

Message from New Division 15 President Paul R. Pintrich



It is an honor and privilege to serve as the President of Division 15 for 2001-2002. I certainly never expected to be in this role when I entered graduate school 25 years ago or finished my Ph.D. 20 years ago. I can still remember listening to professors at Michigan and elsewhere who were involved with APA as divisional presidents and thinking: "Wow, I wonder how they got there. I can't imagine ever doing that, it must be really hard to attain such a position." Self-doubts aside, now that I'm in this role, I can see that it is not as hard as I once thought when I was a novice to the field.

There are many ways you can get involved in the division. Of course, we have standing committees who do much of the work of the division and I want to thank all the members of those committees now, especially the chairs who have done such a great job staying involved and leading those committees. However, we still need all of you to be involved. Some of our most important committees are the award committees. One way you can be involved is to nominate people for these awards.

The Thorndike Award committee is chaired by Rich Mayer (mayer@psych.ucsb.edu) and makes the award for outstanding career contributions to educational psychology. This is our division's most prestigious award and I hope all of you will send Rich your nominations.

The Richard Snow Award committee is chaired by Mike Royer (royer@psych.umass.edu) and recognizes outstanding early career achievement by a young scholar in educational psychology. The winners of this award are the leaders of the next generation for our field and I hope you will send Mike your recommendations.

Our third award committee is the Dissertation Recognition Award for the outstanding dissertation in educational psychology. Maria Pennock-Roman (mjp12@psu.edu) is the chair of this committee and I encourage you to nominate your students for this award.

Of course, a second way you can get involved in the division is by attending the annual conference and presenting your research. The next meeting will be in Chicago in August 2002. Please submit your proposals to the Co-Chairs of the Program, Chris Wolters and Shirley Yu at the University of Houston (see the call for proposals in the *APA Monitor* or *American Psychologist*). Chris and Shirley are putting together an outstanding program for Chicago and I hope you will join us there. Our scientific sessions are always good and we have a great divisional social hour, thanks to Anita Woolfolk and her persuasive work with different publishing companies to encourage them to support the social hour.

In addition, APA is experimenting with a new format for the conference with the addition of a new cluster track. The cluster tracks are set up so that no other sessions of the divisions that make up a particular cluster track will compete in terms of time. The cluster track sessions will offer the chance to hear invited speakers and panel discussions on key issues that cut across the interests of the divisions that make up a particular cluster. Our division is in one of two scientific cluster tracks. The other 5 divisions in our cluster are Division 1-General, Division 3-Experimental, Division 6-Behavioral Neuroscience and Comparative, Division 7-Developmental, and Division 8-Personality and Social. This is an excellent cluster for us to be in as we share a common scientific approach to problems of cognition, learning, motivation, and development with these other divisions. Chris Wolters has been our representative on the cluster

program committee and that committee has developed a very interesting set of speakers and panels focused around two main themes: 1) the role of conscious and unconscious processing and 2) the nature of early experience in terms of stability, growth and development. I think it will be an exciting innovation to the program and hope you get the chance to attend these cluster sessions.

A third way you can get involved is to submit your manuscripts to the *Educational Psychologist*, edited by Lyn Corno and Phil Winne. This journal is one of the benefits of membership in our division, and for our low divisional membership charge, I think it is the best cost/value journal in psychology. A recent analysis of citation rates for all the different journals in psychology rated *Educational Psychologist* as the highest ranked journal in educational psychology and education in general. Much to my surprise it was ranked far ahead of the two main empirical journals in the field, *Journal of Educational Psychology* and *Contemporary Educational Psychology* as well as other education journals like *Review of Educational Research* and *Educational Researcher*. In fact, it was the seventh overall journal in citation counts, trailing journals like *Psychological Bulletin* and *Psychological Review*. Accordingly, your work will have an impact if you publish in our journal. Lyn and Phil welcome your submissions.

Finally, you can get involved in the division through committee work. I still have spots to fill on different committees and would love to have your involvement. I particularly need help for the membership committee, graduate affairs, and electronic communications committee. Please let me know (pintrich@umich.edu) if you are willing to help out the division directly by working on these or other committees.

In terms of my own involvement, of course I will be carrying out all the usual presidential duties, but I hope to stress several activities in my term. First, I will continue to push for more international involvement for our division. As chair of the International Relations Committee, we have established very good relations with the European Association for Research on Learning and Instruction (EARLI) and have agreed with them to co-sponsor sessions at our respective conferences. I hope to see more international scholars at our meeting in Chicago and to see more Division 15 members at international meetings. We also have good relations with Division 5-Educational and Instructional Psychology of the International Association of Applied Psychology, partially because I'm President-elect of that division, but I hope we can increase our involvement with this organization. The next conference of that group is July 2002 in Singapore and I hope to see many of you there. For more information on that conference, see the website, www.icap2002.org.

Besides international involvement, I also hope to get our division more involved at the APA and national level on issues of education. APA is actively seeking to get more involved in education and the current president of APA, Phil Zimbardo, has noted that education will be one of the themes of his presidency. Of course, many of the candidates for President-elect of APA also have stressed education, but if Bob Sternberg is elected, education will be a central issue in APA. In addition, although the events of September 11 have certainly pushed education off the agenda of President Bush, our erstwhile "education" President, it is still a crucial national issue. A psychologist has been appointed director of OERI in the Department of Education and there is a renewed emphasis on the use and application of scientific research in education. Educational psychology in general, and our division in particular, is uniquely poised to contribute use-inspired basic research to the national discussion of educational problems. I look forward to getting our division involved in this national debate on education and hope you will be involved as well.

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Newsletter for Educational Psychologists
NEP / 15
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NEP/15 will publish minutes of official business meetings, committee reports, news items, and information on topics and issues of interest to the Division 15 membership. Items and articles for NEP/15 should be addressed to Anastasia Morrone, School of Education, Indiana University Purdue University Indianapolis, Indianapolis, IN 46202 or e-mail to amorrone@iupui.edu.

