American Educational Research Association

SSRL Summer 2014 Newsletter

Studying and Self-Regulated Learning SIG News and Research

Dr. Taylor W. Acee and Dr. Brian M. Mandell, Editors
Danielle H. Acee, Copy Editor

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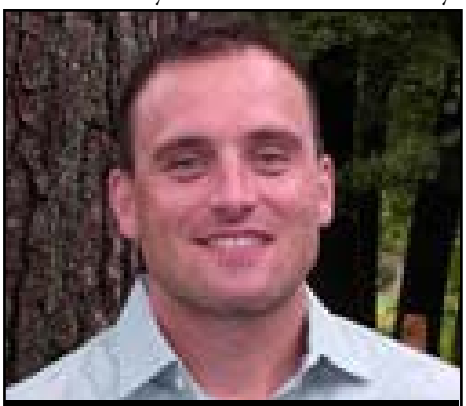
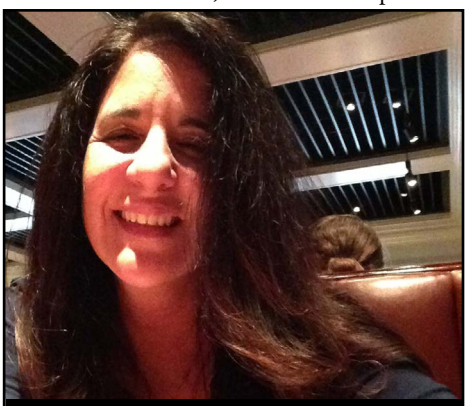
Letter from the Chairs

Welcome to the 2014 summer edition of the Studying and Self-Regulated Learning (SSRL) SIG newsletter. Maria and I are honored to be serving as the SIG co-chairs and look forward to a productive year. We would like to take this opportunity to highlight key objectives in preparation for the 2015 AERA conference in Chicago. First, we are excited to announce that Roger Azevedo has accepted our invitation to be the keynote speaker at our 2015 AERA SIG business dinner. We are honored to have such a distinguished scholar! We also would like to announce that this last January AERA sanctioned a new award for our SIG, the **Barry J. Zimmerman Award for Outstanding Contribution**. This annual award will honor mid-career and senior scholars who have made significant contributions to the fields of studying and self-regulated learning research. The focus of the award is to recognize a researcher who has developed a programmatic area of research that has made a strong theoretical, empirical, and applied impact on the field. This award is open to any researcher who has actively conducted research in study-



Dr. Daniel C. Moos, Senior SIG Chair



Dr. Maria DiBenedetto, Junior SIG Chair

period (i.e., at least seven years) and has produced a strong record of scholarly achievement. Membership in AERA and the SSRL SIG are not criteria for this award, but we do anticipate that

Letter from the Chairs (continued)

to acknowledge and thank Linda Bol for agreeing to be the Chair of this committee. Please contact her (lbol@odu.edu) with any questions regarding the Barry J. Zimmerman Award for Outstanding Contribution.

Our SIG will continue to present the **Outstanding Poster Award (OPA)** and the **Graduate Student Research Award (GSRA)** at next year's AERA. The OPA recognizes the most outstanding poster presented at the poster session sponsored by the SIG. The recipient of the award will receive a plaque from AERA in recognition of the outstanding poster, and will be honored at the SSRL SIG business meeting. Matt Bernacki (matt.bernacki@unlv.edu) has graciously agreed to once again chair this committee. The GRSA recognizes 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. Graduate students are encouraged to self-nominate themselves for this award by submitting their proposals to the SSRL SIG using the AERA Online Proposal Submission System at http://www.aera.net/, and also sending them via email to the Graduate Student Research Award Committee chair by the submission deadline of July 22, 2014: Hefer Bembenutty at bembenuttyseys@yahoo.com. Emails need to include the graduate student's full name and the submission as an attachment. Our SIG is very fortunate to have Matt and Hefer chairing these two important committees. Their motivation, commitment to the SIG, and (dare we say it…) self-regulation is much appreciated!

We are also proud to report that the SSRL SIG sponsored the first annual **Graduate Student Mentoring Program (GSMP)** during the 2014 AERA conference in Philadelphia. This mentoring program was a great success and we look forward to continue this program at next year's AERA conference. Students who participate receive one-on-one mentoring from a scholar with similar interests and have an opportunity to receive feedback about their current research. Rayne Sperling and John Nietfeld deserve recognition as they crafted a most successful program last year and are again chairing it this year. We would like to also thank the mentors and mentees who participated during the 2014 AERA conference. We look forward to continued success and encourage graduate students to consider applying for this program. Please contact Rayne Sperling (rsd7@psu.edu) if you have any questions.

