APPLICATION CHECKLIST
Presidential Faculty/Student Collaboration and Publication Grant

Deadline February 25th (or following Monday if a weekend)

Please print and complete this checklist and attach it as the cover page of your grant application. For more information about Presidential Faculty/Student Collaboration and Publication grants, please see http://gustavus.edu/facdev/GrantOpportunities/PresidentialGrant.php.

Faculty information

Name: Daniel C. Moos
Email: dmoos@gustavus.edu
Dept: Education
Rank: Assistant

Student Information

Name: Alyssa Ringdal
Email: aringdal@gustavus.edu
Year: Junior
Major: Elementary Education

Checklist

Project Details

X Brief description of the proposed project including its collaborative nature
X Clear statement of anticipated outcomes
X Likely placement for publication or performances
X Anticipated research completion date

Participant Details

X Names and brief biographies of all participants
X Explanation of how this project fits into the career of the faculty
X Explanation of how this project fits into the educational trajectory of the student
   (include year of graduation; student eligibility is limited to full-time returning students)

X Presidential Budget Proposal Form attached as last page of application
X Nine (9) copies of completed application (including this checklist) to be submitted to the John S. Kendall Center for Engaged Learning (SSC 119)

If successful, my proposal can be used as an example to assist future faculty applications. This decision will not in any way influence the evaluation of my application. Yes, No (please circle one)
## Presidential Faculty/Student Collaboration Grant

### BUDGET INFORMATION

**Faculty Stipend** ($300 per week, up to $2,400)

**Student Summer Stipend** ($400 per week, up to $3,200)

**Student Summer Campus Housing** ($XXX per week, up to 8 weeks)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>Equipment (e.g., transcription machine, camera, cassette recorder but not to include computer hardware)</td>
<td>$0.00</td>
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<td>1: Cost:</td>
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**Materials (e.g., books, printing, software, lab supplies)** $270.00

| 1: Copying and Printing articles for literature review (predicting 60 articles, 30 pages each) and ink cartridges | Cost: 270 |
| 2: Cost: |
| 3: Cost: |

**Travel Costs** (cannot include conference travel; see [http://gusavus.edu/finance/travel.php] for allowable travel expenses) $0.00

- **Airfare:**
- **Mileage:** Number of miles @ $0.55/mile
- **Lodging:**
- **Meals:**

**Stipends & Housing** $1,390.00

- **Faculty Stipend** ($300 per week, up to $2,400) $480.00
  - Though this proposal outlines 8 weeks of collaboration, I pro-rated the faculty stipend to match the student stipend (please see below)
- **Student Summer Stipend** $640.00
  - $80.00 per week for 8 weeks = A total of $640.00
  - Alyssa Ringdal would work 8 hours per week for 8 weeks. This work schedule is necessary because she previously arranged summer employment. It is my opinion, though, that these 8 weeks will result in meaningful collaboration and a publication in a top-tier peer-reviewed journal. This rationale is articulated in the body of the proposal.
- **Student Summer Campus Housing** ($43.75 per week, up to 8 weeks, $350) 0.00
  - Alyssa Ringdal has pre-existing arrangements for summer housing and thus does not need Student Summer Campus Housing funding.

**TOTAL EXPENSES** $1,390.00

**AMOUNT REQUESTED** $1,390.00

Have you applied for, or received funding from, another source to help support this project? NO
Title of project: Supporting self-regulated learning in the classroom: Past, present and future

Brief description of the proposed project including its collaborative nature

I received funding through the Presidential Faculty-Student Collaboration Grant to support research with one of our Gustavus Adolphus College students during the 2009 summer. I worked collaboratively with Liz Marroquin on research, data collection, and writing directly related to a substantial literature review in the field of Educational Technology. This review synthesized research that examined the relationship between emerging technologies and academic motivation. In addition to a meta-analysis of existing research, this literature review also provided theoretical and methodological considerations for future research in this field. I had several explicit goals throughout the work for this literature review.

First, I wanted this research experience to be one in which Liz could have the opportunity to express and develop her creativity, critical thinking, and feelings of ownership. Second, it was expected that our collaboration generate new knowledge that furthers the field. In my fields (Educational Psychology and Educational Technology), published manuscripts in peer-reviewed journals are considered validation that one has generated new knowledge that significantly contributes to the field. Third, it was intended that the work supported by this grant would directly align with my research agenda and have a positive impact on my teaching of both EDU 241 (Educational Technology) and EDU 330 (Educational Psychology).