Editor's note: This issue of NEP/15 features a message from our new Division 15 President, Paul Pintrich, and the minutes from the Executive Committee Meeting and the Business Meeting that were held at the APA convention in San Francisco. The extended abstract of Patricia Alexander's presidential address also appears in this issue.

We are also fortunate to have a very thoughtful essay on the impact of the September 11, written by Mike Crowson from the Department of Educational Research at The University of Alabama.

Finally, I would like to thank Curtis Perry, the IUPUI School of Education Webmaster, who very skillfully formatted much of the newsletter and then posted it to the Division 15 website. I am grateful for his assistance.

Message from APA President-Elect
Robert Sternberg

I would like to thank my many friends in Division 15 for your support in the APA presidential election. I look forward to serving you as president-elect and then as president. As a past-president of Division 15, I very much would like to work with the division in the coming three years and would welcome your advice and suggestions as to how I best could be of service.

Call for Papers
High Stakes Testing and Large-Scale Assessment

Measurement and Evaluation in Counseling and Development

The Association for Assessment in Counseling (AAC) is planning to publish a special issue of its journal, *Measurement and Evaluation in Counseling and Development (MECD)*, in 2002-2003. MECD is the official journal of AAC, a division of the American Counseling Association (ACA). This special issue will be devoted to the topic of large-scale assessment and high-stakes testing. In recent years we have seen how educational assessments have changed and how research has had an impact on what we know about assessment in today's world. The scores on today's assessments are often tied to accountability systems where the results might be used to have an impact on teaching and learning. Thus, tests today have very high stakes for all individuals in the educational and counseling process, including students, parents, counselors, teachers, administrators, and the community at large.

The MECD editor, Patricia B. Elmore, and the guest editors of this special issue, Patricia Jo McDivitt and James Augustin, invite your ideas for manuscripts concerned with research, theoretical issues, and practical applications in assessment related to the topic of large-scale assessment and high-stakes testing. All manuscripts must have clearly described implications for the counseling field and for practitioners, educators, administrators, researchers, or students.

If you have an idea for a manuscript or you if have written a manuscript dealing with research in the area of large-scale and high-stakes testing, and you would like to submit it for review for possible publication in this special issue of the MECD journal, please let us know. The manuscript submitted for consideration should not have been published previously and should not be currently under consideration by another journal. We would also welcome suggestions of individuals whom we might contact as potential contributors.

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**Minutes of the Executive Committee Meeting
Division 15 (Educational Psychology) of APA
San Francisco, CA
August 24, 2001**

1. Visitors

- a. Candidate for APA President, Dr. James Bray, visited and spoke about his background and goals if elected. Has both a practice orientation and scientist background. He's been a member of the Board of Educational Affairs for 3 years. Discussed that NIH budget is being doubled but less than 5% goes to psychosocial research. Dr. Bray notes that psychologists need more money for science-oriented research; this would be one of his goals. Dr. Bray feels he is a scientist practitioner and asks for Division 15s #1 and #2 votes. Alexander thanked Bray for his support of educational issues over the years.
- b. Karen Anderson from the APA Education Directorate noted that the main news is that in September there will be an Educational Leadership conference. In the past, there were concerns that Division 15 areas of expertise were not the number 1 priority in the Education Directorate. This conference may allow Division 15 to bring forth some of their issues. Zimmerman notes that APA will be formulating policy for the next few years and there is a lot of receptivity to educational issues. Barbara Hofer and Judith Torney-Purta will attend the conference. Everyone is welcome to visit the website and contribute your ideas – <http://www.apa.org/ed/elc.html>. The issues that are on the agenda to be discussed are at the core of what Division 15 does. Anderson also mentioned that the Education Directorate is trying to track the organizations that are looking at the Learner Centered Principles. There are various groups who could benefit from this accumulated knowledge. The Education Directorate has also been surveying various contingency groups to find out what they think psychology students should know about psychology and technology. Torney-Purta notes that there is a set of guidelines being developed for teachers.
- c. Heather Kelley and others from the Science Directorate at APA visited with Division 15. There have been quite a few things happening in the science directorate that address Division 15 areas of concern. Some of the staff noted that the elementary and secondary education act's wording may create obstacles for school based research. APA is trying to help people on Capital Hill see the implications of their work for psychologists and schools. In fact, the staff members follow the appropriations bills and educate policy makers. When a congressman is having a hearing, APA provides witnesses to help inform their decisions. Members of Congress want to have APA members in for hearings and briefings so APA spent some time this past spring training people how to do legislative work.

This year's group did a piece for the Education and Secondary Act on the importance of learning research. These researchers met with representatives and staff of the house science committee to introduce a research basis for funding decisions on research on learning issues.

The staff members are currently working on two additional initiatives that can use Division 15 members' help. First, APA is trying to get psychological scientists to write op ed pieces. They have a hand-out to help and are willing to supply examples or read drafts. APA is hoping to get local papers and national papers to run these articles. Rhea Farberman, Executive Director for Member and Public Communications (rfarberman@apa.org) is willing to help shape op-ed articles for publication. These articles can be about the implications of your own research, on news topics of the day, or about the application of psychological science in general. The second initiative is about outreach for middle schools. The goal is to talk with middle school children about psychological science to help change their stereotypes about what psychologists do. This one-hour talk should be about who we are, where we work, the kinds of questions we ask, and how we answer the questions through research. APA will provide materials including templates of a one-hour lecture and graphic materials. APA hopes that faculty and graduate students will do these talks in October this year. The presentation template and instruction booklet is available on the web at www.apa.org/science/ebw.html or e-mail science@apa.org. All Division 15 members are encouraged to get involved and as always, Curt Salsinger would like to hear from all of us – ksalsinger@apa.org

APA Staff also discussed the availability of APAs statement about high stakes testing. Given the new national interest in standardized testing, APA has provided a joint statement between the science directorate and education directorate. It is a middle of the road position sensitive to numerous constituencies. You can access this document at www.apa.org/pubinfo/testing.html.

NICHD child development and behavior branch has a new developmental psychologist as director and the President of the United States has asked NICHD to create a program of research on school readiness. This program will be examining all the research and writing; summarizing; and targeting gaps for future research. You can read about the program on http://156.40.88.3/crmc/cdb/p_learning.htm within the Center for Research for Mothers and Children. The program may start funding proposals very soon.

