

Times Magazine

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**STEVE
GRAHAM**

Recipient of the
2023 AERA SSRL
SIG Barry J.
Zimmerman
Award for
Outstanding
Contributions to
the field of
studying and
self-regulated
learning research.

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The Metamorphosis of a Self-Regulated Pioneer of Writing and Reading: Steve Graham—Recipient of Barry J. Zimmerman Award

Héfer Bembenutty

In this very special issue, The Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG) of the American Educational Research Association celebrates Steve Graham's scholarship and long-term career pioneering the understanding of how writing develops, is taught effectively, and can be used to support reading and learning. With honor and delight, we herald Steve Graham, the 2023 recipient of the SSRL SIG's Barry J. Zimmerman Award, for his significant contribution to the field of studying and self-regulated learning.

As revealed through his multiple research publications, Graham, for his own merits, by forming a dynamic duo with his wife, Karen Harris, and collaborating with colleagues worldwide, has focused his research on the application of self-regulation in children's writing. Through the effectiveness of the Self-Regulated Strategy Development (SRSD) model (developed by Karen Harris) and the Writer(s)-within-Community (WWC) model, Graham has demonstrated the effectiveness of integrating self-regulation, goal setting, planning, self-monitoring, self-assessment, and cognitive and sociocultural factors in writing. His multiple meta-analyses have revealed that writing instruction can improve both writing and reading and it can help bring about academic success among learners, particularly those with learning disabilities.

Graham is a Regents professor and the Warner professor in the Division of Leadership and Innovation at Teachers College at Arizona State University. He is a pioneer in education with a long list of editorships and awards. However, as a young child he experienced difficulties regulating his behavior as a student in school. Graham was born in Mesa, Arizona, and had caring parents, Roland and Reva, and he had a sister, Mara. In an interview (Bembenutty, 2022), Graham recognized that he was not as self-regulated then as he is today. He was impulsive. One of his elementary school teachers observed, "Can't sit still. Can't keep his hands off others. Can't stop talking." He obtained grades inconsistent with his competence. His metamorphosis advanced as an adult. He had a life-changing experience teaching students who had difficulty learning to read or write. He decided to dedicate his life to helping children write and read.

The work of this self-regulated pioneer accelerated when he met Karen Harris, his wife, and they had their daughter—who are the loves of his life. It was with his colleagues, especially with Karen, that the world saw the insightful, inspiring, and pioneering researcher Graham is today. That happened as a result of his efforts and work with others, willingness to learn, ability to delay gratification, self-efficacy beliefs, appreciation for diversity, and pursuit of opportunities for all learners.

Graham's metamorphosis is still a work in progress. He continues providing professional development for parents, educators, policymakers, and teachers to continue developing children's passion for writing and reading, as well as for children to enjoy the rewards of being successful writers and readers. With his research, Graham continues advancing a culturally self-regulated pedagogy in which teachers and learners know the language of strategic learning and embrace diversity with the sole goal of academic, personal, and social success.

To this end, when asked about his legacy, Graham stated, "I hope that my potential legacy is not yet written in stone, as I plan to remain active for years to come. I am hopeful that I will take on new challenges in the writing area, and these will be viewed as crucial to teachers, researchers, and the public at large—now and in the future. I also realize that my contributions are likely to be bound to the current and immediate future. If I serve as a stepping stone for others' accomplishments as time moves forward, that would be grand!" (Bembenutty, 2022, p. 67).

Congratulations, Professor Graham! We are proud of you. Thank you for all you have done for the world, children, and all of us!

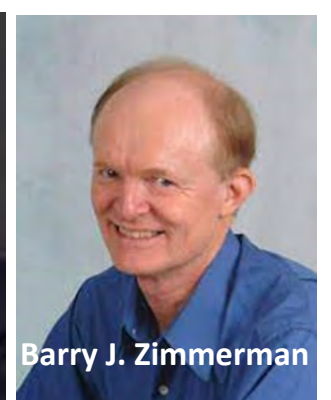
Thanks to Amanda Ferrara and Karen R. Harris for their valuable editorial assistance.

STEVE GRAHAM'S WORDS OF APPRECIATION

"I was really pleased when the Zimmerman Award was granted to me for a couple of reasons. First, my wife (Karen Harris) had already won the award a couple of years ago. It's always nice when both of you receive an award. Second, there's a very personal reason. When I was a young scholar, I had dinner one night with Barry Zimmerman at an AERA conference along with another scholar who was a little cool on the idea that people use self-regulation or self-regulate their behavior quite frequently. He assumed that we're kind of on autopilot. At dinner, I kind of kept my mouth shut. I watched these two senior scholars talk with each other and argue this out in a very respectful manner, but also with a high level of criticism and critical thinking, going back and forth and so on. Barry set a tone for me in terms of thinking about my own career. Third, as the years went on, I would see Barry at various conferences. He was always engaged as an active researcher throughout his whole career. He did not stop doing research at the end of his career, spending his time just writing chapters and not doing research directly with kids and college students. He was out there pitching, doing research in the field to the very end of his career. He provided a great model for me. Finally, as I said earlier, it's never one person that is being honored with an award. It's my wife. It's me. It's our students. It's my colleagues in the USA and elsewhere that make getting an award like this possible. So, I'd like to say thanks to all of them both as friends and as colleagues and for making my own work better.
Thank you!"



Steve Graham



Barry J. Zimmerman

Steve Graham: Recipient of Barry J. Zimmerman Award for Outstanding Contributions to the Fields of Studying and Self-Regulated Learning

Excerpt from the Letter of Nomination

Steve Graham's research has focused on the application of self-regulation in children's writing. He has played an integral role in testing the effectiveness of the Self-Regulated Strategy Development (SRSD) model (developed by Karen Harris) as a tool for improving students' writing. He has developed many of the planning, drafting, and revising strategies students are taught through the SRSD model, and he played an integral role in the goal setting and self-assessments procedures used to facilitate self-regulation in the SRSD model.

To date, Steve has conducted (with his colleagues) over 30 intervention studies examining the effectiveness of SRSD with a broad range of students, including those with and without disabilities. In every single study, SRSD improved students' writing. In meta-analyses that Steve conducted, SRSD produced the largest effect sizes of all writing interventions tested using scientific methods in at least four or more studies (effect sizes over 1.00).

SRSD is particularly significant as a tool for promoting self-regulation, as it teaches students skills and strategies for regulating the writing process, writing behaviors, and emotional/motivational responses to writing. SRSD is currently used in countries throughout the world.

Steve has conducted research examining the role of goal setting as a tool for regulating what and how students write. These studies tested the effectiveness of providing students for what a composition should address (issues on both sides of a controversial topic) and goals for carrying out writing processes (e.g., revise text so that it includes three new ideas). This research demonstrated the power of goal setting in writing, as even very simple goals such as the ones above resulted in pronounced improvements in students' writing (effect sizes around 0.70).

He has also conducted basic studies of self-regulation in writing to determine the importance of these skills to writing development. For example, he conducted a series of studies where students' revising was supported by ensuring that they engaged in this process in a systematic manner. They were shown how to use a procedural facilitator that ensured that revising skills occurred in an orderly manner, but did not provide any assistance with the actual content of students' text. The use of the procedural facilitator resulted in students engaging in more substantive revisions.

Steve has further investigated the role of self-efficacy in writing, which is influenced by the success or failure of self-regulation. This includes the impact of self-regulation interventions, such as SRSD and goal setting, on students' efficacy as writers as well as the role of teacher-efficacy in predicting how writing is taught. In both cases his research in this area demonstrated the

link between self-efficacy, self-regulation, and writing.

Over the course of his 40 year career, Steve has described in numerous chapters and articles how and why self-regulation is important to writing. This includes books for teachers on helping students become more self-regulated writers. It also includes chapters and peer-reviewed articles published in both the educational psychology and the writing literature. These publications describe the role of self-regulation in writing, review studies supporting these specified roles, draw instructional implications for the classroom, and recommend directions for future research. His impact on self-regulation research in writing cannot be overstated.

One of his most important accomplishments is the development of a model of writing, the Writer(s)-within-Community model (WWC), integrating cognitive and social cultural theories in writing. The model is based on three tenets: (1) the community that writing occurs in shapes and bounds what students write and how writing is taught, (2) the capabilities of those who produce or teach writing in said communities also shape and bound writing and its teaching, and (3) these two forces interact to further influence writing and teaching.

In terms of the resources and capabilities that writers and teachers bring to a writing community, Steve applied both self-regulation and executive functioning to describe how writers initiate and manage the various elements of writing and teachers use these same cognitive processes to manage the teaching of writing. Particularly unique in the WWC model is the situation of self-regulation in context and how this operates.

Finally, Steve has conducted meta-analyses examining the effectiveness of self-regulation interventions in writing. One of these meta-analyses examined critical self-regulatory processes in

writing proposed by Zimmerman and Risemberg (1997). This meta-analysis provided strong and convincing evidence that such processes can be improved even with students who find learning and writing challenging. In other meta-analyses, he has provided evidence on the effectiveness of strategy instruction, goal setting, and self-assessment. His empirical studies, meta-analyses, theoretical contributions, and reviews of the literature have made self-regulation a recognized and central element of effective writing instruction around the globe.

Clearly, Steve's contributions to the field of self-regulated learning have been sustained and programmatic, and have contributed to the increasing awareness of the importance of self-regulation in teaching and learning to write. The empirical, theoretical, and applied impact of his leadership in the area of self-regulation has made an important and lasting contribution to theory, research, and instruction.



