

Self-regulated learning and the psychology of learning and instruction

Dr. Allyson Hadwin is actively recruiting PhD students interested in researching (1) cognitive, motivational, socio-emotional, behavioural and metacognitive challenges encountered during academic studying, (2) tools and technologies that promote academic success in studying and teamwork, and (3) the efficacy of metacognitive awareness tools and visualizations for promoting adaptive regulation.

Applicants should have a Masters degree (with thesis) in Psychology, Educational Psychology or a related area, and an interest in working with complex data sets in authentic learning contexts. Students on my team are encouraged to develop advanced quantitative research skills in multi-level modelling as well as qualitative analysis skills and experience.

Successful applicants will be offered a research assistantship of up to \$20,000 renewable for 3 years funded through a \$349,330 SSHRC insight grant [Hadwin (PI)]. Funding can be supplemented by opportunities to teach in our undergraduate course on Learning Strategies for University Success. Applicants will be considered for University Entrance Scholarships which are adjudicated by an awards committee based on academic performance.

Interested applicants should review the admissions requirements for our PhD program:

<https://www.uvic.ca/education/psychology/educational-psychology/phd-program/admissions/index.php> to ensure they meet requirements for admission, and send a letter of introduction clearly outlining fit with the description above to Dr. Allyson Hadwin (hadwin@uvic.ca).