- d. Jim Greeno reported on his participation in the APA legislative training this past spring. The weekend was enjoyable. This was really new territory and it seems like an opportune time to suggest or request that this becomes a salient issue on which APA concentrates. APA seems serious in how they approached this. Changing the perception of the role of research in policy and funding is something that needs sustained intense contact - this takes someone's time to develop. Perhaps it would be useful for the Division to send a message to APA thanking them for their efforts to get the information to congress about learning. These efforts are appreciated and need to be sustained. If members or the Division would like to write letters to Salsinger and/or Connicker, (deputy CEO of APA), it might affect future hiring trends and make efforts like these more likely to occur. It might be best if a copy was sent to the board of scientific affairs because they are concerned about education and research together and would be interested in knowing we appreciated the work of the Science Directorate. In addition, the council of representatives might be a good place to address this issue eventually. Torney-Purta says that every February the Aspen institute takes about 20 members of congress to some nice place and they have a theme and they invite people to help inform the congress members. If they could do a theme on Education or learning, we could get APA to think more about including educational psychologists in these kinds of meetings. O'Reilly notes that APA can't do all the work themselves. If Division 15 members are in Washington, DC, Science Directorate staff members can link you up with legislators and can make connections for you. APA staff noted that the focus on Education and learning will not happen all the time because of staffing constraints, but hopefully the Education directorate and Science directorate will work together to begin to make these inroads for the connection between learning research and legislative policy. It would be great to have a designated contact, maybe a new Liaison to the science directorate and policy center.
2. Zimmerman/Wolters made a motion to approve the minutes from the Spring Executive Committee meeting. The motion carried.
 3. The President's report was delivered by Pat Alexander. Alexander noted that the question of Standards for Educational Psychology training had been discussed recently. In response, Angela O'Donnell will chair and others will soon be approached to serve on a committee to address these issues. Alexander hopes that members will participate as this could be a very influential committee.
 4. The Past-president's report was delivered in absentia for

Howard Everson. Everson reported that APA now has our membership database and changes should be made to the *Educational Psychologist* inside cover and the NEP to make sure people know where to get membership information.

5. Paul Pintrich delivered the president-elect's report. Pintrich noted that his goals for his term were to think about the timing of the second Handbook of Educational Psychology that should be coming up. Also, related to the international committee which Pintrich chairs, next summer, the International Congress of Applied Psychology is holding its annual meeting in Singapore and is still taking abstract submissions until November 30, 2001. More information can be found at www.icap2002.org. There are significant changes in the format for the APA convention in 2002. There was a leadership meeting in January in which APA discussed how attendance at the conference was going down every year. There were approximately 15,000 registered for the 2000 convention but only 5000 were APA members. APA wants to change formats in case decreased attendance is because of too many competing sessions and too long of a time commitment. So, in this new format, there are three levels of program activities. At the top level of the new program are plenary sessions where nothing else is scheduled. At the 2nd level are cluster programs; 3rd level is the divisional program. The cluster assignments are based on shared interests. Division 15 is in a cluster with experimental, developmental, general, behavioral neuroscience and comparative, and personality and social psychology.

Clusters A & B (evaluation, measurement and statistics; consulting; industrial and organizational; military; applied experimental and engineering; consumer) would cover most of what would be interesting to the people in our division. Cluster level "Topical Track" programming will begin Thursday afternoon in Chicago with more hours Saturday morning. Currently the 2002 convention is scheduled to start at 8:00 am on Thursday, August 22nd and end at 3:00 pm on Sunday August 25th. APA has been meeting to try to decide how many hours we will get for Divisional programming. Although initial estimates of lost time were high, it looks like the Divisions will maybe be cut 10% (18 hours instead of 20). We will also gain topical track programming time in related interest areas. Pintrich thinks that clusters should deal with "hot topics," trying to include non-members in our sessions. The cluster speakers should be contacted by October to try to get those speakers' schedules set early. Pintrich suggests that we may be able to carry the idea of applications of educational psychology to policy in our division hours this year. It is important to note that the memberships of the clusters may change from year to year if Divisions are unhappy about their shared programming. APA is going to study the cluster system and the new format of the conference each year to see how it is working. Zimmerman noted

that there had been many discussions in the council about the new format about evaluating the impressions of members who attend. Recruitment and membership reports from APA just noted that identification with the organization is one of the best predictors of whether people stay or drop out of APA. This interdisciplinary thrust may be at odds with the idea that Divisions are where people are making their identifications. An additional problem - 60-70% of new members don't join any divisions; thus divisional membership is going down. Torney-Purta notes that we may want to think about continuing education (CE) credits that we could offer as a division because CE programs seem to be successful. Wolters notes that at the program chair's meeting in July, there was a push to develop clusters for CE credits because attendance does go up and people do need them. APA would love to see those developed. This year there are 5-6 about statistics and many about practice. APA is hurting in many respects. In order to keep this a viable financial organization APA doesn't necessarily want to add additional sessions to the program. Phye notes they would probably be happy with half full Divisional programming. Phye believes we cover interesting research areas and we could get other people in the clusters interested in what we are doing. Any questions about the new format or other 2002 convention issues can be directed to Chris Wolters cwolters@bayou.uh.edu or Shirley Yu syu@bayou.uh.edu, 2002 co-chairs.

Because of format changes, all executive committee members are encouraged to note that the Executive Committee meeting will be held Thursday evening (August 22). All Division members should be aware that the Business meeting will be held Friday (August 23). Every session will be in the McCormick center in Chicago. The theme for the conference from Phil Zimbardo is - "How does psychology matter?"