In addition to working on these awards and the Mentoring Program, the SSRL SIG Board has already begun preparation for next year's AERA conference. Our Program Officers, Marie White and Jill Salisbury-Glennon, are currently in the process of developing the review panel for submissions to our SIG. The outstanding quality of our AERA program is dependent on the service of our reviewers and so we would like to thank the reviewers in advance for their critical work. Taylor Acee and Brian Mandell, the Secretary/Newsletter Officers, are continuing the tradition of our SIG producing informative and interesting newsletters. The theme of the newsletters this year will focus on technology and self-regulated learning. Their thoughtful approach and diligence is evident in this newsletter and we are already looking forward to the Fall/Winter newsletter! We also have four graduate students who will be joining the SIG's Graduate Student Committee: Michelle Taub, Daniell DiFrancesca, Nicholas Murdrick, and Gregory Callan. The SIG appreciates their willingness to serve in this capacity and are excited about some potential initiatives for this committee. We may even get our very own SSRL SIG logo!

Last, but certainly not least, Linda Sturges and Christoph Winkler are this year's Treasurers. Maria and I will be working with them over the summer and fall on the important initiative of growing our membership. While we feel our SIG is healthy and strong within the AERA community, we also believe that increasing our membership has a number of advantages. On a practical note, increased membership may increase AERA proposals to our SIG and result in a larger number of presentation slots assigned to our SIG. With that in mind, we hope that each of you ask 1-2 individuals to join the SIG. Our collective effort will enable our membership to flourish.

We would like to end our letter with an expression of appreciation for the officers who served on the SIG's board last year. We are grateful for their service to the SIG! On a personal note, I would like to publically acknowledge Tim Cleary's leadership last year in his capacity as the Senior SIG Chair. He has been deeply involved with the SIG and his leadership positioned us to continue to make an impact this year and beyond.

Maria and I hope that you have a productive and re-energizing summer. Please do not hesitate to contact me (dmoos@gustavus.edu) or Maria (mkdibenedettophd@aol.com) if you have any questions or comments. Please don't forget:

(1) Submit your AERA conference proposals to our SIG by July 22, 2014; and
(2) Invite 1 – 2 individuals to join our SIG!

SSRL SIG Awards

2014 SSRL SIG Awards Report

by Dr. Héfer Bembenutty, Queens College of The City University of New York, Chair of the SSRL SIG Graduate Student Research Award Committee & Dr. Matthew Bernacki, University of Nevada, Las Vegas, Chair of the Outstanding Poster Award Committee

The Studying and Self-regulated Learning Special Interest Group (SSRL SIG) awarded a Graduate Research Award and Outstanding Poster Award during its 2014 American Education Research Association (AERA) business meeting for work accepted for presentation during the 2014 AERA conference in Philadelphia, PA. For the Graduate Student Research Award, experts from the field of studying and self-regulated learning received five (5) proposals. The reviewers included: Drs. Héfer Bembenutty (Chair), Christian Brandmo, Fani Lau Lauermann, Kara Makara, and Parastou Mokri. The review committee selected Gregory L. Callan (University of Wisconsin-Milwaukee), proposal coauthored with his advisor, Dr. Timothy J. Cleary (Rutgers University) for his submission: "The Validity of a Self-Regulated Learning Microanalytic Protocol for Mathematical Problem Solving." In this study, the authors found that microanalytic measures of SRL did not relate to self-report measures of SRL; however, the microanalytic measures explained unique variation in students' mathematical performance whereas the self-report measures did not. This research helps to provide predictive validity evidence for the SRL microanalytic protocol for mathematical problem solving with middle school students.

Three proposals that were accepted as posters were nominated by the program committee for the SSRL SIG Poster Award. In the fall, these proposals were reviewed by a four-person committee with expertise in the area of self-regulated learning: Drs. Matthew Bernacki (Chair), Avi Kaplan, Adar Ben-Eliyahu, and Evely Boruchovitch. Based on a review process appraising nominees' initial proposal submission to the SIG, the committee selected Sheli Friedman (Bar Ilan University) and Bracha Kramarski (Bar Ilan University) as the winners of the Poster Award for their submission, "Solicited or Unsolicited Metacognitive Prompts: Experimental Study on Mathematical Problem-Solving Using Multimedia." In this study, the authors examined how the provision of solicited and unsolicited metacognitive prompts affected 8th grade students' problem solving in a multimedia environment for mathematics. Using think-aloud protocols, they observed pairs of students who complete 12 hours of problem solving in a multimedia unit on graph literacy. When pairs of students received unsolicited prompts that scaffolded their problem solving, they outperformed the solicited prompt and control conditions on multimedia tasks and a delayed transfer test, and also engaged in the highest level of metacognitive discourse.

2014 Graduate Student Research Award Paper

The Validity of a Self-Regulated Learning Microanalytic Protocol for Mathematical Problem Solving
by Gregory L. Callan , University of Wisconsin-Milwaukee

In this study, we examined the validity of a context-specific assessment tool, called self-regulated learning (SRL) microanalysis for measuring SRL during mathematical problem solving (MPS). SRL microanalysis is a type of interview that entails assessing respondents' regulatory processes using brief, task-specific questions that are administered at specific times during task engagement. The primary objectives of this study were to compare the SRL microanalytic interview to more traditional measures of SRL, including self-report questionnaires and a teacher rating scale of students' SRL, and to examine the predictive validity of SRL microanalysis relative to SRL questionnaires. Moreover, the predictive validity of these measures was examined across a range of mathematics outcomes including both MPS outcomes and standardized mathematical outcomes.