Steve, his wife, Karen, his daughter, Leah, and his mother, Reva



Steve Graham's Selected Research Abstracts

“There is considerable concern that the majority of adolescents do not develop the competence in writing they need to be successful in school, the workplace, or their personal lives. A common explanation for why youngsters do not write well is that schools do not do a good job of teaching this complex skill. In an effort to identify effective instructional practices for teaching writing to adolescents, the authors conducted a meta-analysis of the writing intervention literature (Grades 4-12), focusing their efforts on experimental and quasi-experimental studies. They located 123 documents that yielded 154 effect sizes for quality of writing. The authors calculated an average weighted effect size (presented in parentheses) for the following 11 interventions: strategy instruction (0.82), summarization (0.82), peer assistance (0.75), setting product goals (0.70), word processing (0.55), sentence combining (0.50), inquiry (0.32), prewriting activities (0.32), process writing approach (0.32), study of models (0.25), grammar instruction (- 0.32).” Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99(3), 445–476. <https://doi.org/10.1037/0022-0663.99.3.445>

“In an effort to identify effective instructional practices for teaching writing to elementary grade students, we conducted a meta-analysis of the writing intervention literature, focusing our efforts on true and quasi-experiments. We located 115 documents that included the statistics for computing an effect size (ES). We calculated an average weighted ES for 13 writing interventions. To be included in the analysis, a writing intervention had to be tested in 4 studies. Six writing interventions involved explicitly teaching writing processes, skills, or knowledge. All but 1 of these interventions (grammar instruction) produced a statistically significant effect: strategy instruction (ES = 1.02), adding self-regulation to strategy instruction (ES = 0.50), text structure instruction (ES = 0.59), creativity/imagery instruction (ES = 0.70), and teaching transcription skills (ES = 0.55). Four writing interventions involved procedures for scaffolding or supporting students' writing. Each of these interventions produced statistically significant effects: prewriting activities (ES = 0.54), peer assistance when writing (ES = 0.89), product goals (ES = 0.76), and assessing writing (0.42). We also found that word processing (ES = 0.47), extra writing (ES = 0.30), and comprehensive writing programs (ES = 0.42) resulted in a statistically significant improvement in the quality of students' writing. Moderator analyses revealed that the self-regulated strategy development model (ES = 1.17) and process approach to writing instruction (ES = 0.40) improved how well students wrote.” Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104(4), 879–896. <https://doi.org/10.1037/a0029185>

“It is proposed that the development of writing competence depends on high levels of self-regulation and the mastery of low-level transcription skills. Predictions consistent with each of these claims are identified and evaluated. Although the available data are incomplete and many key findings require further replication, the accumulated evidence generally supports both of these propositions.” Graham, S., & Karen R. H. (2000). The role of self-regulation and transcription skills in writing and writing development. *Educational Psychologist*, 35(1), 3-12. https://doi.org/10.1207/S15326985EP3501_2

“The COVID-19 pandemic and the move by governments worldwide to cancel in-class instruction and move to emergency remote instruction in March and April of 2020 created an unprecedented disruption in children's education. As the COVID-19 pandemic took form and continued to impact education in the following 2020/2021 academic year, multiple concerns were raised about possible negative effects on students' learning. The current longitudinal replication study examined this proposition for second-grade students in Norway. In a previous investigation (Skar et al. *Journal of Educational Psychology* 114:1553–1566, (2022), we found that scores for quality of writing, handwriting fluency, and attitude toward writing of first-grade children tested immediately after emergency remote instruction ended in the Spring of 2020 (During COVID-19 cohort) were lower than the scores of first-grade students from the same schools tested a year earlier before the start of the pandemic (Before COVID-19 cohort). In the present study, we compared the scores for the During COVID-19 cohort (333 girls, 308 boys) on these same writing measures 1 year later at the end of second grade to a During COVID-19 cohort of second-graders (888 girls, 780 boys) from the same schools tested 2 years earlier before the start of the pandemic. The initial negative impact of the COVID-19 pandemic on first-grade students' writing observed by Skar et al. (*Journal of Educational Psychology* 114:1553–1566, (2022) was no longer evident 1 year later at the end of second grade in the current study.” Skar, G.B., Graham, S. & Huebner, A. (2023). The Long-Term Effects of the COVID-19 Pandemic on Children's Writing: a Follow-up Replication Study. *Educational Psychology Review*, 35(15). <https://doi.org/10.1007/s10648-023-09729-1>

“This study examined the factorial and construct validity of a multi-dimensional measure of motives for writing with middle school students. The Writing Motivation Questionnaire included 28 items assessing seven motives for writing. Two motives assessed intrinsic reasons for writing (curiosity, involvement); three motives addressed extrinsic reasons (grades, competition, and social recognition); and two motives appraised self-regulatory reasons (relief from boredom, emotional regulation). A sample of 1983 sixth- ($n = 970$) and seventh-grade students ($n = 1013$) from a school district in the USA completed the questionnaire as well as a District writing test administered at the same time and a State writing test administered eight months later. Confirmatory factor analyses supported the hypothesized seven-facet structure of the Writing Motivation Questionnaire as well as second-order models (e.g., three-order factor involving intrinsic, extrinsic, and self-regulatory motives). Measurement invariance was established for grade-level (sixth- vs. seventh), gender, free/reduced lunch status, special education status, and race (White and non-White students). All seven writing motives evidenced adequate reliability for research purposes. Students' writing motive scores predicted writing performance on the District and State tests. Recommendations for future research are provided.” Graham, S., Harbaugh-Schattenkirk, A.G., Aitken, A.A. et al. (2023). Writing Motivation Questionnaire: Factorial and Construct Validity with Middle School Students. *Educational Psychology Review*, 35(5). <https://doi.org/10.1007/s10648-023-09742-4>

“An important goal of schooling is teaching students how to write. Teachers need access to effective writing practices to meet this goal. For close to 40 years, meta-analyses of writing intervention studies have been used to identify evidence-based practices in writing. Most of the research included in these reviews involved studies conducted in the U.S. and Europe. The current meta-analysis included 77 experimental studies examining the effectiveness of writing interventions conducted in schools in Turkey with 4,891 students in primary grades through college. The writing outcome in all of these studies was quality of students' writing. The average weighted effect size for teaching writing across all 77 studies was 1.39. The average weighted effect sizes for the five writing treatments tested in four or more studies were 0.92 for peer assistance, 1.55 for pre-writing activities, 1.30 for the process approach to writing, and 1.28 for strategy instruction. Directions for future research and implications for practice are discussed.” Graham, S., Tavsanlı, O.F. & Kaldırım, A. (2022) Writing Skills of Students in Turkey: a Meta-analysis of Writing Interventions. *Educational Psychology Review*, 34, 889–934. <https://doi.org/10.1007/s10648-021-09639-0>



Steve Graham's Current and Future Research

Your research has examined multiple aspects of writing. How did theory drive your research agenda? How did your research inform theory?

“...With the publication in 1980 of Hayes and Flowers’s writing model, my theoretical leanings took a strong lurch to the street’s cognitive side. At the same time, Karen Harris and I began testing her instructional model’s application, self-regulated strategy development (SRSD; Harris & Graham, 1985, 1999). Karen built her model on multiple theoretical perspectives, including behavioral, cognitive, and motivational ones. As a result, she developed an instructional model that considered students’ strategic and self-regulatory behaviors, knowledge, efficacy, and motivations. We initially tested the use of the model as a way of enhancing students’ story writing by teaching them strategies for planning and drafting stories; self-regulatory procedures for managing these strategies, the writing process, and writing behaviors; the knowledge needed to apply the strategies and self-regulatory procedures effectively; and how to determine if they were making adequate progress and attributing this progress to effort and strategy use. Over the years, we and others have conducted over 100 studies examining the effectiveness of the SRSD model, moving from studies that tested this method with students with special educational needs to children in general and from story to persuasive to informational writing...”



Where are you taking your research within the next 5-10 years?

“I have become increasingly interested in writing scholarship across the globe. This has resulted in research partnerships with scholars in Norway, Belgium, Portugal, the Netherlands, the Greater China region, and Chile. Part of this research effort has concentrated on examining how writing is taught in these countries using survey methodology. It also involved testing the effectiveness of specific instructional procedures, developing new measures of teachers’ beliefs about writing, and examining the relationship between writing performance and motivation. I plan to expand my study of how writing is taught in the United States and other countries through observational techniques. My colleagues at Texas State University (Stephen Ciullo and Alyson Collins) and I conducted an observational study to determine how writing is taught to 100 students with special educational needs. I plan to work with colleagues in China and Chile to study how writing is taught using the observational methodology. I plan for this to be an ongoing theme in my research. I have become especially interested in motivation and writing, and I am in the process of validating a new motivational measure looking at intrinsic, extrinsic, and self-regulatory motivation for writing. I will examine this and other motivational measures in different cultural contexts with my international colleagues...I always have several meta-analyses in play, and my colleagues and I are embarking on new meta-analyses designed to identify effective writing practices for both elementary and secondary students. These meta-analyses will upgrade and expand previous analyses I conducted. In addition, I am working with others on meta-analyses looking at effective spelling instruction, persuasive writing instruction, and writing instruction effects on students’ self-efficacy. Once these reviews are done, I hope to turn my attention to effective writing instruction for college students. These meta-analyses will hopefully be supplemented by intervention studies designed to take SRSD to scale...”

How can writing be used to support reading and learning?

“...To examine if writing improves reading, I contacted my friends at Carnegie and convinced them to fund a new meta-analysis, Writing-to-Read. Michael Hebert and I examined if writing and writing instruction made students better readers (Graham & Hebert, 2011). We had good theoretical reasons to think so, as writing and reading likely draw on the same sources of knowledge and writing and reading are both forms of communication that may inform each other. Our predictions about writing were correct. Increasing how much students write leads to overall reading comprehension, writing about material read improves students’ comprehension of it, and teaching writing results in improvements in word reading, reading fluency, and reading comprehension. A subsequent meta-analysis with Tanya Santangelo demonstrated that spelling instruction leads to gains in word reading and reading comprehension (Graham & Santangelo, 2014). The icing on the cake was two additional meta-analyses showing that increased reading and reading instruction led to better writing, and literacy programs that placed an equal emphasis on teaching reading and writing resulted in better writing and reading. The findings were clear—Good reading depends on writing and vice versa. Sharlene Kiuahara and I recently examined the second issue: Does writing enhance learning. We again drew on meta-analysis as our tool of choice and synthesized the effects of true- and quasi-experiments, which isolated the effects of writing on learning. We found that writing about content material in science, social studies, and mathematics enhanced learning. The magnitude of the effects of writing on learning were almost identical across these three content areas. Our findings of the connections between writing, reading, and learning resulted in a revision in my mantra for teaching writing. It is now write, support, teach, create, and connect, with the connect referring to the importance of connecting reading, writing, and learning when teaching writing.”

