REMEMBERING THE LIFE, WORK, AND INFLUENCE OF STUART A. KARABENICK

A Legacy of Research on Self-Regulation, Help Seeking, Teacher Motivation, and More

Edited by Tim Urdan
and Eleftheria N. Gonida

ADVANCES IN MOTIVATION AND ACHIEVEMENT

VOLUME 22

REMEMBERING THE LIFE, WORK, AND INFLUENCE OF STUART A. KARABENICK

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VOLUME 22

REMEMBERING THE LIFE, WORK, AND INFLUENCE OF STUART A. KARABENICK: A LEGACY OF RESEARCH ON SELF-REGULATION, HELP SEEKING, TEACHER MOTIVATION, AND MORE

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Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2023

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Original article: Karabenick, S. A. (2020, June 3). On the rewards of being open to opportunities and their challenges. Acquired Wisdom Series, S. Nieto, F. Erickson, & P. Winne (Eds.), *Education Review*, 27. http://dx.doi.org/10.14507/er.v27.2965

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Open Access

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British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

ISBN: 978-1-80455-711-2 (Print)
ISBN: 978-1-80455-710-5 (Online)
ISBN: 978-1-80455-712-9 (Epub)

ISSN: 0749-7423 (Series)

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Certificate Number 1985
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INTRODUCTION

Tim Urdan and Eleftheria N. Gonida

On August 1, 2020, the world and educational psychology community lost a true scholar, mentor, collaborator, and mensch. Stuart A. Karabenick passed away at the age of 80, but he has left a legacy that will influence scholars in the field for decades to come.

Stuart received his doctorate from the University of Michigan as a student of John Atkinson and was a Professor Emeritus from Eastern Michigan University and Research Professor Emeritus from the University of Michigan. He was an active researcher in a number of areas, including help seeking, self-regulation, motivation, teacher responsibility, and research methodology. His broad interests included forays into culture, such as cultural issues in learning environments, and even religious fundamentalism. His influential writings in journal articles and edited books, as well as his talks, frequently invited, in conferences (AERA, EARLI, and ICM conferences were his favorite ones) significantly contributed to advances in theory and research in relation to all the above fields. Stuart was always curious about the psychological processes behind teaching and learning and focused on how to build learning environments conducive to students' learning, development, and well-being. Moreover, he considered his scholarship in Educational Psychology as a means to contribute to broader societal needs and to equity in educational opportunities by advancing theory and research in teaching and learning.

In addition to research, teaching and communicating research evidence to the scientific community, mentoring and supporting PhD students and young researchers from different places of the world was always an important aspect of Stuart's perceived academic role. Fully devoted to this role as an inspiring, supportive, and caring advisor who offered his ideas, expertise, guidance, and time so generously, he nurtured most of his doctoral students become successful academics in several universities.

Last but not least, Stuart perceived his route in academia as a collaborative journey and not a lonely one. He enjoyed sharing his work and ideas with others and was open and respectful to new ideas and others' opinions. In his last article

Remembering the Life, Work, and Influence of Stuart A. Karabenick
Advances in Motivation and Achievement, Volume 22, 1–5
Copyright © 2023 Tim Urdan and Eleftheria N. Gonida
Published under exclusive licence by Emerald Publishing Limited
ISSN: 0749-7423/doi:10.1108/S0749-742320230000022001

in *Education Review*, he was invited to describe his *Acquired Wisdom* through his lengthy and admirable scientific career. Known for his humility, Stuart presented a chronicle of his career and turned the requested acquired wisdom into lessons learned. The importance of collaboration with others is clear throughout this chronicle and explicitly stressed by Stuart among the lessons learned: "As should be obvious from the history of my career, I believe collaboration is important. There is so much to be gained by working with others: peers, junior researchers, and students."/"Cultivate and sustain positive connections with colleagues"/ "Colleagues are critical to your success in so many ways". We are thankful to *Education Review* for giving us the permission to include this article in the volume honoring Stuart A. Karabenick.

Editing Volume 22 in the *Advances in Motivation and Achievement Series* in memory of Stuart A. Karabenick seems a natural process. Colleagues, collaborators, and former doctoral students of Stuart contributed chapters to this volume honoring his memory. Moreover, Stuart was a dedicated editor to this prestigious series since 2005. Volumes 14–18 were edited by him in collaboration with Martin Maehr and Tim Urdan, and he was Series Editor for Volumes 20 and 21 together with Tim Urdan.