6. The Treasurer's report was delivered for Allan Wigfield in absentia. The report shows expenses remaining relatively steady over the last 5 years with income slowly growing from publications and interest. The Division has total assets over \$261,000.
7. The Program Committee report was delivered by co-chair Roger Azevedo. Division 15 accepted approximately 64% of the posters after thoughtful reviews by at least two members. Sixty-seven percent of the symposia submissions were accepted.
8. Zimmerman reported that the Council of Representatives had a productive meeting just a few days ago. The Coalition for Academic, Scientific, and Applied Psychology (CASAP; of which Division 15 is a member) is concerned about insufficient manpower for key APA committee assignments. Scientific division members typically spend only one tour of office with these volunteer committee assignments and then go on to other

Winne suggested that one way to get students involved in APA would be to pay their student affiliation dues for participation in the graduate student seminar. Motion by Winne/Alexander was approved.

12. Pennock-Roman gave the dissertation award committee report. The committee has 3 carry over nominations plus 2 new nominations. They will still use the December deadline for this year. Next year, the application deadline will be July 1st for the following year. That way, the winner can be announced at APA.
13. Alexander/Winne Motion to adjourn. Motion approved.

Respectfully submitted,

Joyce Alexander, Ph.D.
Division 15, Secretary

Lee J. Cronbach

Lee J. Cronbach, Vida Jacks Professor of Education Emeritus, died October 1, 2001 with his daughter, Janet, at his bedside. His illustrious career in educational and psychological testing began as a mathematics and chemistry teacher at Fresno High School and subsequently spanned the University of Chicago, Washington State University, the University of Illinois, and for the past 37 years, Stanford University. He was president of the American Educational Research Association, the American Psychological Association, and the Psychometric Society, and a member of the National Academy of Sciences, the National Academy of Education, the American Philosophical Society, and the American Academy of Arts and Sciences. In his widely cited work, "Coefficient Alpha and the Internal Structure of Tests," he developed the most frequently used measure of the reliability of a psychological or educational test, called "Cronbach's alpha." At the time of his death, he was working on a paper commemorating the 50th anniversary of the publication of the alpha paper. The initial work on alpha led to his developing a theory of test reliability, "Generalizability Theory," in which he explicated a comprehensive statistical model for identifying different sources of measurement error. His other measurement research included path-breaking work on test validity that deals with the scientific justifiability of the interpretations of test scores, and includes the seminal paper, "Construct Validity in Psychological Tests." His research went beyond testing and included work on instruction and evaluation. His instruction research sought to link individual differences among people with educational environments in which they most benefited. His evaluation research widely influenced program evaluations across professions in recognizing the limitations of randomized field trials, noting the importance of local contexts on performance, and showing that evaluations went beyond the technical well into the social and political arenas. His wife, Helen, and 3 children, Janet, Bob and Joyce, survive him. A private memorial service will be held. Contributions in his memory may be made to the American Friends Service Committee.

Richard J. Shavelson

Stanford University

proved.

Extended Abstract of Presidential Address

In the Year 2020: Envisioning the Possibilities for Educational Psychology

Patricia Alexander

Each successive generation is thought to assume a special character signifying its orientation toward the world and its place in it. In recent years, for instance, we have witnessed the transition from the baby boomers to the Gen-X and the dot.com generations. So it has been for the community of practice to which we belong—educational psychology. Across the generations, we have witnessed differing views of educational psychology and its place in the world. With each generation our discipline has redefined and reoriented itself—from the pragmatics of James and Dewey and scientific rigors of E. L. Thorndike to the sociocontextual perspective of Greeno and Bransford. This evolutionary trajectory is both natural and essential. We cannot stop disciplinary change from occurring, nor should we. These transformations allow our discipline to remain viable and responsive to the times. Now, we find ourselves in the midst of yet another period of redefinition and reorientation that will result in still another chapter in our disciplinary saga.

By the year 2020, a new generation of scholars will have taken their place at the helm of our discipline. Those individuals' efforts to anchor their research and teaching to the new realities of the 21st century will undoubtedly contribute to way their professional generation is ultimately characterized. Here my purpose is to glance *back* at the path that educational psychology has followed and *forward* to the conditions and circumstances that currently exist in society as a way to predict that future character. In essence, where is educational psychology heading and what is it becoming?

To set the stage for this futuristic look at educational psychology, I first consider five trends presently influencing post-industrial societies, and, thus, the nature of learning and teaching that occurs. Those trends, which can only be mentioned here, include: (a) information as commodity, (b) an orientation toward the here and now, (c) the growing acceptance of virtual for actual experiences, (d) our aging and increasingly diverse populations, and (e) the commercialization of the academy. With the aid of this historical backdrop, I make three broad predictions about the future character of educational psychology. Specifically, I examine its changing realms of educational influence, educational psychology's temporal realignment, and its pursuit of rooted inquiry.

Under the rubric of changing realms of educational influence, I consider educational psychology's tentative and often distant relationship to educational practice. Yet, I predict that there will finally be a convergence in the interest and needs of educational psychologists and educational practitioners resulting in the meaningful and enduring partnership that has eluded us to this point. Further, that new

replacement of educational psychology's current parochialism with a more universal perspective. That means studies of learning and development will no longer be investigations into the nature and performance of white, middle-class America. Instead, they will truly be inter-cultural, with no single sociocultural group standing as the standard against which all others are judged.

The prediction of educational psychology's temporal realignment focuses on the gradual abandonment of the pervasive here-and-now orientation. Indeed, one of the greatest insights of the last decade was the recognition that learning and development do not occur in vacuum, but are sociocontextual in nature. However, present understandings of sociocultural influences remain primitive. In the future, we will come to embrace a deeper and more sophisticated conception of time and place—a metacontext that is less transitory, cross-situational, and multilayered. In addition, this vision of temporal realignment includes an increased unity within educational psychology, one that sets aside unproductive and unnecessary dichotomies or competing "camps" in favor of complementary, intra-disciplinary inquiry.

The final prediction pertains to rooted inquiry. For one, the renewed interest in the philosophical roots of our discipline will expand and deepen over the next generation. Thus, studies of epistemology now appearing in the literature are joined by systemic explorations of ontology, ethics, and aesthetics and their role in learning and teaching. Our discipline's philosophical heritage, reflected in the works of Dewey, James, and Hall, will not only be invigorated but also fused with established empirical traditions. The result will be new models of scientific, psychological research that move beyond the overly constraining perspective of Thorndike and his contemporaries.