Bembenutty, H. (2022). An interview with Steve Graham: A pioneer of the understanding how writing develops, is taught effectively, and can be used to support reading and learning. *Contemporary Pioneers in Human Learning and Development* (pp. 51-70). Information Age Publishing.



Steve Graham's Selected Video Talks

Steve Graham on receiving the Barry J. Zimmerman Award ([Steve Graham on receiving the Barry J. Zimmerman Award - YouTube](#))

Steve Graham on AI and the Future of Writing ([Steve Graham on AI and the Future of Writing - YouTube](#))

An Interview with Steve Graham ([An Interview with Steve Graham - YouTube](#))

Steve Graham: Effective Writing Instruction ([Steve Graham: Effective Writing Instruction - YouTube](#))

Steve Graham - Research-Based Writing Interventions ([Steve Graham - Research-Based Writing Interventions - YouTube](#))

Interview with Steve Graham on Improving Primary Grade Writing Instruction ([Interview with Steve Graham on Improving Primary Grade Writing Instruction - YouTube](#))

Steve Graham: What works in teaching writing ([Steve Graham: What works in teaching writing - YouTube](#))

Steve Graham: A Writing Renaissance in the Common Core ([Steve Graham: A Writing Renaissance in the Common Core - YouTube](#))

Teaching Writing to Students with Learning Disabilities ([Teaching Writing to Students with Learning Disabilities - YouTube](#))

The writing-reading connection ([The writing-reading connection - YouTube](#))

Handwriting, typing and spelling ([Handwriting, typing and spelling - YouTube](#))

Communication and a tool for social change ([Communication and a tool for social change - YouTube](#))

Steve Graham: Persuasive and Informative Writing ([Steve Graham: Persuasive and Informative Writing | AdLit](#))

Steve Graham: Thinking About Narrative Writing in New Ways ([Steve Graham: Thinking About Narrative Writing in New Ways | AdLit](#))

A Meta-Analysis of the Effectiveness of Teaching Handwriting ([A Meta-Analysis of the Effectiveness of Teaching Handwriting \(zaner-bloser.com\)](#))

Teaching Elementary School Students to Be Effective Writers ([WWC | Teaching Elementary School Students to Be Effective Writers \(ed.gov\)](#))

MQCR Public Seminar - Steve Graham ([steve graham - Google Search](#))

Evidence from 40 years of research in reading, writing ([Evidence from 40 years of research in reading, writing | Mary Lou Fulton Teachers College \(asu.edu\)](#))

Teaching Secondary Students to Write Effectively ([WWC | Teaching Secondary Students to Write Effectively \(ed.gov\)](#))

Episode 13: Science of Reading Interview With Steve Graham ([steve graham - Google Search](#))

Elevating Writing Instruction with Dr. Steve Graham (https://www.google.com/search?q=steve+graham&tbm=vid&ei=0kbTZNCBJ6DtptQP592XwA4&start=90&sa=N&ved=2ahUKewjQsq6bjc-AAxWgtokEHefuBeg4UBDwOwN6BAgTECc&biw=1366&bih=649&dpr=1#fpstate=ive&vld=cid:64a1bd96,vid:bysOB9_0d8Q)

Steve Graham Biography SRSD Writing To Learn ([Steve Graham Biography SRSD Writing To Learn - YouTube](#))

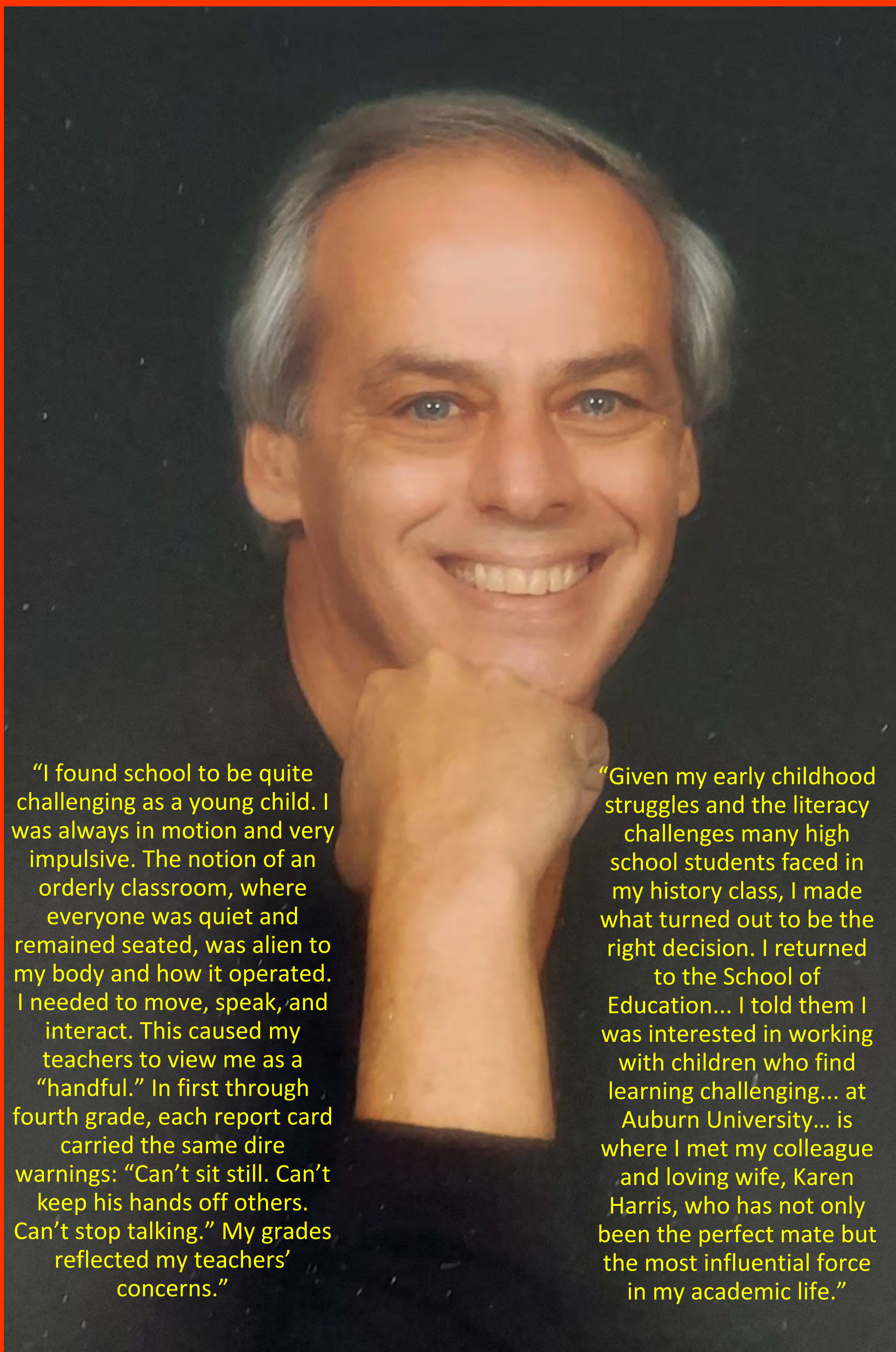
Steve Graham: 21st century writing tools ([Steve Graham: 21st century writing tools - YouTube](#))

Steve Graham (<https://www.youtube.com/watch?v=THguB5j45Ls>)

"I am really pleased that I was selected for the Barry Zimmerman Award that is awarded by the Special Interest Group for Studying and Self-Regulation at the American Educational Research Association. What this award does is recognize lifetime contributions to either studying or studying self-regulation.



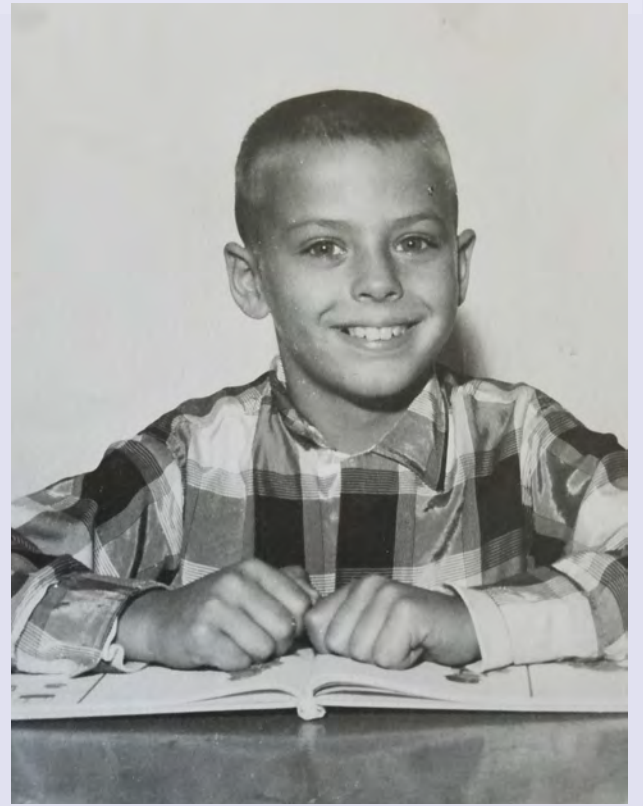
The reasons why I probably got this is because, from day one, in terms of the scholarship and research I've done in terms of writing myself and my wife Karen Harris and students and others have focused in on the self-regulatory aspect of writing goal setting, planning, self-monitoring, evaluating, revising. We've devised strategies that we teach to kids, whether they're kids who find writing challenging or not, that can help them become better writers and more self-regulated as they go about the process of composing text. That includes not just those processes but their behaviors that might interfere with writing as well as managing and orchestrating their learning environment. That's really the reason that this award was granted to me, but it really is a recognition not just of the work I've done but a large group of people. No award is for a single person. It's always for a large group of people..."