OVERVIEW OF THE VOLUME

This volume of *Advances in Motivation and Achievement* begins with a reprinting of the invited article that was published in *Education Review* just before Stuart passed away. In this article titled "On the Rewards of Being Open to Opportunities and Their Challenges", Stuart traces his development from his childhood, through graduate school, and into his professional life. He reflects on meaningful moments, the lessons he learned, and the values he developed during a lifetime of intellectual curiosity. He described his varied research interests, numerous collaborators, and the importance of being able to shift gears as his interests, opportunities, and funding changed throughout his career. The lessons he learned are lessons for all of us. Following this opening reprint of Stuart's article, the volume is organized into four sections, each corresponding to Stuart's research interests and expertise: help seeking, issues related to teaching, self-regulation, and a final section that is a mixture of topics including motivation, culture, and cognitive pretesting. Each chapter in the book, save the first entry, was authored by scholars who collaborated closely with Stuart on each topic.

In the first section of the book, three chapters that focus on the topic of student help seeking are presented. Help seeking was one of Stuart's main research fields. He expanded help-seeking theory and research in many ways, and his contribution to the field is tremendous. The first chapter, written by Allison M. Ryan and Jessica E. Kilday, describes the role of interpersonal factors for help seeking in the classroom. After describing the nature of student help seeking and its relation to learning and achievement, the authors discuss the development of help seeking during early adolescence and review the academic and social-motivational and relationship variables as antecedents of help seeking in the classroom. The second

chapter, written by Eleftheria N. Gonida and Ruth Butler, Stuart's close friends and collaborators, focuses on help seeking in academically talented students, an understudied topic that was one of Stuart's later interests. The chapter extends theory and research in the field of motivated self-regulation and help seeking as a self-regulated learning (SRL) strategy in the general population to gifted and talented students. The authors describe two recent studies on motivated help-related perceptions and behaviors from an ongoing research project in a group of academically talented adolescents and discuss how studying talented students might inform continuing questions about motivational influences on help-related and other strategies of SRL. The third and final chapter of this section is written by Kara A. Makara and Colleen Kuusinen, former doctoral students of Stuart, who present a new theoretical model linking academic help seeking with the formative assessment process. Specifically, using Vygotsky's concept of the Zone of Proximal Development, the authors describe academic help seeking as a process of seeking formative feedback on learning and propose the integration of academic help seeking and formative assessment providing a thorough conceptual analysis.

The second section of the volume focuses on teachers. Stuart was very interested in teacher motivation and how teachers viewed their responsibilities as teachers. He coedited a book on the topic (Richardson et al., 2014), in which he contributed a chapter coauthored with Fani Lauermann about teacher responsibility. This section begins with a chapter by Fani Lauermann that explores the issue of teacher responsibility, a topic of deep interest for Stuart that developed to Fani's Lauermann doctoral thesis under his supervision. In this chapter, Lauermann discusses the close link between teachers' perceptions of their professional responsibilities and their attributions for the causes of student learning and achievement. The chapter provides a thorough consideration of the different definitions of responsibility that teachers may hold, how their attributions are related to these responsibilities, how perceived responsibilities and attributions influence the emotions teachers experience, as well as their teaching behaviors. The next chapter in this section, by close friends and collaborators Helen Watt and Paul Richardson, focuses on the role that school environments play in affecting the motivation of beginning teachers. Specifically, they describe how teachers' perceptions of excessive demands and supportive factors in the work environment influence the motivation and work satisfaction of teachers as they move from their teacher preparation programs into their early careers. The third and final chapter in this section, written by Akane Zusho and Rhonda Bondie, discusses their work with a teacher professional development program they created called ALL-ED. This program is based on research in SRL and rational decision-making. They describe how their program helps teachers be more agile in their support for student learning and how this may be particularly important for how teachers provide different kinds of help for their students.