Before this envisioned future becomes reality, there are certain preconditions that must be met. For one, we must harness the collective power found within our discipline. Motivational, cognitive, social, and developmental researchers must join forces to meet the exciting challenges that face us. That new unity demands that we put aside the contrivances and false dichotomies that have plagued us in the past. Moreover, both current and future members of the educational psychology community must remain relentless advocates for principled knowledge grounded in empirical evidence rather than in speculation and conjecture. Finally, we must seek to reinstate the ideals of the academy to ensure that there will be a community of scholars willing and able to uphold the integrity and mission of our discipline.

The Society for Research on Adolescence will hold its Ninth Biennial Meeting in New Orleans, Louisiana, April 11-14, 2002. The Hyatt Regency New Orleans will serve as the headquarters for SRA 2002. Invited speakers include Karen Hein, William T. Grant Foundation; Marcelo and Carola Suárez-Orozco, Harvard Graduate School of Education; Richard Tremblay, University of Montreal. For more information, please visit the SRA website, <http://www.s-r-a.org>.

**Learning from Tragedy:
Seizing an Opportunity for Growth**

**Mike Crowson
Department of Educational Research
The University of Alabama**

The events that occurred on September 11, 2001 have left Americans experiencing a wide range of emotions. Immediately after the attacks, many of us felt angry, bitter, and saddened by the tremendous loss of life and the killing of innocent people by those claiming to have the inside track to God's plan. We have experienced the fear and uncertainty of what is to come next – whether or not future terrorist acts will be forthcoming – only to have these fears validated to a certain extent with the most recent wave of bio-terrorism. To be sure, we have, and continue, to experience the fear that we, or those who are close to us, may be hurt or killed as a result of the actions of a few callous individuals. Finally, as is often the case we perceive external threats and/or those threats are made good (Baumeister, 1999), there appears to have increased a sense of national pride in the United States.

Interestingly, as we discuss the tragedy and the war that is being waged in Afghanistan, one would get the sense that primary thing that many of us has learned is that we should “strengthen our military,” “close the borders,” and implement invasive techniques designed to “root out suspected terrorists.” Consistent with these proposals, I have even heard some individuals go so far as to assert that “we got what we deserved” because America had become weak because of lax domestic, foreign, and military policies. Thus, according to these individuals, America should use the attacks as a warning that it needs to “get back on track”. The unfortunate consequence of these assertions, besides the offensive nature of some, is that we alter fundamental ways of living and change how we see ourselves and others. Many of us appear more willing to give up certain freedoms that were previously guaranteed to us out of fear. And, what is worse, many of us are willing to give up other people's freedoms and happiness out of anger, fear, or both.

As I reflect on the events of that day and the days that have followed, I find myself concerned that the aforementioned strategies for dealing with terrorism is the only thing we may have gotten out of our experience. In short, that we have learned nothing more than to react to a negative situation by assuming a defensive posture and failing to acknowledge the fact that we too have the potential to, and have, inflicted harm on others either by negligence or by intention. That although we often do not want to acknowledge it, our behavior as Americans can appear as arbitrary to individuals in other countries as their behavior appears to us.

The point to be made here is that we have experi-

enced the horrific consequences of an unspeakable injustice. And certainly, in my opinion a reasoned and just response is necessary in order to ensure that killing is never viewed as an acceptable response to perceived grievances and that a certain amount of caution needs to be taken up on the home front. However, if all we take away from this experience is that “America needs to toughen up” and get back to the “morality” of the past, then I believe we have not learned very much – either about other peoples or ourselves.

At this point, the reader may be inclined to ask how this may relate to our work as educational researchers and psychologists. As researchers, I believe we have the potential to provide a major service to the public – namely to a) conduct research that will help us all better understand ourselves and others and b) to educate the public in such a way that the primary things they learn from this kind of tragedy is not simply to become better at achieving security and happiness by way of wielding power or reducing civil liberties, but to achieve it through use of reason. In addition, our educational efforts should be oriented toward helping people realize that we too, as Americans, have the potential to engage in grievous acts of terror (e.g., McVeigh; abortion clinic bombings) and that we are not immune to espousing the types of hate-filled messages that have been directed towards us. Personally, I have been impressed with many scholars' willingness to utilize the knowledge, strategies, and techniques they have at their disposal to develop a more comprehensive understanding of the broader implications of the kinds of tragedies we experienced on September 11 and to step outside the insulated walls of academia in order to effect changes in the way that people think – socially, morally, and politically.

In an effort to continue this tradition, my colleagues, Dr. Stephen Thoma and Nita Hestevold, and I are seeking a better understanding of what happened on September 11 and our national reactions to this tragedy. To begin, I believe it is safe to say that we, as a team, have engaged in many hours of discussion – theoretical, empirical, and personal – to bring some coherence to the conflicting emotions and thoughts that each of us have had regarding the attacks. Certainly, within hours of the attacks we experienced anger, sadness, and disbelief as we watched the towers crumble on the news and learned of the deaths of so many. That day, I remember us experiencing the conflict between emotion and reason as, emotionally we wanted to “get them back,” yet rationally we knew that an unreflective response could do much more harm than good. In our discussions since then, we have considered multiple reasons why the terrorists chose to attack us – with many of our discussions centering on issues of religious fundamentalism, moral development, personal epistemology, and political authoritarianism. Interestingly, it has been through these discussions that we have come to better consider the role of these phenomena in acts of domestic terrorism as well as how politicians and the public side on political issues and perhaps, more importantly, how they side with respect to what constitutes an appropriate response to the terrorist act of September 11.

Within a week of the attacks and after multiple impromptu discussions amongst ourselves, we decided to include a measure of college students' attitudes regarding what constitutes an appropriate response to the terrorist action and how civil liberties should be treated in both the short and long-term into our research program for the fall of 2001. Although at this time we are unable to examine the links between students' attitudes on our measure and our other measures (we are still in the process of data collection and entry), we have been able to run some preliminary analysis on the relationship between attitudes toward civil liberties and attitudes regarding an appropriate response. Thus far, we have found that those individuals who believed in an "all-out assault" against those countries "harboring terrorists" are more likely to believe that civil liberties should be limited – at least for the time being; whereas those arguing for a more thoughtful response were less likely to advocate items depicting the reduction of civil liberties. At this time, we speculate that more authoritarian personality types and those who score lower on the Defining Issues Test (Rest, Narvaez, Bebeau, & Thoma, 1999) – a measure of moral judgment development – are more likely to advocate more aggressive modes of responding towards those perceived as responsible in addition to favoring greater overall reductions of civil liberties.