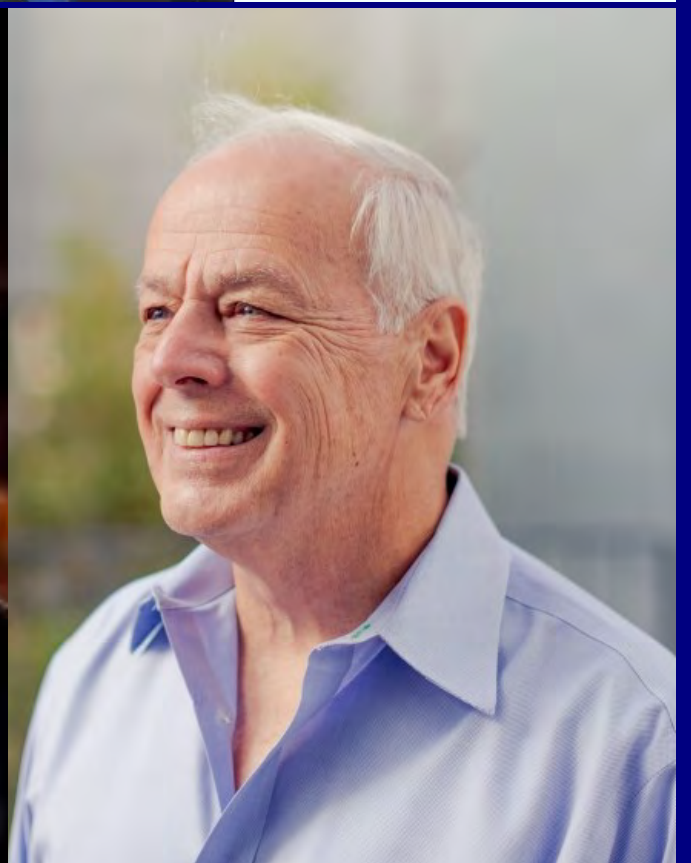
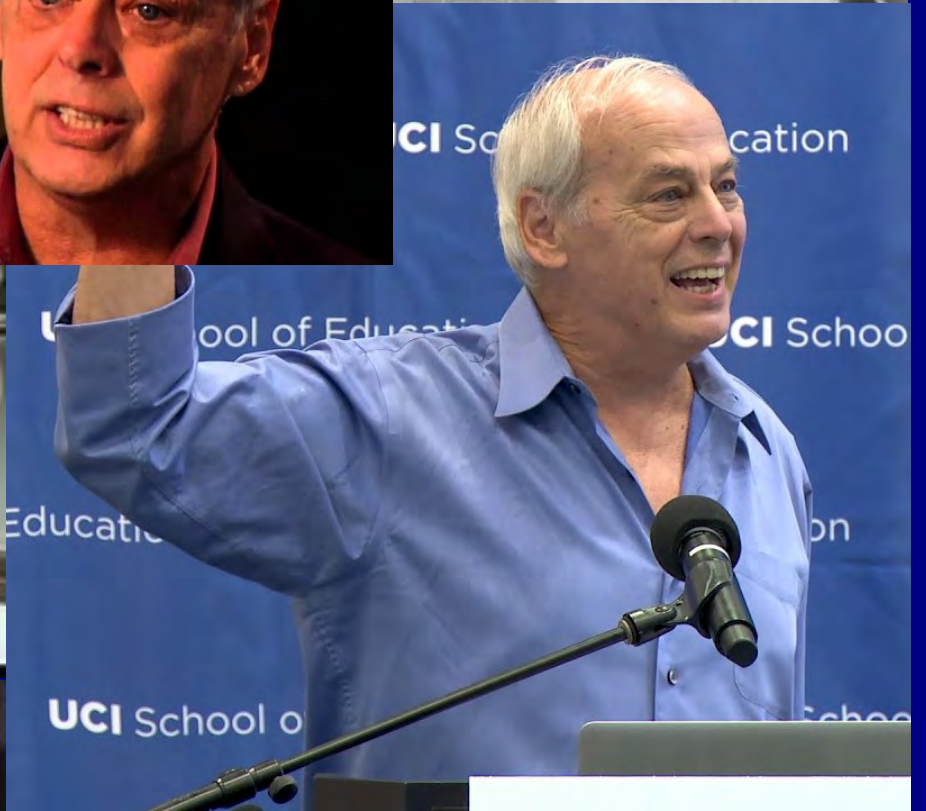
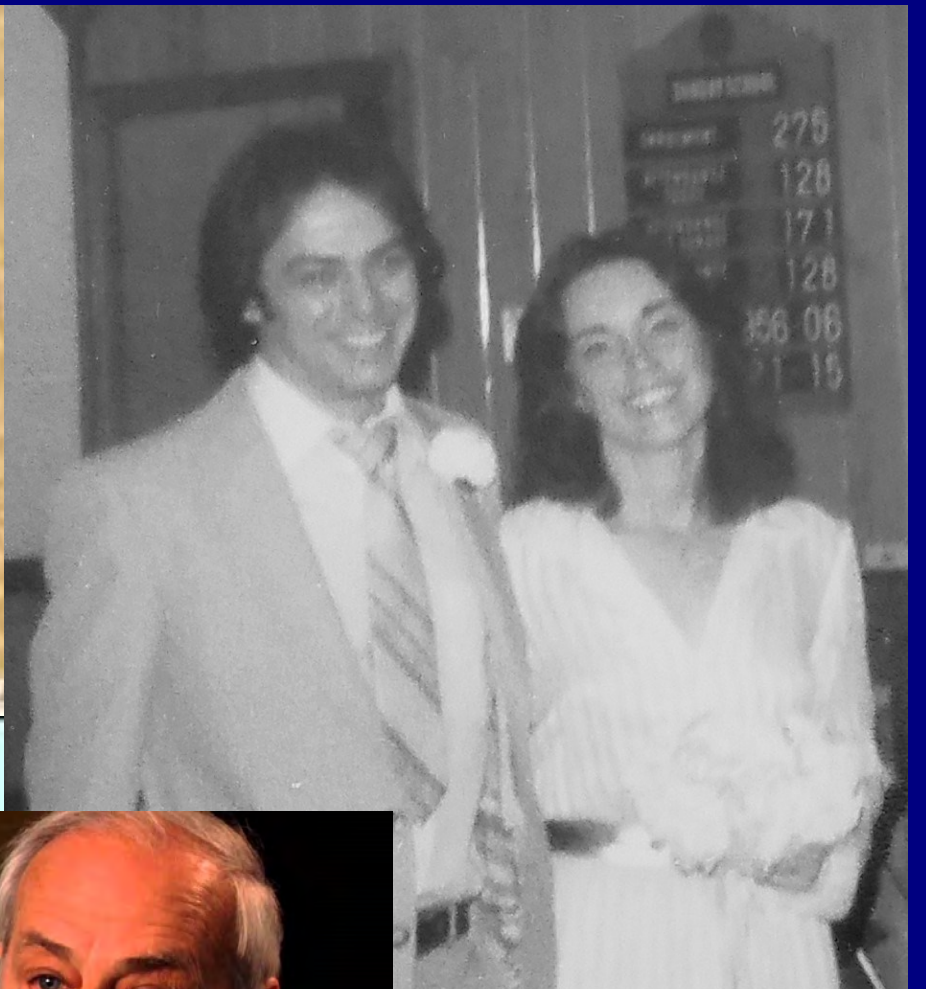
“I found school to be quite challenging as a young child. I was always in motion and very impulsive. The notion of an orderly classroom, where everyone was quiet and remained seated, was alien to my body and how it operated. I needed to move, speak, and interact. This caused my teachers to view me as a “handful.” In first through fourth grade, each report card carried the same dire warnings: “Can’t sit still. Can’t keep his hands off others. Can’t stop talking.” My grades reflected my teachers’ concerns.”

“Given my early childhood struggles and the literacy challenges many high school students faced in my history class, I made what turned out to be the right decision. I returned to the School of Education... I told them I was interested in working with children who find learning challenging... at Auburn University... is where I met my colleague and loving wife, Karen Harris, who has not only been the perfect mate but the most influential force in my academic life.”

“Given my early childhood struggles and the literacy challenges many high school students faced in my history class, I made what turned out to be the right decision.”



“I Have Concentrated on the Connections Between Writing and Reading.”