In the third section of the book, four chapters are presented that explore various aspects of SRL. The first chapter of this section is written by Hefer Bembenutty and focuses on the interrelations among SRL, core properties of human agency, and systematic pedagogies. After describing Bandura's social cognitive theory and Zimmerman's cyclical model of SRL, Bembenutty

summarizes Karabenick's research interests in self-regulation of learning and behavior. Specifically, the author reviews research on expectancies and values, cultural differences, help seeking, metacognition, and delay of gratification as aspects of self-regulation and describes four self-regulated pedagogies (Social and Emotional Learning Supportive, Self-Efficacious and Skill-Focused, Culturally Proactive, and Cyclically Agentic Pedagogy) that have important implications for practice. The second chapter in this section, written by Loren Marulis, a former doctoral student of Stuart, aims to differentiate metacognition and self-regulation during the early years and to develop and evaluate potential models of associations between the two concepts. Specifically, Marulis presents nine hypothetical models of relations between self-regulation and metacognition in preschool-aged children (3–5 years) and evaluates them based on research evidence. The author emphasizes the importance of supporting preschool-aged children's strategic approaches to learning via informed instructional practices as a means to foster learning and development but also to narrow achievement gaps among children. The third chapter in this section is authored by Jean-Louis Berger who presents theoretical and empirical discussions related to motivational beliefs, SRL, and metacognition. These three constructs represent the main axes of the author's research collaboration with Stuart. Berger summarizes ideas and evidence from their work, identifies theoretical similarities, differences, and relationships among the three constructs, discusses the challenging issue of assessing SRL, and provides recommendations for further research. The fourth and last chapter of the third section is written by Stephanie D. Teasley, Vitaliy Popov, Jin-Seo Bae, and Shannon Elkins and represents Stuart's interest in SRL, technology, and online environments. Specifically, the chapter focuses on how the research on self-regulation and motivation may inform the design of learning analytics dashboards for students. The authors describe the learning analytics dashboard developed for university students, called *My Learning Analytics (MyLA)* and present the results from the Epistemic Network Analysis, a graph-based analytic technique applied on coded survey data, in order to understand how and why students used and understood the dashboard as a tool to support their learning.

The final section of the book contains three chapters that represent three additional research interests of Stuart's. There is not a particular theory or paradigm that unifies these chapters. Instead, the through line for these chapters is that they illustrate the varied interests and collaborations that were the hallmarks of Stuart's career. The first chapter in this section is written by Jeffrey Albrecht, Stuart's former doctoral student, and Cameron Hecht and focuses on the topic of educational relevance. Relevance is a part of several prominent theories of academic motivation, but it is not a concept with a unified definition among researchers. Albrecht and Hecht begin with an effort to bring definitional clarity to the construct. Then, the authors present hypotheses regarding the associations between relevance, self-regulation, and motivational beliefs in education. The second chapter in this section, by Revathy Kumar, Nancy Seay, and Jeffery Warnke, describes research conducted with Stuart to develop a model of culturally responsive curricular environments. Bringing together perspectives from identity research, motivation, and research with immigrant populations, the project described in this chapter is complex, multimethod, and interdisciplinary. The goal

of the project is to develop strategies and instructional methodologies that promote the intellectual, interpersonal, and identity growth of all students. The final chapter in this section, and in the volume, is authored by Tim Urdan and Daniel Teramoto. This chapter provides a brief overview of Stuart's contributions to the methodology known as cognitive pretesting. The authors note how Stuart and his colleagues brought conceptual and methodological clarity to a procedure designed to improve the validity of survey measures. Cognitive pretesting (also known as cognitive interviewing) is a process for improving measures by asking participants to describe how they interpret survey items and the response options available. Although this method has been around for decades, Stuart and his colleagues explained the cognitive processes involved in reading and responding to survey items. Then they offered a multistep procedure for conducting and reporting valid cognitive pretesting. Urdan and Teramoto describe the important contributions of Stuart's work in this area and provide examples of more and less effective applications of cognitive pretesting in existing research.

On the surface, it can appear that there is little that unites the diverse chapters in this volume, other than Stuart's interests in these various research areas and his collaborative relationships with all of the authors. But if you read the chapters closely, you'll notice that the defining qualities of Stuart's academic life are present throughout the volume. For example, his valuing of conceptual clarity is consistent, whether the construct in question is help seeking, self-regulation, teacher responsibility, relevance, or cognitive pretesting. He argued that the goal of understanding how these concepts worked could only be attained after the definitions of the concepts were clearly articulated. Similarly, there is an emphasis on the dynamic interplay of beliefs, behaviors, and contexts that can be found in most, if not all, of the chapters. The beliefs varied, from help-seeking benefits and costs to perceived responsibilities to strategy motivation to relevance and ethnic identity. And the contexts varied from classrooms to schools or special educational programs and from communities to online learning environments. But the theme was consistent: How can educators optimize environments to promote beliefs that help teachers and students regulate their behavior and maximize their potential. Ultimately, Stuart's goal was to make it better, whether the "it" was student learning, teacher motivation, inclusivity for all students, the validity of the research methods, or the careers of his students and colleagues. His efforts to make it better for others made an impact on a number of research disciplines and on the people who had the good fortune to work with him and call him a friend. Among those, the authors of this volume who contributed their chapters dedicated to Stuart. We wish to extend our sincere thanks to all of them for our excellent collaboration to make this volume happen. Stuart will always connect and inspire all of us *to make it better*.