As reported in my submitted grant report, I believe all of these goals were successfully met. This grant provided support for a manuscript that was published in Computers in Human Behavior, a top peer-reviewed journal in the field of Educational Technology. Equally important, however, Liz took ownership of the research, developed her critical thinking and writing skills, and increased her understanding of the research process as it relates to writing literature reviews. Liz’s second authorship on our published article (Multimedia, hypermedia, and hypertext:}
Motivation considered and reconsidered, Moos & Marroquin, 2010) validates her contributions and growth as a researcher.

I am submitting this proposal for the Presidential Faculty-Student Collaboration Grant to support a similar collaboration with another Gustavus student during the summer of 2011. My specific areas of research within the field of Educational Technology and Educational Psychology are emerging technologies, academic motivation, and self-regulated learning. Generally speaking, the field of self-regulated learning (SRL) examines how individuals are active participants in their own learning. Sample questions that have guided my research include:

- Which self-regulated learning (SRL) processes do students use when learning about science topics with hypermedia?
- What are the developmental differences in the use of SRL processes?
- What is the relationship between various motivation constructs (e.g., extrinsic and intrinsic motivation, self-efficacy, control beliefs) and use of SRL processes during learning?

I have had the opportunity to present my research at international conferences, as well as publish in peer-reviewed journals while at Gustavus (e.g., Azevedo, Moos, Witherspoon, & Chauncey, 2010; Battle, Anderson, & Moos, 2009; Greene, Moos, & Azevedo, in press; Moos, 2009, 2010; Moos & Honkomp, in press; Moos & Azevedo, 2008a, 2008b, 2008c, 2009a, 2009b; Moos & Marroquin, 2010). The next step in this line of research is to conduct literature reviews and a meta-analysis on research that has examined self-regulated learning within the context of teacher education programs.

This proposal for the Presidential Faculty-Student Collaboration Grant represents my intention to collaborate with Alyssa Ringdal on conducting a literature search, analyzing data, and writing a literature review during the summer of 2011. I have had the opportunity to get to
know Alyssa Ringdal and I am excited about the possibility of working with her on this literature review. My work with her will be guided by two critical components of faculty-student collaboration. First, the collaboration should entail effective communication between the faculty and student. Creating opportunities for the student to express his or her creativity and experience feelings of ownership with the research facilitates effective communication. As outlined in the below steps, the process of the meta-analysis and writing the literature review will provide opportunities for Alyssa to develop ownership of the project. Second, I believe that there needs to be an explicit goal for faculty-student collaboration. Specifically, the collaboration should generate new knowledge that furthers the field. As articulated below, my goal is for our collaboration to result in a published article in a top-tier peer-reviewed journal, such as *Review of Educational Research, Educational Psychologist*, or *Teachers and Teaching Education*. Based on my experiences with Alyssa, I can confidently state that she has the capacity to make meaningful contributions to the development and publication of this literature review.

This proposed literature review would synthesize empirical studies that have examined factors related to *how* in-service and pre-service teachers (of all developmental groups) conceptualize and support self-regulated learning in the classroom. The literature review will require the following steps:

1. Based on a suggested framework for developing literature reviews (see Hart, 1999), Alyssa and I will first identify all relevant articles in an initial search. Relevant articles will be identified using limiters (i.e. “Teachers”, “Teaching”, “self-regulated learning”, “self-regulated learn*”) in the PsycInfo and ERIC databases. Alyssa will need to receive some training on how to effectively search and identify relevant empirical studies for literatures reviews. I am confident that she that will develop this skill effectively and one of my expectations is that Alyssa will be able to independently conduct a literature search
and identify relevant articles at the completion of the training. She would be responsible for identifying relevant articles and we would meet on regular basis throughout the beginning of June so I can provide appropriate scaffolding.

2. The second step will be synthesizing the critical information (i.e. sample size, methodology, results) from each study and then compiling this information into a table. Again, this step will require me to provide Alyssa with training. This training and experience, in my opinion, are directly aligned with a fundamental goal in education: Facilitating students’ ability to analyze and synthesize substantial amounts of information. This step will be the most time consuming as I am expecting that Alyssa and I will need to review approximately 60 empirical studies (roughly 30-50 pages each).

3. The third step encompasses a top down approach to writing the literature review (Moos & Azevedo, 2009) in which research questions are developed following a close examination of relevant articles. I will welcome her input during this process of developing research questions.

4. Fourth, a descriptive analysis (and possibly a meta-analysis) will be conducted following the development of the research questions. These analyses will provide the framework for step five.

5. Lastly, Alyssa and I will work closely together in writing a manuscript. As with my most recent literature review, a goal is to submit this manuscript to a top-tier peer-review journal (e.g., Review of Educational Research, Educational Psychologist, or Teachers and Teaching Education) by August, 2011. My intention is for Alyssa’s work to warrant second authorship on a publication in a peer-review journal.