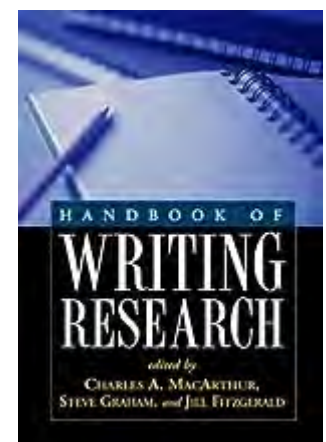
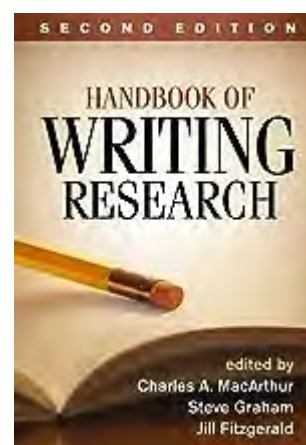
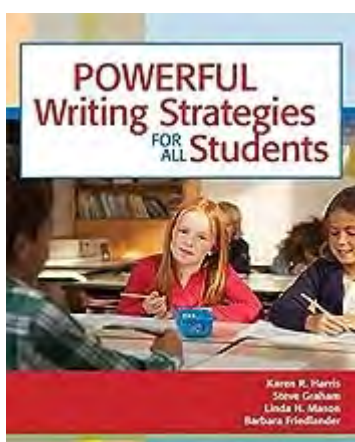
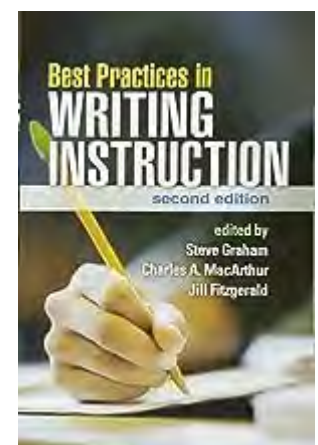
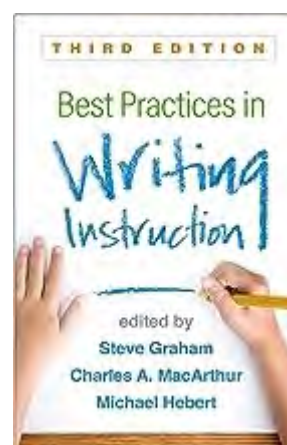
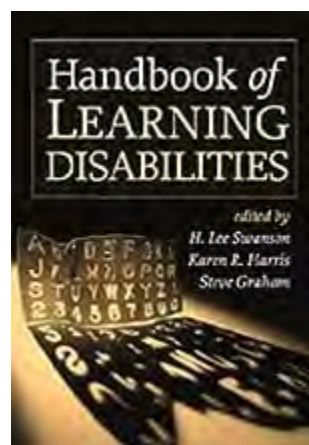
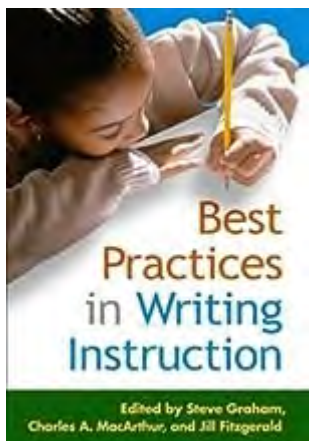
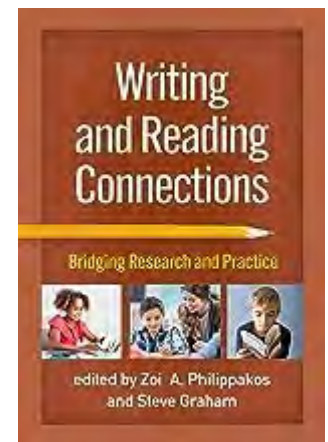
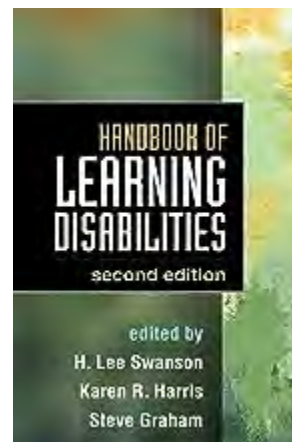
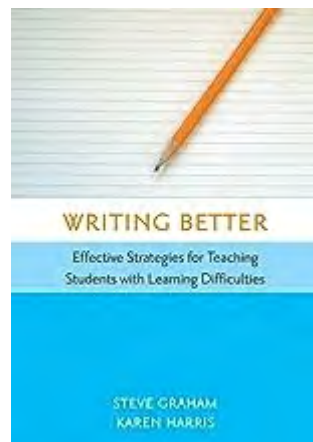


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Steve Graham's Selected Books



How would you like your students and colleagues to remember you?

"The simple answer to this question is "fondly." We all want to be viewed positively by our students and our colleagues. We also hope that others will view our contributions as valuable. How I am remembered after I retire from the academic life will hopefully be reflected in the goals I tried to achieve while working as a teacher, educator, and researcher. Most prominently, I see myself as a cheerleader for the value of writing ...Perhaps the thing that I relish the most is the research Karen Harris, our students, colleagues, and I have conducted with the most vulnerable children, especially children with special educational needs.

When we started our academic careers, there was very little writing research that focused on these children. Over 40 or so odd years, this has changed considerably. Karen developed the self-regulated strategy development model, and we and others have tested its effectiveness with a broad range of students who find writing challenging and those who do not. At present, it is probably the most scientifically tested single writing intervention in history. It also consistently produces positive effects in improving students' writing. Maybe even more importantly, we have tutored and mentored a host of writing researchers who focus their scholarly efforts on writing and vulnerable populations, enhancing our work on SRSD and extending writing research and study into new areas. They are now preparing their students. We will never know the full impact of these collective efforts, but I believe they will be substantial..." Interviewed by Bembenutty (2022).

Steve Graham's Contributions to the Study of the Teaching of Writing in Chile

Gerardo Bañales & Silza Ahumada

In the summer of 2006, I first came across Steve's studies when I was just a Mexican student doing a PhD in educational psychology in Spain. I was very interested in understanding the regulation processes of academic writing and the role they play among expert and novice writers. I vividly recall sitting avidly, reading Steve's studies, drinking a *tallat* and eating *pan tumaca* in Barcelona's Plaza Catalunya.

Ten years later, now working as a research professor at a private university in Chile, life surprised me. It allowed me to invite Steve to collaborate in a funded project to study writing teaching practices in this beautiful country at the "end of the world." Steve graciously agreed to come, true to his generous and enthusiastic spirit.

From our first meetings, the whole team that received him in Chile, including my colleague Silza Ahumada, could notice not only his inexhaustible generosity and humility in sharing his vast knowledge and experience but also enjoyed his closeness and good humor as we spent time together in our work meetings and outside of them.

In recent years, despite the challenges posed by the pandemic, we have worked hand in hand with Steve on important publications related to the study of writing teaching practices in Chile (Bañales et al., 2020; Graham et al., 2022) and of the teaching, institutional, and contextual factors that facilitate or hinder the teaching of writing (Ahumada et al., 2022). From the main results of these studies, we should highlight that Chilean primary education teachers reported that they apply evidence-based teaching strategies and a wide variety of writing tasks, but 40% of them dedicate 2 hours or less a week to teaching writing (Bañales et al., 2020).

Studies suggest that while teachers expressed positive beliefs about their training and ability to teach writing to regular and struggling students (Bañales et al., 2020; Graham et al., 2022), they also believe that a lack of related disciplinary knowledge strategies for differentiated writing instruction, assessment strategies, and strategies for facilitating the learning of writing regulation processes act as barriers to teaching (Ahumada et al., 2022).

Throughout this time, it has been an honor and a privilege to connect with Steve, who has invited us to collaborate in publishing book chapters in important specialized manuals and provided opportunities to participate as reviewers of articles in prestigious journals in the field. The numerous professional experiences shared with Steve have provided Silza and me with valuable learning, advice, formative experiences, and new research perspectives that have propelled and projected our careers toward new and exciting academic challenges.

Reflecting on our positive experience, we believe that all young researchers in the field of writing studies and self-regulation should have a mentor like Steve to help them improve their academic training and enhance their professional careers towards excellence.

From Chile and LATAM, we admire the brilliant trajectory and countless contributions of Steve Graham to writing research, who, for us, is an example of professional excellence and a beacon of light that illuminates the path to follow. As scholars investigating writing regulation and learning processes, we hope to follow in his footsteps,

building upon the shoulders of this "giant" and prolific scholar in the realm of writing worldwide. The voice of his invaluable legacy will always remain with us.



Gerardo Bañales, PhD, is an Associate Professor of Educational Psychology at the Faculty of Education and Social Sciences, Universidad Andrés Bello, Chile. For over a decade, he has researched how writing develops, how to teach it effectively and how writing can support reading and learning in elementary, middle and higher education contexts. In recent years, he actively participates in teacher training and professional development projects to enhance writing instruction in Chile and Latin America.

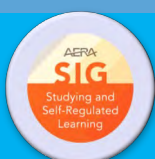
Silza Ahumada, PhD, is a researcher and academic at the Faculty of Education Sciences, Universidad de Playa Ancha, Chile. She has a PhD in Education and Society, specializing in education, primarily focusing on teaching writing and investigating the various factors that influence it. Her scholarly endeavors have recently extended to explore undergraduate students' preparedness in pedagogy for teaching writing in the classroom.

Upon request, references are available by contacting Gerardo Bañales (gerardo.banales@unab.cl) or Silza Ahumada (silza.ahumada@gmail.com).

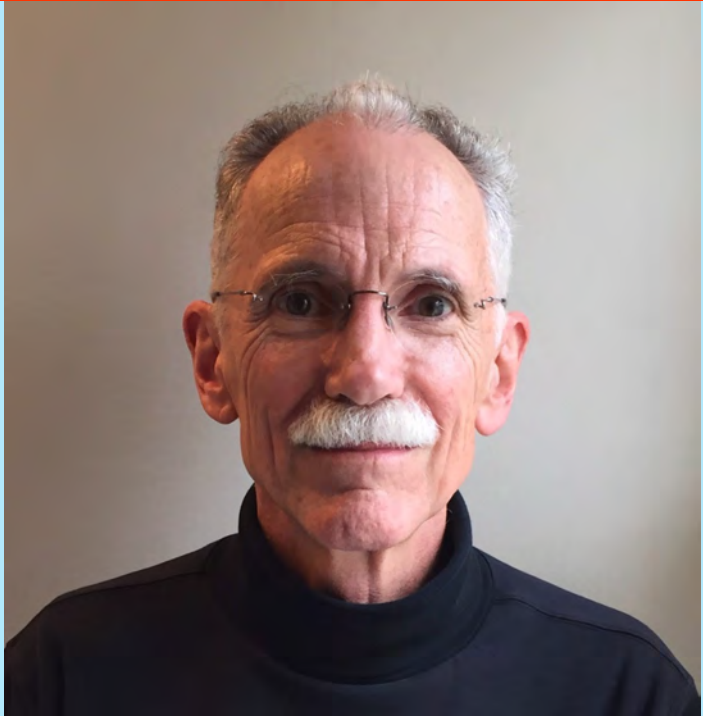
RELATED RESEARCH ABSTRACT

"The purpose of this mainly descriptive study was to investigate teachers' perceptions about how they teach writing as well as their beliefs about preparation and efficacy to teach this skill. It also examined if preparation and efficacy beliefs along with teaching experience (years teaching the language arts) predicted teachers' reported writing practices. The participants were 254 grade four to six language arts teachers in urban schools in Chile. Twenty-five percent of the teachers surveyed reported they taught writing for five or more hours a week. Most teachers, however, reported devoting much less time to the teaching of writing, with 42% of teachers indicating they spent two hours or less a week teaching this skill. Another 33% of teachers reported teaching writing three to four hours a week. Teachers indicated they applied many different evidence-based practices when teaching writing, with a majority of them reporting they used 60% of the identified practices at least once a week. They also reported that they asked students to complete 19 of the 20 identified writing activities at least once a month. Teachers expressed positive beliefs about their preparation to teach writing and their efficacy to do so. Collectively, years teaching the language arts and beliefs about preparation and efficacy significantly and statistically predicted teachers' perceptions of their writing instruction. Additionally, beliefs about preparation and efficacy consistently made a unique and statistically significant positive contribution to predicting teachers' reported writing practices, whereas teaching experience made a unique and statistically negative contribution to predicting one writing practice: the reported assignment of narrative writing tasks."