Participants for this study consisted of 96 eighth grade students attending a large urban school district in Midwestern USA. Participants were administered the SRL microanalytic interview while completing a set of three mathematical word problems to provide a measure of their real-time thoughts and regulatory behaviors. The SRL microanalytic interview targeted SRL processes of goal-setting, strategic planning, strategy use, metacognitive monitoring, attributions, and adaptive inferences. Immediately following the microanalytic interview, students completed a questionnaire measuring SRL strategy use and teachers completed a teacher rating scale of strategic engagement within the classroom for each participant. Data regarding mathematical skill were measured via two measures including a fifteen-item test of MPS skill and district required standardized testing of math competence, the Measure of Academic Progress (MAP).

The results of this study revealed that the SRL microanalytic interview did not relate to self-report questionnaires measuring SRL strategy use nor to teacher ratings of students' strategy use. In terms of predictive validity, the SRL microanalytic interview explained a significant amount of unique variation in student performances on both the MPS test and the standardized test of math skill


Gregory L. Callan

(MAP) after controlling for prior achievement and self-report questionnaire responses. In particular, the strongest and most consistent predictor of mathematics outcomes was one measure found on the microanalytic interview (i.e., metacognitive monitoring) which explained 12% unique variance in MPS performance outcomes and 7% of the standardized MAP scores. In contrast, the self-report questionnaires measure SRL strategy use did not explain a significant amount of variation in either outcome.

This study was the first attempt to apply a SRL microanalytic interview to mathematics and one of the few studies to apply it to middle school populations. Key areas of future research include incorporating trace data to help clarify the relations among SRL microanalytic interviews, self-report questionnaires, teacher ratings, and the strategies that students use during task engagement. To accomplish this, the authors are examining physical traces of SRL left on the work paper on which students completed the MPS items.

I would like to thank Dr. Bembenutty for organizing the SSRL Graduate Student Research Award that I received for this project, and I would also to thank the presentation discussant, Dr. Bol, for the thoughtful and helpful feedback that she shared at the AERA convention this past April.

2014 Outstanding Poster Award Presentation

The Validity of a Self-Regulated Learning Microanalytic Solicited or Unsolicited Metacognitive Prompts? Experimental Study on Mathematical Problem-Solving Using Multimedia
by Sheli Friedman, Bar Ilan University

Research shows that although mathematical problem solving is among the most valuable aspects of mathematical education students find it hardest. It has been argued that students' mathematical failures are not always a result of ignorance, but of their inability to control, monitor, and reflect on the solution processes. Students therefore need to become self-regulated problem-solvers. The study's main goal was to evaluate the added value of a metacognitive multimedia program designed to foster learners' self-regulation when solving mathematical problems by offering assistance under different self-control conditions linked to using metacognitive prompts.


Sheli Friedman

To address this issue, three groups (eighth grade) working in pairs were compared: (a) Solicited group—received solicited metacognitive prompts and explanations in a multimedia mathematics environment by clicking a button at their discretion (control option); (b) Unsolicited group— in the same environment, students received unsolicited metacognitive prompts and explanations which consistently and regularly appeared on screen (forced option), and (c) Control group—no metacognitive prompts and explanations in the same environment. The Solicited and Unsolicited groups were exposed to the IMPROVE metacognitive question prompts directed to Comprehension, Connection, Strategy and Reflection on problem solving.

The study focused on three main questions: (a) How does metacognitive support in the form of solicited and unsolicited prompts in a multimedia environment effect mathematical problem solving of immediate basic tasks and delayed complex-transfer problem solving tasks compared with a control group not exposed to metacognitive prompts?; (b) Did the three groups differ in terms of metacognitive discourse, mental effort (cognitive load) and engagement with the multimedia when solving math problems?

Mixed method analysis (offline and thinking aloud protocols) showed that of the three groups the unsolicited group had the highest effects in the basic tasks and the transfer problem solving tasks. The level of this group's metacognitive discourse was higher, particularly in the planning phase. Group members displayed less cognitive load on the complex tasks and were more engaged in the multimedia activities. In contrast, the solicited prompts group felt they were under a heavier cognitive load than the other two groups.

The study offers comprehensive insights into the benefits of prompting learners to focus on the relevant aspects of mathematical problem solving. It suggests that learners can temporary rely on unsolicited metacognitive prompts until they create their own internal structures. The unsolicited prompts helped students in the processes of elaboration and discourse during problem solving. In terms of cognitive load theory, the unsolicited prompts increased students' mindful usage of help aids (germane cognitive load) and decreased students' extraneous cognitive load.

Future studies could examine the effectiveness over time of using solicited and unsolicited metacognitive prompts in order to establish effect duration. Such studies could also test new assumptions, for example, that solicited prompts may boost students' confidence in asking for prompts, followed by new questions. Would the solicited group outperform the unsolicited group in mathematical problem solving? Would the level of their metacognitive discourse change accordingly? Would the cognitive load of the solicited group decrease in this case?

ANNOUNCEMENT: 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 a Graduate Student Research Award are still considered for general sessions sponsored by the SIG.