Clear statement of anticipated outcomes

I believe that this proposed project will have extremely beneficial outcomes for both my
professional career, as well Alyssa’s educational trajectory. In terms of my professional career, this project directly aligns with my research agenda. My primary area of research is self-regulated learning. While I have had two literatures reviews published (Moos & Azevedo, 2009; Moos & Marroquin, 2010), the topics of these two reviews were more directly aligned with other components of my research (namely academic motivation and emerging technologies). The next step in my research agenda is to write a literature review on self-regulated learning. The Presidential Faculty-Student grant would support this next step.

Additionally, work supported by this grant will directly impact my teaching, particularly with my Educational Psychology course (EDU 330). This course covers a myriad of theoretical frameworks that attempt to explain learning and academic motivation, including the self-regulated learning theory. This proposed project would facilitate a closer examination of the research that has considered this theory, and thus I would be able to bring additional content into this course.

Equally importantly, however, is the outcome for Alyssa. We emphasize “principled practices” in my classes, which highlight the need to understand the theoretical underpinnings and research base of instructional decisions. As a pre-service teacher, Alyssa needs to understand the fundamentals of research. Many decisions that affect the field of education are driven by research and it is the responsibility of any educator to be an informed consumer. This proposed project would expose her to virtually every step in the research process, from the initial gathering of literature to the development of research questions and methods. Exposure to the fundamental steps in research will serve Alyssa well as she enters the profession of teaching.

**Likely placement for publication or performances**

As noted above, the goal is for the literature review to be submitted to a top-tier peer-review journal, such as *Review of Educational Research, Educational Psychologist, or Teachers
and Teaching Education. The goal is for Alyssa’s work to warrant second authorship on this publication.

**Anticipated research completion date**

**June, 2011:** Weeks one and two of June will be devoted to the first three steps of a literature review (Hart, 1990). We will conduct the literature search, synthesize each empirical study, and then compile the results of the literature search into a table. The third week will focus on identifying research questions, based on a top-down approach. The fourth week will be devoted to analyzing the studies based on the research question and then creating a framework for the manuscript. This framework will include a division of writing assignments for Alyssa and me.

**July, 2011:** Alyssa and I will concurrently work on writing the manuscript throughout this upcoming month, with the goal of submitting it by the end of the month.

**Participant Details: Names and brief biographies of all participants**

**Daniel C. Moos, Assistant Professor in the Education Department**

I am an Assistant professor in the Education Department and will be going up for tenure during the 2012-2013 academic year. I earned a Ph.D. in Educational Psychology and a Masters in Human Development from the University of Maryland. My areas of expertise include cognition, metacognition, academic motivation, and self-regulated learning with emerging technologies. I teach Educational Psychology (EDU 330) and Educational Technology (EDU 241), as well as supervise our students during their student-teaching placements. Additionally, I was elected to serve as the co-chair of the Education Department during the last academic year (2009-2010) and currently serve as the Director of Accreditation for our department. In terms of scholarship, I have published 20 articles in peer-reviewed journals (i.e., Review of Educational Research, Contemporary Educational Psychology, Instructional Science, and Computers in Human Behavior), and have 36 national and international conference presentations (e.g.,

**Alyssa Ringdal, Senior Elementary Education Major**

I am an Elementary Education Major with a literature/communications concentration graduating from Gustavus in Spring 2012. I grew up in Crystal, MN and was privileged to be a participant in the International Baccalaureate (IB) program both in middle school and at Robbinsdale Cooper High School. Receiving my IB diploma taught me a lot about persistence, critical thinking, and academic excellence. Besides focusing on schoolwork, I was very active throughout high school as vice president of our National Honors Society, president of the concert choir, a participant in community theater, and other activities. Much of my volunteer work and past employment has centered along my interest in helping younger children. I volunteered for six years at the kids ministry at my church, was a playground leader for Crystal Park and Recreation, spent a couple summers as a nanny, and developed a fine arts and theater class for Camp Total Athlete.

I am very excited about this opportunity to research with Dr. Moos. My love for learning was one of the reasons I've decided to pursue a teaching career, and this research opportunity will help me to develop skills that are important for a life-long learner. Self-regulated learning is a topic of interest to me and something that I will be able to make practical use of in both my own academic career and in my future classroom. What's more, this opportunity will provide me with invaluable experience and research skills that will prove beneficial as I continue profession development and make use of research based practices in my classroom.
References (publications in peer-reviewed journals while at Gustavus)