Bañales, G., Ahumada, S., Graham, S., Puente, A., Guajardo, M., & Muñoz, I. (2020). Teaching writing in grades 4–6 in urban schools in Chile: a national survey. *Reading and Writing, 33*(10), 2661-2696. <https://doi.org/10.1007/s11145-020-10055-z>



Reflections on Steve Graham



Charles MacArthur, PhD, is Professor Emeritus in the School of Education at the University of Delaware. He is an AERA Fellow and recipient of the Jeannette Fleischner Career Leadership Award from the Council for Exceptional Children, Division of Learning Disabilities.

design, we demonstrated a positive effect of strategy instruction on revising behavior and writing quality. The revising strategies guided students in applying evaluation criteria. Self-regulation strategies helped them set goals, self-evaluate, reflect on their progress, and believe they could succeed with effort.

With Steve's help, I wrote a grant to develop an instructional approach for writing for students with LD that integrated strategy instruction, word processing, and social process. We conducted several studies, including a full-year experimental study that found positive effects on narrative and informative writing quality. As part of the grant, we also conducted a study on students' knowledge about revising, showing that writing problems approached revising primarily as editing for errors. In a subsequent study, we taught students to set more substantive goals and found positive effects on revision and writing quality. This was the first of several studies I conducted on the effects of goal setting on both planning and revising.

Steve and I moved on to different universities and had less regular contact, but we continued working together. We are currently working together with Jill Fitzgerald on the third edition of the *Handbook of Writing Research*. The research of Steve and Karen on strategy instruction and self-regulation significantly impacted my career and achievements.

I have conducted research on strategy instruction with self-regulation in numerous contexts. A study teaching argumentative writing to adult education students led to 10 years of research with college students in developmental writing classes, which resulted in an instructional approach called Supporting Strategic Writers. Students learned strategies for planning, drafting, and revising together with self-regulation strategies for goal setting, task management, progress monitoring, and reflection. Three experimental studies found strong effects on writing quality and self-efficacy. Currently, I am consulting on an adult literacy project that is adapting that approach to work with adult learners.

I conclude with the ending of a poem I wrote about Steve for another book (Lui, Hebert, & Alves, 2023):

**Maybe you'll spot him on one of his daily walks,
On the beach in San Diego,
Or the hills of Arizona,
Or the streets of Paris,
Or anywhere.**

**Walk with him and talk; you'll learn something.
Fortunate I was to meet him when we were young scholars
To work together and learn with him for so many years.**

Upon request, references are available by contacting Charles MacArthur (charles.macarthur@gmail.com).

Forty years ago, Steve and I met at the copy machine in the Special Education Department at the University of Maryland. I was a new researcher on a federal grant studying applications of microcomputers with students with learning disabilities. I quickly decided that word processing had the most promise for improving their achievement. Steve, of course, was studying writing instruction.

We hit it off immediately and remain friends and colleagues to this day. Our first study together compared the writing of students with LD using handwriting, word processing, and dictation. Not surprisingly, dictation was a clear winner both in length and quality, but we also found that with word processing, students made more revisions during writing rather than between drafts.

Soon, Steve proposed an instructional study about revising using a word processor. At the time, Steve and Karen Harris were just beginning the work that led to their highly influential model, Self-Regulated Strategy Development (SRSD). I was familiar with the strategy instruction methods coming from the University of Kansas, led by Deshler, but Steve and Karen's integration of self-regulation and strategies seemed much stronger. Using a multiple-probe

RELATED RESEARCH ABSTRACT

"This article reviews our research program in written language, including examinations of what and how students with LD write. The evidence indicates that these students' writing difficulties stem, in part, from problems with basic text production skills, scant knowledge about writing, and difficulties with planning and revising text. In other studies, we have evaluated the effectiveness of instructional procedures for addressing one or more of these difficulties, including strategy instruction, procedural facilitation, word processing, basic skills instruction, and the process approach to writing. Our research in each of these areas is reviewed and recommendations for future research are provided."

Graham, S., Harris, K. R., MacArthur, C. A., & Schwartz, S. (1991). Writing and writing instruction for students with learning disabilities: Review of a research program. *Learning Disability Quarterly*, 14(2), 89-114.

<https://doi.org/10.2307/1510517>

Seriously Humble and Generous Giant Steve Graham

Kausalai (Kay) Wijekumar



Kausalai (Kay) Wijekumar is Houston Endowment Chair, EDGES Fellow, and Director for the Center for Urban School Partnerships at Texas A&M University. She focuses on eradicating illiteracy worldwide by applying teacher-led and web-based tools for reading and writing in English and Spanish.

he synthesizes for the new “writer(s) within community” framework to teacher knowledge and practical implementation factors for

rethinks every situation with his unique insights, and always chooses the right path to success. At least the outcomes always appear to come easily despite the rocky road traveled to reach the destination.

With sincere appreciation for a generous giant and friend of the underdog Steve Graham!

While completing my PhD, I was enamored by self-regulation and metacognition. I came upon articles by Steve Graham and Karen Harris that were so deep in their formulation yet relatable to a novice. Their work and style enchanted me.

In 2007, I was presenting a poster at the AERA conference, and Steve was at the poster session, so I asked Joanna Williams if she would introduce me to him. That was a transformational day in my life because Steve was enthusiastic about the work I was doing, and he was open to collaboration. As a result of this encounter, we began a wonderful journey in developing and testing the web-based We Write system with all the measures, intervention components, and outcomes.

Steve’s knowledge knows no bounds on any topic. Writing is what he writes most about, but history, travel, fiction, basketball, and life as a hippie are all topics that Steve can write volumes about! He can converse with little children with the same engagement and enthusiasm as adults. His experiences and storytelling style make everyone want to spend more time with him.

To this day, if we visit Steve, my son would love to see him and talk to him. His love of Steve started when he was eight years old and continues into his twenties. Steve will start a conversation with people on the plane, in the restaurant, or at a professional conference, and they will leave wanting more time with him.

Steve’s openness to new ideas is another unique characteristic for an academic with deep roots in learning theory, self-regulation, and writing. He can switch from discussing the theories

interventions. His genuine passion for learning leads him to listen intently with no filters and understand so many different perspectives on every issue. His brilliant mind then finds ways to weave together all these experiences to improve everything he does.

At the helm of his success are his fantastic communication skills. In presenting to colleagues, teachers, and children alike, he masterfully engages the audience with deep, rigorous research and content balanced with his whimsical storytelling and humor. He is relatable to every person that interacts with him. Most importantly, his writing style translates very complex content into reducing the reader’s cognitive load and still walking away understanding what he is trying to convey. This translational prowess is a unique characteristic in an academic.

Our collaboration was not always about theory, measurement, and interventions. Steve has been influential in championing the underdog and lifted me through many academic challenges. I frequently call him about challenges with systems and people, and he masterfully walks me through the problem and potential solutions.

Steve’s insight, combined with humor, often ends with me realizing that the answer is much more straightforward than I realized and that I need to stand up for myself. His support often made me stand up for myself in complex academic settings where egos rule.

For all his brilliant work and international recognition, what stands out is his willingness to help every person regardless of their background. He is a source of inspiration mixed with a big dash of humor. He jumps headfirst into any challenge, rewrites and

“While completing my PhD, I was enamored by self-regulation and metacognition. I came upon articles by Steve Graham and Karen Harris that were so deep in their formulation yet relatable to a novice. Their work and style enchanted me.”

RELATED RESEARCH ABSTRACT

“A central goal of upper elementary schools is improving students’ skills to write persuasively using source materials. This study focused on three important areas of writing at the upper elementary grade levels. First, the web-based intelligent tutoring system for the text structure strategy (ITSS) was used to teach children how to read source materials, select important ideas in the text, generate main ideas, and write summaries. Second, instruction about planning and writing persuasive essays was delivered using the self-regulated strategies development (SRSD) model. Third, We Write web-based tools were used to facilitate the learning and mastery of the persuasive writing strategies taught to upper elementary grade children. The We Write computer tool is a teacher-led system choreographing the roles of the teacher and technology to achieve maximum instructional impact. Teachers received practice-based professional development with coaching and modeling to implement the intervention. In a cluster randomized trial with 12 fifth grade classrooms, this approach was effective in improving students’ writing. Results show that after 6 weeks of text structure instruction on the web using ITSS, effect sizes on writing quality and planning were 0.30 and 0.77. After an additional 12 weeks of SRSD-based writing instruction effect size on planning quality was 1.60 and writing quality 2.29. These strong results can inform the design of technology supported writing interventions for elementary grade students.”