Despite the tentative nature of our findings, it is our hope to be able to use what we learn in order to educate people about themselves and others and to facilitate greater cooperation among diverse individuals with diverse goals and interests. Certainly, this will involve finding ways to communicate whatever we find to the public in a way that is easily understandable and used.

After being positively influenced by the socially concerned scholarship of many of my colleagues, both in the immediate and global sense, it has become my goal that we learn from this and other tragedies to better understand ourselves and enhance our ability to know and cooperate with diverse peoples. Therefore, rather than viewing events such as September 11 as devoid of meaning, I believe we, as researchers, have a unique opportunity to help individuals construct meaning from their experiences and to become more self-determining in how they deal with negative events.

References

- Baumeister, R.F. (1999). Evil: Inside human violence and cruelty. New York: W.H. Freeman & Company.
- Rest, J., Narvaez, D., Bebeau, M.J., & Thoma, S.J. (1999). Postconventional moral thinking: A neo-Kohlbergian approach. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

APA CEMRRAT Grants FY2002 For Ethnic Minority Recruitment, Retention and Training

The American Psychological Association's Public Interest Directorate has been allocated \$100,000 in Fiscal Year (FY) 2002 to continue implementation of the Five Year Plan as recommended by the APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT). As in previous years, these funds will be used primarily to fund small grants. **Eligible applicants for these grants are state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals.** These small grants are intended to serve as "seed funds" to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention and training in psychology.

Emphasis will be placed on the funding of innovative start-up initiatives rather than the maintenance of on-going projects. It is anticipated that approximately three or four proposals will be funded under each of the five priority areas (see below). Applicants must be APA members at the time funds are awarded. So long as proposals are determined to be consistent with the identified funding priorities and the CEMRRAT Five Year Plan, they will be funded on a **first-come-first-served** basis.

It is hoped that those activities that receive funding will serve as demonstration models. Consequently, annual *progress reports* will be expected to be submitted annually by December 1, and a *final report* must be submitted upon completion of the funded activity.

The established funding priorities for FY2002 are:

Training/Professional Development - Linguistic Minorities - For activities that promote development of training programs (and associated professional development of faculty) that improve services to linguistic minorities. Examples of such activities include: a) collecting, publishing and disseminating model programs that focus on training for services with linguistic minority populations, b) designing, documenting, and evaluating mental health services, research and professional psychology training programs focused on linguistic minorities, and (c) establishing practicum or mental health services research training in settings serving linguistic minorities. (Approximately \$10,000 is available.)

Training/Science - Math and Science Research and Training - For activities that serve to identify, demonstrate, document, or disseminate math, science, and research education and training procedures and strategies (including distance learning) that result in increased achievement and retention of students of color - especially in scientific psychology areas. (Approximately \$14,000 is available.)

Faculty/Professional Development - For activities that serve to promote increased levels of multicultural competence in teaching, practice, and research among a program's/department's psychology faculty. Individual professional development will be considered only if applicant presents evidence of limited institutional support or resources for such activities. (Approximately \$10,000 is available.)

Student Undergraduate/Graduate: Grants to Departments for Innovative Programs - For activities for undergraduate and graduate departments and professional schools related to developing innovative strategies for recruitment, retention and graduation of ethnic minority students in psychology. Applications that bear upon undergraduates and their matriculation to graduate programs in psychology are especially welcome. (Approximately \$12,000 is available.)

Ethnic Minority Leadership Development - For activities that promote leadership skills and opportunities among ethnic minority psychologists. These funds are targeted to APA governance groups, divisions and their respective sections, and other organized entities of psychology that wish to undertake such leadership training and development activities. Applicants will be expected to provide matching funds equal to the amount requested. (Approximately \$12,000 is available.)

There is no standard application form. The application (no more than five pages) should describe: (a) problem to be addressed and what is to be done (goals and activities), (b) how these goals are to be accomplished (procedures), (c) expected outcomes or findings, (d) a justified budget for the funding amount requested, and (e) rationales as to how the proposed effort is consistent with the CEMRRAT funding priorities and the provisions of the CEMRRAT Five Year Plan. [NOTE: In general, CEMRRAT funds may not be used to support travel, unless such travel is strongly justified and integral to project objectives.] Applications will not be accepted prior to January 1, 2002.

Questions should be directed to **Adisa Ajamu** at aaajamu@apa.org.

Richard E. Snow Award for Early Contributions

Division 15 seeks nominations for the Richard E. Snow Award for Early Contributions. This award is given to an individual who is no more than 10 years past receipt of a doctorate and who has made significant research contributions to the field of educational psychology.

If you wish to make a nomination for this award, send eight copies of a letter of nomination describing his or her contributions, eight copies of the individual's vitae, and one copy of a representative reprint of the individual's research to:

Mike Royer
Richard E. Snow Award for Early Contributions
Department of Psychology
University of Massachusetts
Amherst, MA 01003

The deadline for submissions is January 3, 2002.

* * * * *

Call for Division 15 Fellow Applications

Division 15 invites members to apply for Fellow status in the American Psychological Association.

Eligibility:

Elections to Fellow status require evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work have had a national impact on the field of psychology and beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact **MUST** be demonstrated.

Requirements:

- ? Vitae
- ? Uniform Fellow Application
- ? Fellow Standard Evaluation Forms (endorsements requested from current fellows)
- ? Supportive documentation from other sponsoring division (s) (optional)
- ? Self-statement (optional)

Deadline:

Application materials must be received by January 3, 2002.