We are writing to encourage graduate students to self-nominate themselves for these awards by submitting their proposals to the SSRL SIG using the AERA Online Proposal Submission System at http://www.aera.net/, and also sending them via email to the Graduate Student Research Award Committee chair, Dr. Héfer Bembenutty, at bembenuttyseys@yahoo.com, and the Senior SIG Chair, Dr. Dan Moos at dmoos@gustavus.edu by the submission deadline of July 22, 2014. Emails need to include the graduate student's full name and the submission as an attachment.

Sincerely yours,

Héfer Bembenutty
Chair of the SSRL SIG Graduate Student Research Award Committee
Affiliation: Queens College of The City University of New York
E-mail: bembenuttyseys@yahoo.com

ANNOUNCEMENT: OUTSTANDING POSTER AWARD

At each Annual Meeting, the Studying and Self-Regulated Learning SIG presents an award for the most outstanding poster presented at the SIG-sponsored poster session. The recipient of the award receives a plaque from AERA in recognition of the outstanding poster, and is honored at the SSRL SIG business meeting. The winning poster also receives special designation at the poster session.

Those submitting proposals to the SSRL SIG are encouraged to select "Poster" as one of the preferred presentation formats for their work. Proposals should be sent to the SSRL SIG using the AERA Online Proposal Submission System at http://www.aera.net/. All proposals that are selected for the poster session will be considered for this award. Any questions about the Outstanding Poster Award can be directed to Dr. Matthew Bernacki at the email address below.

Sincerely yours,

Matthew L. Bernacki
Chair, SSRL SIG Outstanding Poster Award Committee
Affiliation: University of Nevada Las Vegas
E-mail: matt.bernacki@unlv.edu

ANNOUNCEMENT: Barry J. Zimmerman Award for Outstanding Contributions

Purpose and Description:
This annual award is being established to honor mid-career and senior scholars who have made significant contributions to the fields of studying and self-regulated learning research. The focus of the award is to recognize a researcher who has developed a programmatic area of research that has made a strong theoretical, empirical, and applied impact on the field. Zimmerman is among the most prolific and important figures in the fields of studying and self-regulated learning and is an AERA fellow. He is also one of the founders of the Studying and Self-Regulated Learning SIG.

Award Committee:
Linda Bol, Chair, Old Dominion University
Jeffrey Greene, University of North Carolina
Allyson Hadwin, University of Victoria
Anastasia Kitsantas, George Mason University

Eligibility and Nomination Process:
This award is open to any researcher who has actively conducted research in studying and self-regulated learning for a sustained period (i.e., at least seven years) and has produced a strong record of scholarly achievement. Membership in AERA and the SSRL SIG are not criteria for this award, but we do anticipate that many of the nominations will come from the SIG and across AERA.

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

After confirming his or her acceptance of the nomination, he or she will submit (a) full academic CV, (b) electronic copies of up to three peer-reviewed articles that the nominee perceives as most representative of his or her larger research program and scholarly contribution, and (c) a personal statement (no more than 500 words) detailing the key themes of his or her research agenda and overall impact on the field.
The nominator will also be asked to provide a letter of support (no more than 1,000 words) detailing the primary contributions and scholarly impact of the nominee on the field of self-regulated learning.

All nomination materials, including the nomination letter, the CV, the journal articles and the personal statement, are submitted electronically to Linda Bol (lbol@odu.edu) by November 15th.

Recognition:
The winner of the Barry J. Zimmerman Award for Outstanding Contributions will be informed via email by the Chair of the Barry J. Zimmerman Award committee in March. The winner will be officially recognized at the SSRL SIG business meeting at AERA with a check for $500 and an award plaque.

Graduate Student Involvement in the SSRL SIG

The First Offering of the SSRL SIG Graduate Student Mentoring Program

At the 2014 AERA annual meeting in Philadelphia, our SIG held the first offering of the Graduate Student Mentoring Program. The purpose of the Graduate Student Mentoring Program is to provide a professional and nurturing network within which graduate students can advance the quality of their research ideas and skills and feel connected. Dr. Rayne Sperling chaired the program and played a major role in helping to design and organize the program. Eight mentee-mentor pairs participated in the program. The mentees were Alexis Battista, Greg Callan, Daniell DiFrancesca, Angela Lui, Elina Määttä, Silvia Moore, Maryam Saroughi, and Lu Yu. The mentors were Drs. Anthony Artino, Mimi Bong, Tim Cleary, Jeff Greene, Cynthia Hudley, Daniel Moos, John Nietfeld, and Dale Schunk. The program was well received by both mentees and mentors, and we plan to offer it again in 2015 at the AERA annual meeting in Chicago. Below are testimonials from two graduate students about the Graduate Student Mentoring Program and their participation in our SSRL SIG in general. We would like to thank everyone involved for helping to make this first offering of the program a success!

Testimonials from Graduate Students

by Danielle DiFrancesca, North Carolina State University and Elina Maatta, University of Oulu

Danielle DiFrancesca

This year's AERA conference provided me with numerous opportunities to meet fellow researchers and learn about new studies in the field. Many of these opportunities were made possible by my involvement in this year's SSRL SIG Graduate Student Mentoring Program (GSMP). The program's focus on mentoring, with both individual and group mentoring opportunities, was the highlight of my conference experience.