Wijekumar, K. K., Harris, K. R., Graham, S., & Lei, P. (2022). A teacher technology tango shows strong results on 5th graders persuasive writing. *Educational Technology Research and Development*, 70(4), 1415-1439.
<https://doi.org/10.1007/s11423-022-10117-9>

Bringing Calvin and Hobbes to Life

Amber B. Ray



One of Steve Graham's favorite comics is the Calvin and Hobbes panel, where the tiger, Hobbes, sits next to his best friend, a six-year-old boy named Calvin. Calvin is writing and says, "I used to hate writing assignments, but now I enjoy them" (Watterson, 1993). I have brought Calvin's sentiment to life through Steve's mentorship and expertise. Steve has had a significant impact on the trajectory of my career. I had the pleasure of Steve being my doctoral advisor, which allowed me to conduct research with him throughout my time at Arizona State University.

With Steve's guidance, for my dissertation I designed strategies to help high school students with high-incidence disabilities on the ACT college entrance exam writing assessment (Ray & Graham, 2021). In this randomized control trial, students in the treatment group were taught planning, composition, and self-regulation strategies for the ACT writing assessment using the self-regulated strategy development (SRSD) instructional model. The students were taught to manage the strategy, the writing process, and sustain effort while writing through self-regulation procedures.

Steve was particularly helpful in thinking through how to incorporate and design the self-regulation strategies of goal setting, self-instructions, self-monitoring, and self-reinforcement for high school students with high-incidence disabilities who aimed to go to college.

Toward the end of the intervention, one of the students independently added to her self-statements chart, "Writing an essay is not the end of the world." While this student did not go as far as Calvin from the comic strip to say that she enjoyed writing, she expressed that writing was no longer such a daunting task after learning these writing strategies through SRSD instruction.

The SRSD instruction for the ACT writing assessment statistically enhanced students' advanced planning (Effect Size [ES] = 5.54), the quality of their written text (ES = 4.86; including ideas and analysis, development and support, organization, and language use), the inclusion of argumentative elements in their compositions (ES = 4.20), and the use of transition words in written text (ES = 1.78). Effects of instruction on the ACT writing assessment were maintained over time, with maintenance scores statistically

higher than pretest scores. The study results reveal that students with high-incidence disabilities can make meaningful improvements on their ACT essay writing abilities, when provided with test preparation on writing an argumentative essay for the ACT writing exam through SRSD.

Beyond the ACT writing study, I continue to collaborate with Steve. Steve has taught me that writing is essential. His research provides a wealth of knowledge on how writing develops, effective approaches for teaching writing, and how to utilize writing to enhance students' learning.

Given that writing is a complex process, Steve has taught me that writing must be researched from multiple angles, including the effectiveness of writing instruction and interventions with various student populations, student motivation in writing, teachers' epistemology of writing, writing abilities of subgroups of students, the use of technology to support students' writing, and more. Furthermore, he has demonstrated that various methodological approaches need to be used to examine the multitude of factors that can contribute to effective writing.

For those interested in learning more about the field of writing, my first suggestion would be to read the numerous books, chapters, and journal articles written by Steve Graham. He is a prolific author and researcher with so much wisdom about writing. I have the utmost respect and admiration for Steve. While being such an accomplished scholar, he is so humble.

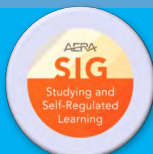
I continue to learn about writing from Steve and am the scholar I am today because of him. Through his research and mentoring of scholars, he has helped many students share Calvin's feelings and start to enjoy writing.

Upon request, references are available by contacting Amber B. Ray (amberray@illinois.edu).

RELATED RESEARCH ABSTRACT

"High school students with high-incidence disabilities and struggling writers face considerable challenges when taking writing assessments designed for college entrance. This study examined the effectiveness of a writing intervention for improving students' performance on a college entrance exam, the writing assessment for the ACT. Students were taught a planning and composing strategy for successfully taking this test using the self-regulated strategy development (SRSD) model. A true-experiment was conducted where 20 high school students were randomly assigned to a treatment ($n = 10$) or control ($n = 10$) condition. Control students received ACT math preparation. SRSD instruction statistically enhanced students' planning, the quality of their written text (including ideas and analysis, development and support, organization, and language use), the inclusion of argumentative elements in their compositions, and the use of transition words in written text. Limitations of the study, future research, and implications for practice are discussed."

Ray, A. B., & Graham, S. (2021). A college entrance essay exam intervention for students with high-incidence disabilities and struggling writers. *Learning Disability Quarterly*, 44(4), 275-287. <https://doi.org/10.1177/0731948720917761>



Steve Graham: Scholar, Teacher, Mentor, and Friend

A. Angelique Aitken

In the realm of educational research, few individuals have left as profound an impact on the study of writing and self-regulated learning as Steve Graham. Those familiar with his work will know that he is a leading authority in the writing field. His expertise spans numerous areas, including effective teaching strategies, how writing supports learning, and his sociocognitive theory of writing: Writer(s) Within the Community Model of Writing (Graham, 2018).

Through his extensive work, which includes over 20 meta-analysis reviews and numerous writing intervention studies, Steve has made a lasting impact on the field of writing research. His influence extends to the many students and colleagues he has mentored over the years, including me. One of his most notable research lines concerns self-regulated learning is his integral role in testing effectiveness of Self-Regulated Strategy Development (SRSD) model, developed by Karen R. Harris.

“Steve Graham’s contributions to the field of writing research and self-regulated learning have been transformative. As a former doctoral student and close collaborator, I have witnessed firsthand his dedication, expertise, and unwavering support.”

Steve first exposed me to SRSD as a master’s degree student in a class on writing instruction for exceptional learners. Two major assignments were to teach a narrative and persuasive SRSD lesson to a classmate with fidelity. He provided scaffolded support and explicit affirmative and corrective feedback. He modeled excellent teaching.

With a strong foundation of SRSD instruction, I implemented these strategies with my third-grade students identified with emotional/behavior disorders. The self-regulation components were particularly effective for my students, and these self-regulated behaviors were generalized to other subjects and contexts. Since these strategies were so successful, I returned to work with Steve and further developed my understanding of self-regulated writing.

While I conducted two more SRSD studies with Steve, and he continues to provide valuable feedback as I am developing an SRSD framework with a social justice lens, I wanted to take a moment to talk about how Steve mentored me to become a better self-regulated scholar. For example, in my dissertation study on the effects of choice on writing, he provided iterative feedback as I set and achieved goals, planned the intervention, and designed the study. Steve modeled staying motivated, learning from my experiences, and being appropriately flexible. He also provided important feedback and even attended a session to take fidelity data.

In this study, students were asked to write two essays about controversial topics in special education. Half of the students were told what position to defend for the first essay, while the other half got to choose. Then, for the second essay, the roles switched. After controlling for significant covariates (knowledge, self-efficacy, race), we found that the effects of choice were limited in that choice was only significant for students who chose one in the second essay but not the first, which is in line with reactance theory (Brehm, 1996). Additionally, we found that the effects of choice were mediated by perceived competence (Aitken et al., 2022).

A. Angelique Aitken, PhD, is an assistant professor of education at Penn State’s College of Education. During her professional career, Aitken has served as associate general counsel for Washington, D.C., Public Schools, behavior interventionist and a special education teacher. Aitken obtained her doctorate in learning, literacies and technologies, with an emphasis in special education, at Arizona State University. Aitken’s research surrounds literacy interventions for developing readers and writers with high-incidence disabilities and the teachers who support them.



I frequently tell others that I had the best doctoral advisor that a student could have. I admire Steve professionally and personally. He has modeled what being a good scholar, mentor, and person means.

I felt (and still do) that I could ask him anything without fear of being wronged or devalued. When I missed a couple of regression classes due to an injury, I asked Steve about the difference between standardized and unstandardized beta coefficients. He pulled up a chair and warmly said, “Let’s go through it together.” He always cared and made time for others. If I were to summarize the life advice Steve has bestowed on me, it would be:

1. Work hard
2. Be kind
3. Never stop learning

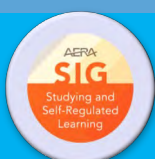
Steve Graham’s contributions to the field of writing research and self-regulated learning have been transformative. As a former doctoral student and close collaborator, I have witnessed firsthand his dedication, expertise, and unwavering support. Thank you, Steve, for all you have done for the field, members of your writing communities, and me. May you continue to find the meaning of life, the universe, and everything.

Upon request, references are available by contacting Angelique Aitken (angelique.aitken@psu.edu).

RELATED RESEARCH ABSTRACT

“Many educators assume that choice in writing leads to better writing outcomes; however, there are few studies to support this belief. In the present study, we examined the effects of choice and preference on writing quality with college students. The students wrote two argumentative essays on controversial topics in special education. For the topic at time 1, half of the students were randomly assigned to choose a position to defend, and the remaining students were assigned their position. For the topic at time 2, student roles reversed. Prior to writing on either topic, students completed a knowledge measure on each topic and a measure of self-efficacy for writing. Before each writing task, students indicated their preference for which position they wanted to defend, and after completing their essays at time 1, they completed a measure of perceived competence for the writing task. Variance attributable to knowledge, writing self-efficacy, and race were controlled for in all analyses. The effects of choice were limited. The quality of students’ writing improved for students who did not choose a topic at time 1 but chose which position to defend at time 2. Quality of writing for students who chose a topic at time 1 and not at time 2 did not differ. Further, having choice at time 1 increased students’ perceived competence, which lead to improved writing quality at time 2. No statistically significant effects for preference were found. Recommendations for future research and practice were provided.”

Aitken, A. A., Graham, S., & McNeish, D. (2022). The effects of choice versus preference on writing and the mediating role of perceived competence. *Journal of Educational Psychology, 114*(8), 1844–1865. <https://doi.org/10.1037/edu0000765>



Steve Graham: An Awe-Inspiring Human Being Teresa Limpo

Thirteen years ago, I was a first-year PhD student enrolled at the University of Porto (Portugal), where I was conducting research in the field of writing and self-regulation. In February 2010, I was doing a semester in the United States, which allowed me to attend the WRAB Conference (Writing Research across Borders) in Washington. At that event, I made one of my first oral communications at scientific conferences aimed at disseminating and discussing the findings from my Master's Thesis. Despite its importance, I did not remember this presentation from that event.