For further information and/or to request forms, please call or write to:

Mitchell Rabinowitz
Graduate School of Education
Fordham University
113 W. 60th Street
New York, NY 10023
Phone: (212) 636-6462 FAX: (212) 636-6402
e-mail: mrabinowitz@fordham.edu

APA Division 15 Annual Graduate Student Doctoral Research Seminar

The Division of Educational Psychology--Division 15--of the American Psychological Association announces its Fifth Annual National Graduate Student Doctoral Research Seminar to be held August 22-25, 2002, during the annual meeting of APA in Chicago, IL. Selected doctoral students will attend conference presentations, participate in social events, and meet with distinguished researchers. In addition, students will work with faculty in small groups to discuss the students' dissertation research and receive guidance and suggestions. The purposes of the seminar are to allow informal exchange of ideas about research, particularly the research plans of the students, and to demystify the process of becoming a researcher. The seminar also encourages inter-university connections among students and with faculty sharing common interests.

The seminar will be limited to 15 students, no more than three from any one institution. Applicants must be enrolled as full-time graduate students; and approximately midway through their doctoral programs (Ideally, students will be in approximately the third year of a full-time program, but having only begun preliminary work, such as drafting a prospectus, on their doctoral dissertations).

Selections will be made on the basis of the quality of the submitted work as well as how well the work fits the substantive and methodological interests of other applicants and the expertise of participating faculty.

The seminar is offered free of charge. Division 15 will pay for meals and refreshments during the seminar, and will provide each student participant with a stipend that covers the cost of conference registration (student affiliate), Division 15 Membership, plus \$200.

APPLICATION MATERIALS:

Applications must include 5 copies of the following:

- * A 2-page vita that includes the applicant's name; address; telephone, fax, and e-mail numbers; education; professional experience; and presentations or publications--if any.
- * A 1000 word statement about your research interests, the particular research you are undertaking for your doctoral degree, the current status of that research, and its relevance to your future research interests.
- * A 1-page list of works cited.
- * A 1-page letter of intent from the student explaining how she or he could contribute to and benefit from the seminar.
- * A letter of recommendation from the student's advisor describing the student's qualifications. This letter should be co-signed by the Department Chair

QUESTIONS SHOULD BE DIRECTED TO CONFERENCE CO-CHAIRS:

Heather Davis, hdavis@coe.ufl.edu, Faculty Representative, University of Florida
Jessica Summers, jsummers@mail.utexas.edu, Graduate Student Representative, University of Texas at Austin

SEND APPLICATIONS TO:

Heather A. Davis
Dept. of Educational Psychology
University of Florida
1422 Norman Hall, P.O. Box 117047
Gainesville, FL 32611
(352)-392-0723 x (241)
Fax (352)-392-5929

DEADLINE: March 1, 2002.

**Minutes of the APA Division 15 Business Meeting
San Francisco, CA
August 25, 2001**

1. Zimmerman/Alexander made a motion to approve the minutes from the August 2000 business meeting. Motion passed.
2. **President's Report** -The President's report was delivered by Pat Alexander. Alexander reported that membership (including students and affiliates) is now being managed by APA who will oversee all mailings, new memberships, etc. We hope this will improve the quality of service to all members. The Division established several new committees under the direction from the long range planning committee. These committees include membership whose purpose is membership drives and finding new members who should be related to the division. This committee will also concentrate on retaining and recruiting getting graduate students and new faculty. Eric Anderman is chair. The new Electronic Communications committee is currently looking for a chair. The committee is designed to increase communication with membership. We do not have an electronic membership list or web site; if we did, we could get out information more quickly and efficiently. An International Committee also being established. Paul Pintrich is chairing that committee and will include more details later in his report. Our Grants committee's purpose is to fund small and large grants to facilitate research in educational psychology. With the current Presidential administration, politicians are concerned with education and are beginning to ask for guidance. Our Division is becoming central to the mission of APA. To illustrate, Bob Sternberg, running for president of APA, is a past president of Division 15.
3. **President-Elect's Report**-Paul Pintrich delivered the president-elect's report. Next year APA is changing the format of the convention. There will be cluster programming where 6 divisions come up with a shared program that reflect common interests. Chris Wolters and Shirley Yu will be new co-chairs. Wolters noted that there will be two half days reserved for shared programming. During that time, there will be less for Division 15 members to choose from, but they should be big name and hot topic programming. We will lose 2 hours of our programming (compared to the present year), but we gain the related programming from the clusters. Wolters encouraged everyone to submit for the Chicago convention. The convention will only be four days – August 22 (Thursday) through August 25 (Sunday). All sessions will in McCormick center so it should be easy to get around. Also, related to the international committee which Pintrich chairs, next summer, the International Congress of Applied Psychology is holding its annual meeting in Singapore and is still taking abstract submissions until January 2002. More information can be found at www.icap2002.org.
4. **Past-President's Report**-The Past-president's report was delivered in absentia for Howard Everson. Everson

Outstanding Dissertation Award

Division 15 (Educational Psychology) of the American Psychological Association is seeking nominations for the year 2000 outstanding dissertation award. Dissertations eligible for this year's award are ones that have been successfully defended during calendar years 1999 and 2000 (from 1/1/99 to 1/1/2001). Nominations must be received by Dec. 1, 2001 to be eligible for consideration. Nominations are accepted on a continuing basis and those not meeting the Dec. 1, 2001 deadline will be eligible for consideration in 2002, provided the dissertation was successfully defended in calendar years 1999 or 2000.

The recipient of the Annual Dissertation Award received a plaque of recognition, automatic acceptance to present the dissertation at the next APA annual meeting (2002), and a \$500 cash stipend. Nominees must be a member, affiliate, or student member of Division 15. Applicants who are not members or affiliates may apply for membership when submitting materials for the dissertation award.

Nominations must include a letter of recommendation and 8 copies of a 1500 word summary. In addition to the 1500 word summary, two (2) additional pages of figures or tables may be included. Further information concerning guidelines for submission and a nomination form can be obtained from the chair of the Dissertation Award committee. Inquires and nominations are to be submitted to:

Maria Pennock-Roman, PhD
Dept. of Educational and School
Psychology and Special Education
232 CEDAR Bldg.
Penn State-University Park
University Park, PA 16802-3109
Phone: (814) 865-4368
fax: (814) 863-1002
mjp12@psu.edu

**Latino Psychology 2002:
Bridging Our Diversity and Our Communities
October 18-20, 2002
The Providence Biltmore Hotel, Providence, RI**

The Psychology Department at the University of Rhode Island is pleased to host Latino Psychology 2002: Bridging Our Diversity and Our Communities. We are honored to continue building on the efforts and success of Latino Psychology 2000, which took place in San Antonio, Texas in November 2000.