The meeting with my mentor, Dr. Bong, was incredibly motivating. We were able to discuss my proposed dissertation study in great detail. Dr. Bong provided expert advice and guidance that has inspired me as I refine my research ideas in this critical stage of my doctoral program. Dr. Bong provided wonderful advice on publishing, perseverance, and finding success in the educational research field, while sharing many personal stories during our meeting. Thank you Dr. Bong for sharing your expertise!

The GSMP lunch was another great opportunity to meet scholars in the field and take a break from the crowded and busy conference. I found the discussion on publishing, spurred by Dr. Bol and Dr. Hacker's insightful article, very beneficial. Dr. Bol shared additional advice throughout the lunch as the group discussed writing and reviewing research.

Overall, the GSMP was a fantastic opportunity to meet both scholars and emerging researchers in the field and I want to thank everyone that made this program possible. I look forward to my involvement on the Graduate Student Committee this year and hope other graduate students take advantage of the mentoring program.

Thank you, Dr. Sperling, for making the first GSMP a success!

Elina Maatta

This is my first year as a member of the SSRL SIG although I attended the AERA 2012 annual meeting in Vancouver. My experiences during my first AERA were amazing yet overwhelming. Because I am a Graduate Student at the University of Oulu (Finland), the conferences that I attend annually are usually in Europe and tend to be smaller. Thus, AERA felt huge with many great parallel sessions simultaneously pulling me in different directions and I have to admit that I felt a bit lost. However, attending my second AERA conference this past April in Philadelphia was different in many ways. I have had the privilege to work as a Visiting Scholar at the University of British Columbia (Vancouver, Canada) for the last 18 months. So, this time I was accompanied by more colleagues and friends who could help me navigate AERA, meet people, and figure out which sessions and events to attend. Also, because I am a member of our SIG, I only needed to follow the information on the SSRL schedule to find the most interesting sessions. It felt like whichever session I attended there were people from our SIG attending with big welcoming smiles on their faces. I did not feel lost anymore.

This year I had the privilege to attend the SSRL Graduate Student Mentoring Program. Being that I was finalizing my Ph.D. studies, I wanted to connect with potential future colleagues and collaborators. However, the mentoring program did not only provide networking opportunities but also a chance to connect the names and faces of the distinguished scholars in the field, and even a chance to meet and talk with them personally. For example, I was fortunate to have Prof. John Nietfeld from North Carolina State University as my mentor. He provided very thorough and valuable feedback and comments for my thesis. I had great opportunities to share my work both formally and informally with him and his collaborators which usually generated into interesting and stimulating discussions that have proven to be highly valuable now as I am preparing to defend my thesis. Although the conference and mentoring program are over, the relationships between me and people I met have just started. I am grateful for the experiences I had this year and look forward to being a part of the SSRL SIG family in the coming years.

Spotlight on Technology and SSRL Research

Supporting Student Self-Regulation in Personal Learning Environments (PLEs)

by Anastasia Kitsantas & Nada Dabbagh, George Mason University

The 2013 Sloan-C Survey of Online Learning reported that 7.1 million higher education students in the United States are taking at least one online course constituting an all-time high of 33.5 percent of the higher education student population (Allen & Seaman, 2014). New methods and practices of online learning are also continuously emerging with the most recent being Massive Open Online Courses (MOOCs), the flipped classroom, mobile learning, and social media-enabled learning which provide multiple opportunities and options for learners to pursue their educational goals. This unbundling of online education across learning technologies, institutional platforms, open access platforms, social media services, and mobile apps and devices, is challenging learners with the creation of personalized learning experiences and the attainment of self-regulated learning skills in order to succeed in this shifting landscape of online educational innovation. Personal Learning Environments (PLEs) are new generation learning environments that can offer a breakthrough level of personalization and learner autonomy but only if a learner possesses the self-regulation skills necessary to orchestrate and manage their own learning. Researchers have generated guidelines on how learning technologies can be used in distributed and online learning environments to support student self-regulation, but this type of research is limited in PLEs.

Although there are many ways of conceptualizing self-regulated learning, the perspective that has received much attention is Zimmerman's (2000) three phase cyclical model of self-regulated learning from a social cognitive perspective. This cyclical model explains student achievement through self-regulatory processes embedded within three phases of learning. In the first phase of the model, the forethought phase, it is assumed that students have a preset notion of cognitions and motivations that precede the learning tasks. For example, a college student's self-efficacy beliefs in statistics (e.g., competency beliefs about his or her skills to successfully achieve a goal) and perceived task value of math (e.g., how interesting or relevant the topic is to the student) have significant implications for how the student will approach building a PLE. Highly self-regulated learners in this phase, set process goals linked to outcome goals and strategically plan on how to achieve these goals. This leads to the performance phase where students, while engaging in building a PLE, must be able to monitor their own progress, use effective strategies, and resist temptations that may distract them. In the last phase of the model, the self-reflection phase, students use self-monitored outcomes to reflect on their progress. Self-reactions in this phase (e.g., I failed because I am not good at this task or I failed because I did not use the correct strategy), impact the forethought processes in subsequent learning opportunities, hence the cyclic nature or feedback loop used in this model. If students are able to successfully self-regulate their learning and are self-motivated, then indeed, students are well prepared to learn. Fortunately, self-regulation can be taught and educators can design specific activities to train students to become self-regulated learners (Zimmerman & Kitsantas, 2005). Instructors in online settings can use a variety of learning technologies to teach students how to self-regulate (Kitsantas & Dabbagh, 2010). The question then is how to assist learners to engage in self-regulation while developing a PLE?