I do recall, as if it was yesterday, that I met Steve Graham. The illustrious Professor Graham, whose papers I was reading and re-reading (to be honest, I still am!). As a young Portuguese student, such a scholar was envisioned as some divine entity. With great pleasure, I realized Steve was a humble, friendly, funny, and reachable researcher. I felt honored to meet him and confident in my decision to study the role of self-regulation in writing.

Ten years ago, I published my first international paper, which explored the idea that writing development depends on the automatization of transcription and the acquisition of high levels of self-regulation. This idea was not new. Steve and colleagues were already putting it forward for several years. Notably, this paper was theoretically rooted in



Teresa Limpo, PhD, is an Assistant Professor at the University of Porto. She is interested in promoting academic and non-academic skills in youth through cognitive-behavioral techniques and sports.

“I know I can go to Steve for insightful discussions. This is comforting because, in academia, we are eternal self-regulated learners.”

“I HOPE THIS ESSAY WILL ENCOURAGE JUNIOR SCHOLARS TO SELF-REGULATE THEIR LEARNING PATH WHILE PURSUING TO JOIN FORCES WITH SUCH A WISE AND KIND HUMAN BEING.”

Steve's claims, methodologically similar to one of his papers (Graham et al., 1997), and the process and the result of my self-regulated writing.

Indeed, I made sure the production of this manuscript followed many of the self-regulation strategies, whose effectiveness has been widely demonstrated by Steve and his team (e.g., goal setting, self-monitoring, self-reinforcement, self-instructions). Since this paper, I have been meeting Steve at scientific events worldwide. In all of them, I was able to learn something from him.

Steve's sharp comments and honest curiosity about my work always gave me food for thought after my presentations or during coffee breaks. In every interaction, I felt I was moving another step forward in my emerging career as a researcher.

Five years ago, I met Steve at my university. This was an important moment because it began an official collaboration between our research teams. As expected from a scholar that aimed to unite the apparently opposing cognitive and socio-cultural perspectives of writing (see the writer(s)-within-community model of writing; Graham, 2018), Steve's work in the writing field has been comprehensive.

We collaborated on the motivational and cognitive aspects of self-regulated learning in writing. We adapted and validated the Writing Motivation Questionnaire to Portuguese (Limpo et al., 2020a). It showed the effectiveness of a transcription program among Portuguese third graders (Limpo et al., 2020b). When I think about the experience of conceptualizing, implementing, and disseminating findings with Steve, the first word that

comes to my mind is “alliance.” With him, there is no place for egos, negativity, or “musts”; we discuss ideas and progress together toward the goal.

I am an Assistant Professor at the University of Porto, and I have no doubts that Steve was one of the most relevant persons who guided me throughout this path. For that, I will always be thankful to him. Though he never lost his place in the pedestal of my mind as the illustrious Professor Graham, I am proud to say that Steve naturally became a colleague and friend.

I know I can go to Steve for insightful discussions. This is comforting because, in academia, we are eternal self-regulated learners. To truly collaborate, openly discuss viewpoints, and ask for advice are valuable characteristics in this job. Though I believe Steve is unique, I hope this essay will encourage junior scholars to self-regulate their learning path while pursuing to join forces with such a wise and kind human being.

Upon request, references are available by contacting Teresa Limpo (mtlimpo@gmail.com).

RELATED RESEARCH ABSTRACT

“Transcription can be defined as the externalization of language into written text, which involves spelling and handwriting. There is now a small, but growing body of research demonstrating the importance of transcription in beginning writing. This

study aimed to test the effects of transcription training on third graders' writing skills and motivation. Seventy-seven students receiving transcription training were compared with 89 students receiving drawing training. Within each group, half of the students was given either a composing or a drawing homework assignment. Compared to students in the drawing condition, students who received transcription instruction evidenced greater gains in handwriting and spelling, as well as in the amount and quality of their writing.

Although transcription training did not influence self-efficacy, it had a negative impact on motivation to write, resulting in a decrease in intrinsic motivation. Finally, the type of homework assignment (composing or drawing) had virtually no impact on students' writing skills and motivation.

Overall, these findings provided evidence on the key role of transcription in producing good texts. Moreover, they demonstrated the need to enhance the motivational ingredients in transcription interventions.”

Limpo, T., Vigário, V., Rocha, R. S., & Graham, S. (2020). Promoting transcription in third-grade classrooms: Effects on handwriting and spelling skills, composing, and motivation. *Contemporary Educational Psychology, 61*, 101856. <https://doi.org/10.1016/j.cedpsych.2020.101856>

A Journey of Self-Regulated Learning with Cross-Cultural Perspectives

Elizabeth Tien Ping Hsiang

It is my honor to recognize Steve Graham's outstanding contributions to the field of self-regulated learning research. Many scholars/teachers have had direct personal observation or experience of his work, whether as a reader, a student, or a colleague.

Steve has published many high-quality papers on self-regulated learning, which have enlightened scholars, teachers, and teacher educators worldwide. I started reading Steve and Karen Harris' research twenty-five years ago. Their studies on self-regulated learning were the muses of my Master's thesis and Doctoral dissertation (Harris & Graham, 1996; Sawyer et al., 1992). As a Chinese language arts teacher who enjoys writing and who taught in a Taiwan public school where Inclusive Education was implemented, Steve and Karen's research inspired me to integrate Self-Regulated Strategy Development (SRSD) with process writing when teaching Chinese personal narrative writing to students with different abilities in class.

After I got involved in teacher training, Steve's research on self-regulated learning and evidence-based writing instructional practices for teaching different subjects supported me in developing curricula for Macao teacher preparation (Collins et al., 2021; Graham et al., 2018; Graham et al., 2020).

Steve is a mentor for many self-regulated learners. He uses his personal stories and actions to empower young scholars' professional development regardless of gender and cultural background. When I plucked up the courage and wrote an email to Steve for further cooperation in researching Chinese writing, he replied to my email promptly. This is the 14th summer we have worked together since our first meeting.

Teachers may encourage students to ask for help because it is an important self-regulated learning strategy, but it doesn't mean everyone can get help whenever needed. I am one of the lucky people who have received advice from Steve. With his selfless support and assistance, scholars who live in different regions or countries can build professional relationships and cooperate (Graham et al., 2021; Graham, Aahumada et al., 2022; Graham, Hsiang et al., 2022; Graham & Rijlaarsdam, 2016; Graham, Tavsanlı, et al., 2022; Ng et al., 2021).

Steve is a self-regulated learner with curiosity and critical thinking. During the past years studying Chinese writing instruction, he reviewed the literature on types of Chinese writing, Chinese characters, and the epistemological beliefs of Chinese teachers. Our journeys started from research on self-regulated reading/writing strategies to writing instructional practices and textbook adaption, from survey to textbook analysis and classroom observation, from essay writing to word recognition and handwriting, and from first language teaching to second language teaching (Hsiang & Graham, 2016; Hsiang et al., 2018; Hsiang et al., 2020; Hsiang et al., 2021; Hsiang et al., 2022; Hsiang et al., in press; Zhou et al., in press).

Steve encouraged me to publish papers on Chinese writing in English to share global knowledge. When I struggled with the minor differences, Steve showed me the similarities from the macroscopic perspective. After conducting many empirical studies by different methods across cultures, Steve built his



Elizabeth Tien Ping Hsiang, PhD, is an Assistant Professor and the Programme Coordinator of the Bachelor of Education Programme (Primary Education) in the Faculty of Education at the University of Macau, China. Elizabeth is also the President of the Macao Children's Literature Association.

theories based on previous findings (Graham, 2018, 2019; Graham & Harris, 2018).

Steve doesn't stay in his comfort zone; he chooses to cross boundaries. I will never forget the spark in Steve's eyes when he said: "I am always ready to start a new project. Let's take adventure and have fun on exploring different concepts in different contexts!"

Steve is a wonderful colleague. Our cooperation in each project has been

genuine and sincere. He worked from generating research proposals to manuscript writing and paper publication. Despite the distance across the Pacific Ocean, we continually

have discussions through face-to-face meetings, emails, or online meetings. The time zone

differences allow us to work continuously throughout the 24-hour day. If you know

Steve's personal stories (see Graham, 2021), you know that what he has achieved today depends on hard work and optimism. I truly appreciate the time he contributed to our publications.

The last time I saw Steve was at the 2023 AERA annual meeting. As usual, he was typing with a cup of lemon tea in the early morning. While

we recognize Steve's contributions to self-regulated learning research, we should know that Steve's outstanding

achievements come from his eagerness to learn, ability to implement self-regulated

learning strategies, and love of children and education. With Steve's spirit, I believe research on

self-regulated learning is promising.

"Steve's outstanding achievements come from his eagerness to learn, ability to implement self-regulated learning strategies, and love of children and education. With Steve's spirit, I believe research on self-regulated learning is promising."

Upon request, references are available by contacting Elizabeth Tien Ping Hsiang (tphsiang@um.edu.mo).

RELATED RESEARCH ABSTRACT

"Three studies examined if teachers' beliefs about writing predicted their efficacy to teach writing. We surveyed primary grade teachers from Taiwan ($N = 782$), Shanghai ($N = 429$), and the United States ($N = 214$). At each location, teachers completed surveys assessing attitudes toward writing and the teaching of writing, beliefs about students' progress as writers, and epistemological beliefs about writing instruction, writing development, and writing knowledge. We examined if each of these beliefs made unique and statistically significant contributions to predicting efficacy to teach writing after variance due to all other predictors, as well as personal and contextual variables, was controlled. With one exception, these three sets of beliefs each accounted for unique variance in predicting teacher efficacy at each location. There was, however, variability in unique variance in teacher efficacy scores accounted for by specific beliefs across locations and the factor structure of various measures by location."

Graham, S., Hsiang, T. P., Ray, A., Zheng, G., & Hebert, M. (2022). Predicting efficacy to teach writing: The role of attitudes, perceptions of students' progress, and epistemological beliefs. *Elementary School Journal*, 123(1), 1-36. <https://doi.org/10.1086/720640>