick, who will discuss the past, present, and future of help-seeking as a SRL strategy. Our business meeting will be hosted by Chairs, Dr. Timothy Cleary and Dr. Dan Moos who will bring us up-to-date on news and events related to our SIG.

Following the business meeting, we will get together informally, unwind, and have some fun at the SIG Dinner. Dinner is scheduled for 8:30 pm on Friday, April 4th at the Azalea Restaurant in the Omni Hotel (401 Chestnut Street). The dinner will be held in a private room which overlooks Independence Park. The cost: $58.88 per person (includes tax and gratuity) – a great place and price for Philly! ALL ARE WELCOME!

We cordially invite members to attend our sessions and dinner, and to spread the word to colleagues and students. Details of the sessions are below and we hope to see you there!

Sincerely,
Your program chairs:
Maria K. DiBenedetto and Marie C. White
### FRIDAY, APRIL 4 12:25-1:55

#### Symposium Session:
**Research Evidence on the Dynamic and Cyclical Nature of Self-Regulated Learning**
*Location: Convention Center, 100 Level, 103C*

**Organizer:** Maria K. DiBenedetto, *Baruch College, The City University of New York*

**Chair:** Hefer Bembenutty, Queens College, City University of New York

**Discussant:** Dale H. Schunk, University of North Carolina at Greensboro

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<tr>
<td>Using SRL Microanalysis to Examine Relations among Cyclical Phase SRL Processes</td>
<td>Timothy J. Cleary, Rutgers University, New Jersey, Gregory L. Callan, University of Wisconsin - Milwaukee</td>
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### FRIDAY, APRIL 4 4:05-5:35

#### Poster Session:
**Self-Regulated Learning, Motivation, and Metacognition**
*Location: Convention Center, 200 Level, Hall E*

<table>
<thead>
<tr>
<th>Topic</th>
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<tr>
<td>An Examination of Self-Efficacy During a Learning Episode: Initial Levels, Changes and Associations with Learning</td>
<td>Matthew L. Bernacki, <em>University of Nevada - Las Vegas</em>; Vincent Aleven, Carnegie Mellon University; Timothy James Nokes-Malach, <em>University of Pittsburgh</em></td>
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<td>Microanalytic Study of Self-Regulated Processes as Science Students Learn with a Hypermedia</td>
<td>Brian Mandell, George Mason University</td>
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<td>Revising Lecture Notes: The Effects of Pauses and Partners On Note Taking and Achievement</td>
<td>Linlin Luo, University of Nebraska - Lincoln; Lydia Samuelsion, University of Nebraska; Kenneth A. Kiewra, University of Nebraska</td>
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<tr>
<td>Solicited or Unsolicited Metacognitive Prompts? Experimental Study on Mathematical Problem-Solving Using Multimedia</td>
<td>Shell Friedman; Bracha Kramarski, Bar-Ilan University</td>
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<tr>
<td>Using Grit and Motivation to Predict Self-regulated Strategies in College Students</td>
<td>Maryam Hussain, University of Houston; Christopher A. Wolters, The Ohio State University</td>
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### FRIDAY, APRIL 4 6:15-7:45

#### SSRL SIG Business Meeting
*Location: Convention Center, 100 Level, 121B*

**SPEAKER:** STUART KARABENICK : THE PAST, PRESENT, AND FUTURE OF HELP SEEKING AS A SELF-REGULATED LEARNING STRATEGY
SSRL SIG Program for AERA 2014 (continued)

SATURDAY, APRIL 5  2:45-4:15

| Round Table: | Self-Regulated Learning among Adult Learners |
|             | Location: Convention Center, 400 Level, Terrace IV |
| Chair:      | Adam Moylan, University of California, San Francisco |
|            | Knowledge and Application of Undergraduates’ Self-Regulated Learning at a Historically Black University |
| Lynnette K. Mawhinney, The College of New Jersey; Tabitha Dell'Angelo, The College of New Jersey |
|            | Concept Mapping And Learning Instructional Principles: A Study Of Prospective Teachers’ Experiences |
| A. Cendel Karaman, Middle East Technical University |
|            | The Effects of a Self-Regulated Learning Course on College Students’ Academic Outcomes |
| Leah D. Morgan, The Ohio State University; Shirley L. Yu, The Ohio State University; Andrea Backscheider Burridge, University of Houston; Christopher A. Wolters, The Ohio State University |

SUNDAY, APRIL 6  2:15-3:45

| Paper Session: | Self-Regulated Learning Assessment and Metacognition |
|                | Location: Convention Center, 100 Level, 103C |
| Chair:         | Taylor Acee, Texas State University, San Marcos |
| Discussant:    | Linda Bol, Old Dominion University |
|                | Confidence and Calibration of Higher-Order Thinking |
| Daniel Dinsmore, University of North Florida; Meghan Margaret Parkinson, University of North Florida; Mary Jo Monk, University of North Florida; Jade Yuen, University of North Florida |
|                | Cross-validating the Academic Self-Regulation Scale (ASRS) |
| Parastou Mokri, Virginia Polytechnic Institute and State University |
|                | Validation of the Student Perceptions of Classroom Knowledge Building (SPOCK): An Instrument Measuring Student Strategic Self-Regulation and Classroom Perceptions |
| Moon Yue Q. Yu, University of Nebraska - Lincoln; Duane F. Shell, University of Nebraska - Lincoln |

MONDAY, April 7  8:15-9:45

| Paper Session: | Self-Regulated Learning across Diverse Contexts and Populations |
|                | Location: Convention Center, 100 Level, 107B |
| Chair:         | Marie C. White; Nyack College |
| Discussant:    | Paul Schutz, University of Texas, San Antonio |
|                | Self-regulation of Learning and Performance among Students Enrolled in a Disciplinary Alternative School |
| Stephan Herndon, University of Central Florida; Hefer Bembunutty, Queens College – City University of New York |
|                | Fostering At-Risk Elementary School Children’s Self-Regulated Learning by Means of Student Tutoring: A Challenging Endeavor |
| Sabrina Vandeveld, Ghent University; Hilde Van Keer, Ghent University |
|                | The Effects of Self-Regulated Learning on Community College Students’ Metacognition and Achievement in Developmental Math |
| Linda Bol, Old Dominion University; Karen Campbell, Old Dominion University |
|                | Prompting Knowledge Construction as an Instructional Support for Principle Learning in Simulations |
| Jennifer R. Morrison, Johns Hopkins University; Linda Bol, Old Dominion University; Steven M. Ross, Johns Hopkins University; Ginger S. Watson, Old Dominion University |
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