Nada Dabbagh

Anastasia Kitsantas

Because PLEs can be viewed as a personal and individualized learning management platform or digital learning space comprised of a mash up of several freely available information sources, tools, and services, learners need to (1) strategically assemble and organize this learning space using a variety of learning technologies; (2) populate it with content, resources, and people, based on their personal goals, needs, and interests; and (3) continuously manage it and evaluate its effectiveness in supporting their learning goals. While there is no agreed upon definition or evaluation framework for PLEs, our work has established a formal connection between PLE development and self-regulated learning based on research at the intersection of learning technologies and SRL.

Using Learning Technologies to Teach Students how to Self-Regulate in PLEs

A growing body of research shows that learning technologies can engage learners in self-regulated cycles of learning (Kitsantas & Dabbagh, 2010). Learning technologies comprise a dynamic and evolving collection of Web tools and systems, software applications, and mobile technologies that integrate the technological and pedagogical features and affordances of the Internet and the World Wide Web to facilitate the design, development, delivery, and management of online, networked, and connected learning. About a decade ago, we started investigating the role of learning technologies in supporting different processes of SRL (e.g., goal setting, self-monitoring, and self-evaluation) and their impact on learning (Dabbagh & Kitsantas, 2004). We found (see Kitsantas & Dabbagh 2004; Dabbagh & Kitsantas 2005) that different or specific learning technologies support different or specific processes of SRL. For example, when examining the features of Learning Management Systems (LMS) (e.g., Blackboard) in supporting SRL, we found that administrative tools (e.g., course planning and scheduling tools such as the online calendar) supported student self-monitoring and help seeking whereas collaborative and communication tools (e.g., e-mail, discussion forums, and document sharing tools) were more useful in supporting student goal setting, help seeking, and time management. Moreover, LMS content creation and delivery tools such as resource sharing and Web publishing tools were helpful for self-evaluation, task strategies, and goal setting, and LMS personal learning tools such as bookmarking, search tools, and help tools were useful for supporting task strategies. As a result of these findings, we concluded that educators should strategically use learning technologies to foster student SRL so we sought to find out whether online college instructors were aware of the affordances of learning technologies in supporting student SRL and whether they were using learning technologies to promote SRL. Thus, when we asked a group of experienced online instructors how they use learning technologies in their online and blended courses, we found that while these instructors were not deliberately using learning technologies to support SRL, they were using specific learning technologies to support specific SRL processes confirming our previous research results with

Spotlight on Technology and SSRL Research (continued)

students (Dabbagh & Kitsantas, 2009).

As technology evolved and Web 2.0 tools and services such as social media became the mainstay of the 21st century enabling users to create, organize, and share content, the connection between social media and PLEs further crystalized (Dabbagh & Kitsantas, 2012). A recent study showed that students use social media for knowledge building, information management, content aggregation, and collaboration while creating PLEs that are consistent with the affordances of social media. In addition, students reported that goal setting, self-monitoring, help seeking, motivation, and task strategies were particularly supported by social media use. However, it was clear that social media tools did not help them manage their time effectively and engage in self-evaluation. These two key processes associated with the forethought and self-reflection phases of Zimmerman's three phases of self-regulation need to be furthered studied (Dabbagh & Kitsantas, 2013). In addition, more systematic empirical research is needed to examine how we can assist students to develop self-regulatory skills in PLE's through the use of other learning technologies. To understand the process better rather than using self-reported measures, researchers should use a microanalytic approach which is designed to examine students' motivational beliefs and reasoning with context-specific questions while students are engaging in a learning task. This method may be able to capture more effectively how learning technologies contribute to student self-regulation with a PLE.

In closing, PLEs are steadily gaining ground as an effective digital platform for student learning. PLEs require the development and application of self-regulated learning processes in a cyclical feedback manner because PLEs are built bottom-up starting with personal goals, information management, individual knowledge construction, and progressing to socially mediated knowledge and networked learning (Dabbagh & Kitsantas, 2012). The relationship between PLEs and self-regulated learning is inherently evident; however, students need nurturing and support in order to build an autonomous, developmental, evolving networked learning environment to successfully achieve their goals.

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Looking Towards AERA 2015

by Marie C. White, Nyack College & Jill Salisbury-Glennon, Auburn University, Program Chairs

Please join us for the 2015 Annual Meeting of the American Educational Research Association! The Annual Meeting will be held in Chicago, Illinois from Thursday April 16 to Monday April 20, 2015.The 2015 theme is "Toward Justice: Culture, Language, and Heritage in Education Research and Praxis."