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ON THE REWARDS OF BEING OPEN TO OPPORTUNITIES AND THEIR CHALLENGES

Stuart A. Karabenick

The request to provide one's Acquired Wisdom is a daunting challenge, and others in this series have approached it in a variety of ways. My own is to chronicle how I negotiated a scientific career filled with barriers to overcome and opportunities to contribute to the fields of motivation and self-regulated learning (SRL), most generally. As you will see, mine was not a straight path but one filled with unexpected events that changed how and what I accomplished along the way. That includes never being satisfied that you know enough. I hope that you find something that helps you on your own journey.

Karabenick, S. A. (2020, June 3). On the rewards of being open to opportunities and their challenges. Acquired Wisdom Series, S. Nieto, F. Erickson, & P. Winne (Eds.), *Education Review*, *27*. http://doi.org/10.14507/er.v27.2965

Remembering the Life, Work, and Influence of Stuart A. Karabenick
Advances in Motivation and Achievement, Volume 22, 7–24

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ISSN: 0749-7423/doi:10.1108/S0749-742320230000022002

IN THE BEGINNING

I was raised in a first- and second-generation Jewish immigrant family that placed major emphasis on learning and the importance of school. However, my early school experiences at a religious school (half-day religious studies, half the normal school curriculum) did not turn out well – actually it was awful. Upon transferring to a public school, it was obvious how much I had missed since I failed most of my fourth-grade subjects with lots of red marks on my report card. It took a couple of years to catch up. And it may be that climbing out of that academic abyss was formative in how to deal with setbacks, and what it takes to master a subject – passion and perseverance (GRIT?). I remember always being interested in science. Science kits, science classes, building electric circuits – just to see how things work. I remember drawing a world map when in middle school and "discovering" how the South America and Africa coastlines fit together. I was excited about it, even though my teacher was not impressed, but this was before we knew about seafloor spreading. I was under considerable pressure to join the family building business, and I enrolled in a magnet high school with an architecture program, followed by acceptance into the College of Architecture at the University of Michigan (UM). I was on my way I thought (in my dreams) to applying Frank Lloyd Wright's and Meis van der Rohe's design principles to residential construction.

Well, let's just say that dream was short-lived after experiencing how dull the classes were and realizing how restricted the architecture program was, but even more so after exposure to the university's exciting array of intellectual opportunities. Flipping through the catalog there was just so much more to learn – and of course more science – a thirst that has never been quenched. It did not take me long to gravitate to the College of Literature, Science, and the Arts, and eventually like so many other students, to psychology. After a couple of introductory courses, an invitation to join the new psychology honors program sealed my commitment. The program provided personal exposure in small classes to many of the major researchers in the field at that time. These scholars spanned almost every area, including my honors advisor, Bob Zajonc, in social psych. However, most of my time as an undergrad was spent in Jack Atkinson's lab, which I joined after connecting with his student Bernie Weiner, a graduate student instructor in one of my psych classes. You could say Bernie became my first mentor. Being socialized into the motivation world, and having already taken psychology graduate classes as an undergrad, I turned down Stanford to stay at UM, to which, as it turns out, I returned toward the end of my career.

Graduate school at Michigan continued immersion into an exceptional intellectual environment. I tried to take advantage of it all. In addition to major work in social psychology, there was emerging research in such areas as Jim Olds' experiments on pleasure centers in the brain, Clyde Coombs' math psych program, and Bill McKeachie's early work on educational psychology. Bill McKeachie eventually became a major figure in my intellectual (and personal) life. I also regularly attended meetings of the Research Center for Group Dynamics that had moved to UM. And there were endless interactions with