Our Major Goals for this conference are:

To provide a forum for psychology scholars and practitioners from across the country, where they can present, exchange, and develop the existing and future knowledge base needed to adequately address the behavioral health needs of growing and diverse Latino community in the U.S.

To promote the academic and professional development of Latino graduate and undergraduate students from all branches of psychology, as such, their participation in the scientific program and opportunities to network with established Latino professionals will be encouraged

To promote dialogue between Latino community leaders and psychologists, in order to develop a relevant research and service agenda through a special forum

For more information: www.uri.edu/artsci/psy/latpsy02.htm

thanked the outstanding slate of candidates who volunteered for elections for Division 15. We would like to introduce the new president elect - Phil Winne. Our member at large is Sandra Graham. She has a talk Monday, so please attend.

5. **Treasurer's Report**-The Treasurer's report was delivered for Allan Wigfield in absentia. The report shows expenses remaining steady over the last 5 years with income slowly growing from publications and interest (around \$30,000). The Division has total assets over \$261,000. The long range plan introduced last year will help the division make spending choices wisely.
6. The Membership report shows that membership has held steady over the last few years but we have student members who we need to get involved in the Division. Alexander encourages all institutions to encourage students to at least be affiliates with the Division. This keeps them in touch with what is happening and lets them know about opportunities with which to be involved. Division 15 will run a membership drive soon to accomplish this task.
7. **Council Representative's Report**-Zimmerman reported that the Council of Representatives had a productive meeting just a few days ago. The council is the governing structure for APA and is made up of Divisions as well as local constituencies, states, providences, and territory groups. This council currently has about 160 members; division representation is determined by ballot vote (casting of 10 votes) once each year. There is a board of directors and the Council meets twice a year to vote on issues that the board of directors propose and work out details on through task force committees. Because it's a large organization, there are many coalitions that work together that try to advance various issues. Division 15 participates in the science coalition. The science coalition has had a lot of success in getting people elected onto good committees and leadership positions by working together. The science coalition organizers want divisions to compile a list of people with short biographies who would be willing to serve on the various boards and committees. The executive committee is trying to brainstorm ways to get a "point person" within the Division so that people interested in serving can send in biographies and get involved. All expenses are paid if/when the member goes to Washington. Please remember these positions are very influential in terms of policies and we would love members to be involved. On another note, APA has taken a financial hit with the stock market decline so they want to increase dues by \$7. Alexander thanks Zimmerman for all his hard work.
8. **Publications Committee Report**-Gary Phye, chair of the publications committee reported that the committee is in charge of all general activities related to publications for the Division. As many may already know, *the Educational Psychologist* has two new editors – Corno and Winne. Themed issues on Affect and self regulation will be coming out soon. The *Psychology in the Classroom* series has 12 current volumes with 4 volumes still

in progress. The *History of Educational Psychology in Biography* book is almost complete and should be out in 2002. Phye thanks each of the committee members and editors for their diligent work.

9. **Program Committee Report**-The Program Committee report was delivered by co-chair Roger Azevedo. Approximately 64% of proposals were accepted. There are several program highlights to remind Division 15 members about – John Bransford's talk is Sunday afternoon; Jim Greeno's talk is Monday morning; Sandra Graham's talk is Monday afternoon; Tuesday morning there is a symposium and Clark Chinn's talk.
10. **Graduate Student Committee Report**-Heather Davis and Jessica Summers presented the report for the Graduate Student Research Seminar. Seven participants have had the beginnings of a full conference with great faculty participation. Davis also thanked Jessica Summers for the great job she has done helping facilitate the program for the graduate students.
11. **Award Committee Reports** – This year's Thorndike Award is being given to John Bransford. Next year's winner is Joel Levin. Congratulations to both for being recognized for all their contributions. Mike Royer reported that this year's winner of the Richard Snow award for Early Contributions is Clark Chinn. Anyone who wants to submit applications for next year should remember that the criteria is no more than 10 years beyond the PhD. Maria Pennock-Roman announced that this year's award winner is Allison Ryan; Pintrich did the presentation for Allison today. For 2001, the Division will have a deadline of Dec 1, 2001, so we are still accepting applications for next year's award. All calendar year 1999 or 2000 dissertations are eligible. The Fellows committee chair is Mitch Rabinowitz. Final decisions have not yet been received from APA. Announcements will be forthcoming.
12. **By Law Changes:** By-law changes for creation of new Standing Committees (2nd approval)
 - ?!!!!Research Grant Committee
 - ?!!!!International Committee
 - ?!!!!Membership Committee
 - ?!!!!Electronic Communications Committee
 - ?!!!!Graduate Student Development Committee
 - ?!!!!By-law and operating changes in term for Liaisons (move to three years instead of 1)
13. **Recognitions: Many thanks to**
 - ?!!!!Judith Torney-Purta, member at large 1998-2001
 - ?!!!!Richard E. Mayer, Publications Committee
 - ?!!!!Howard Everson, Chair nomination committee
 - ?!!!!Arthur Graesser, Nomination committee
 - ?!!!!Jennifer Husman, Nomination committee
 - ?!!!!Steven R. Yussen, Thorndike Award committee
 - ?!!!!David F. Lohman, Thorndike Award Committee
 - ?!!!!James M. Royer, Chair, Richard E. Snow for Early Contributions Committee
 - ?!!!!Sharon Derry, Richard E. Snow for Early Contributions Committee
 - ?!!!!William Asher, Dissertation Recognition Award Committee
 - ?!!!!Richard Newman, Dissertation Recognition Award Committee
 - ?!!!!Judith Torney-Purta, Monitor to APA Board of Educational Affairs