We would like to invite you to submit a proposal to the Studying and Self-Regulated Learning Special Interest Group (SSRL SIG).

You will be able to upload your proposal submissions until July 22, 2014.

Please be sure to spread the word to colleagues, graduate students, and members of other SIGs and Divisions!

We hope to see you there!

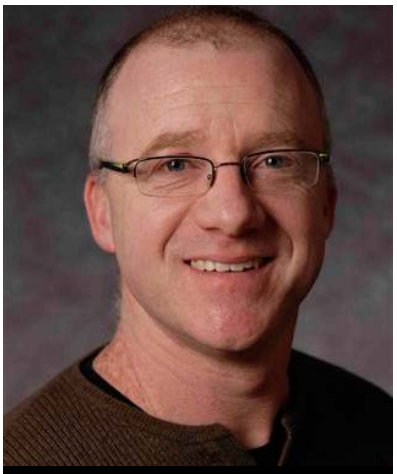
http://www.aera.net/SIG121/StudyingandSelfRegulatedLearning/tabid/12826/Default.aspx

A Personal Reflection about the 2014 AERA Annual Meeting

by Timothy J. Cleary , Rutgers, The State University of New Jersey

Over the past couple of months, I have spent some time reflecting on the outstanding scholarship and thought-provoking papers presented at the 2014 Annual Meeting of the American Education Research Association in Philadelphia. However, I wanted to take this opportunity in this short article to share a few of my thoughts about our SSRL SIG and its shining contributions and characteristics. I should state at the outset that program of sessions sponsored by the SSRL SIG was simply outstanding. The rigor and quality of the paper, poster and roundtable sessions were top-notch, with the presenters communicating cutting-edge research and ideas that were not only well-received by the audience, they stimulated lengthy and focused discussions. Adding to the prestige of our SSRL SIG was the sophisticated and influential keynote address provided by Dr. Stuart Karabenick regarding the key role that help-seeking has on student self-regulated learning and overall success. I felt that the 2014 SIG-sponsored sessions provided important pathways of innovative research that will shape our field in the years to come.

What was particularly striking, however, was very strong attendance rates at the SSRL SIG-sponsored sessions, Business Meeting, and annual social/dinner along with the friendly yet spirited and inspiring conversations observed at these events. In my opinion, it is rare to find a community of like-minded and exemplary scholars who devote as much time and care to their research programs as they do to nurturing positive interpersonal relationships. On multiple occasions, I observed several of our SIG members happily spending extra time addressing questions about their work with others, often in the hallways following a presentation, and volunteering large chunks of their free time with graduate students to encourage, inspire, and guide. In short, I take much pride in being part of a group whereby generosity and support among its members is the rule rather than the exception. It is one of the many reasons why I will continue to strongly support and participate in SSRL SIG initiatives and activities in the years to come.



Timothy Cleary

Dr. Stuart A. Karabenick's Slides from his 2014 SSRL SIG Keynote Address

Stuart Karabenick

We were very fortunate to have Dr. Stuart A. Karabenick accept our invitation as the keynote speaker at the 2014 AERA SSRL SIG Business Meeting. It was an honor to have such an accomplished speaker provide insights into issues particularly relevant to our SIG. He graciously agreed to share the slides from his talk: "Past, Present and Future of Help Seeking as a SRL Strategy." Please click or copy and paste the following link:
http://www.aera.net/Portals/38/Users/149/21/99221/SKKeynote.pdf

SSRL SIG Business Meeting Minutes

Friday, April 4, 2014, 6:30 p.m.
Location: Convention Center, 100 Level, 121B
Speaker: Stuart Karabenick: The past, present, and future of help seeking as a self-regulated learning strategy
AERA Annual Meeting, Philadelphia, PA

The meeting was called to order by Senior Chair Timothy Cleary, who acknowledged past and incoming SIG officers, and our outgoing web master, Teya Rutherford, and key contributors to SIG committees.

Current Officers:
Co-chairs: Timothy Cleary and Daniel Moos
Program co-chairs: Maria DiBenedetto and Marie White
Secretary/Newsletter: Erika Patall and Taylor Acee
Treasurers/Membership: Adam Moylan and Linda Sturges
Webmaster: Teomara Rutherford
Graduate Student Committee: Erin Peters and Teomara Rutherford
Graduate Student Research Awards committee: Hefer Bembenutty, Chair
Outstanding Poster Award committee: Matthew Bernacki, Chair

Incoming officers:
Co-chairs: Dan Moos and Maria DiBenedetto
Program Co-chairs: Marie White and Jill Salisbury-Glennon
Secretary/Newsletter: Taylor Acee and Brian Mandell
Treasurers/Membership: Linda Sturges and Christoph Winkler
Graduate Student Research Awards committee: Hefer Bembenutty, Chair
Outstanding Poster Award committee: Matthew Bernacki, Chair
Barry J. Zimmerman Award for Outstanding Contributions: Linda Bol., Chair
Graduate Student Mentoring Program: Rayne Sperling, Chair

General info
Tim Clearly announced increases in our membership, strong submissions to the conference, and a number of SSRL SIG poster, round table, and paper sessions at the 2014 AERA annual meeting. He also announced the first offering of the Graduate Student Mentoring Program held during AERA 2014 and the establishment of the Barry J. Zimmerman Award for Outstanding Contribution.

SSRL SIG Business Meeting Minutes (continued)

Ways to get involved
Tim Cleary announced that there are many ways for members to get involved with our SIG. These include serving as an officer, serving on the graduate student research awards committees, poster award committee, or graduate student committee. Everyone invite one member.

Program Chairs Report
Tim Cleary summarized the chair's report. The SIG received 27 submissions, 62% were accepted (up from 56% in 2013). The program included 1 symposium (5 papers), 2 paper sessions (8 papers), 1 roundtable (3 papers) and 1 poster session (5 posters). Nineteen individuals reviewed proposals, two of which were students. Members and colleagues of members are encouraged to submit proposals to the SIG and volunteer for review panel.

Secretary's Report
It was noted that the newsletter has and will continue to have a themed approach. The theme of the 2013 / 2014 newsletters was SSRL in the Context of Homework. The newsletter included contributions from students, contributions from featured scholars, and highlights of upcoming AERA presenters and events. The newsletter had contributions from researchers doing related research but outside the SIG. SIG members are invited to submit articles for the newsletter. The Summer 2014 Newsletter will cover the highlights of the AERA/SIG 2014 events. All of the newsletters of 2014 / 2015 will have feature pieces around the theme Technology and Self-regulated Learning and this theme will correspond with the keynote address (this theme was finalized after the business meeting around June 2014, other themes that were considered were measurement approaches in SRL research and SRL research involving students who are at-risk or underprepared).

Treasurer Report
The SIG currently has 144 members (up from 138 last year) and a balance of $3,022 (up from $2,873) in the account. Upcoming expenses will be approximately $1,800 to pay for business meeting, awards, and mentoring program. It was reported that our SIG searched the 2013 AERA program to find potential recruits for the SSRL SIG and sent out personal invitations to about 70 individuals.

Graduate Student Committee Report
Tim Cleary announced a successful first offering of the Graduate Mentoring Program, the purpose of which is "to provide a professional and nurturing network within which graduate students can advance the quality of their research ideas and skills and feel connected." Rayne Sperling, Chair of the program, and committee members helped to organize eight mentor-mentor pairs. The program will continue again next year.

Technology Report
AERA Website
http://www.aera.net/SIG121/StudyingandSelfRegulatedLearning/tabid/12826/Default.aspx
SIG Listserv
AERA_SIG_STUDYING_SELF_REG_LEARNING-ANNOUNCE@LISTSERV.AERA.NET
Facebook
https://www.facebook.com/groups/AERASSRL/
Twitter
#SSRL_SIG
*Currently recruiting a person to serve as Webmaster and to assist with the management of the technology related to our SIG.

Graduate Student Research Awards
The review committee was thanked and Matthew Bernacki presented the award to Gregory L. Callan (University of Wisconsin-Milwaukee). The award winner gave a short description of their project and expressed appreciation. Award winners received a plaque and a check will be sent in the mail.

Outstanding Poster Award Report
The review committee was thanked and Hefer Bembenutty presented the award to Sheli Friedman and Bracha Kramarski. The award winner gave a short description of their project and expressed appreciation. Award winners received a plaque.

2014 and Beyond
Next year, AERA will be in Chicago, IL. Tim was pleased to report that our SIG remains strong. We had a net increase in our membership. We were able to increase our visibility and produce top notch newsletters. Collaborations with other organizations (Division C, APA Division 15, and Motivation SIG) remain strong. Next year we will announce the first winner of the Barry J. Zimmerman Award for Outstanding Contributions, hold the second offering of the Graduate Mentoring Program, and offer the graduate student research and outstanding poster awards.

Invited Speaker
Dr. Stuart Karabenick presented a talk on "The past, present, and future of help-seeking as a self-regulated learning strategy."
The meeting was adjourned at approximately 8:00 pm. All attendees were invited to the Annual SSRL SIG dinner at Azalea Restaurant in the Omni Hotel (401 Chestnut Street) starting at 8:30pm.

The SSRL SIG 2014-2015 Executive Committee Contact Information

Chairs
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Maria DiBenedetto: mkdibenedettophd@aol.com

Program Chairs
Marie C. White: marie.white@nyack.edu
Jill Salisbury-Glennon: SALISJI@auburn.edu

Secretary/Newsletter
Taylor Acee: aceet@txstate.edu
Brian Mandell: bmandel1@gmu.edu

Treasurers/Membership
Linda Sturges: LSturges@sunymaritime.edu
Christoph Winkler: christoph.winkler@baruch.cuny.edu

Webmaster
Dan Moos: (interim webmaster) dmoos@gac.edu

SSRL Fall 2014 Newsletter Call for Submissions

The fall issue of the newsletter will focus on Technology and Self-regulated Learning. Please contact Taylor Acee, senior editor, directly if you are interested in submitting to the fall newsletter at aceet@txstate.edu.