

American Psychological Association Division 15: Educational Psychology

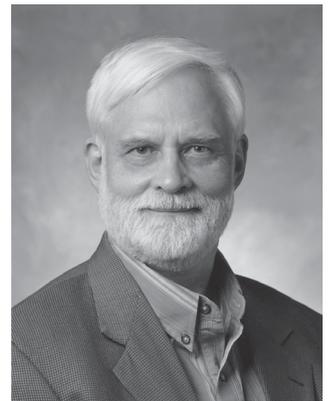


Newsletter for **E**ducational **P**sychologists **/15**

Fall 2004 Volume 27 Number 3

We Must Be Doing Something (Actually, a Lot) Right

by
James G. Greeno
Division 15 President



I disagree with the largely deprecatory view of educational research that is prevalent in most current discussions. In contrast to a picture of disjointed research that is disconnected from educational practice, I see our field as having made stunning theoretical and practical progress during recent decades. Recall that in the 1960s, the scientific understanding of learning and motivation was mainly limited to the concepts and principles of behaviorist psychology, epitomized by Gagné's *Conditions of Learning*.

We should not deprecate the behaviorists' achievements. Their scientific accomplishments supported developments of educational technologies that have had huge influence on educational practice and policy. This includes methods of designing curriculum and instruction organized according to a theory of prerequisites for learning and sophisticated uses of feedback to learners to provide effective reinforcement of desired behaviors.

But during the past four decades (a historical eye-blink) research on cognition, motivation, and social interaction have developed concepts and principles of learning that were unimaginable at mid-century. What students need to know to perform instructional tasks successfully can be specified in terms of information structures and processes, and these models can inform the design of curricula, interactive technologies, and assessments. Students' motivations for learning are understood to be shaped by their beliefs about themselves as learners and knowers, rather than simply by

their need-based potentials for being reinforced. It is understood that interaction in the classroom, especially discourse, can play a crucial role in learning by positioning students to learn ways of participating productively in inquiry and reaching mutual understanding of subject-matter concepts and principles. Many of these developments are presented in the National Research Council reports *How people learn*, and *Knowing what students know*.

These scientific breakthroughs have strong implications for educational practice, and efforts to strengthen our educational institutions in ways that are informed by changed views of learning are well under way, with educational psychologists and other educational researchers participating in these efforts in many ways. One place to find this progress is in the several publications of curriculum, teaching, and assessment standards developed by groups of educational professionals in subject-matter disciplines, and the various projects about the country that are developing innovative programs to support educational practices better aligned with those standards.

Agendas for Strengthening Education and Research

There are lively discussions in the field and with people involved in making educational and research policy about ways to strengthen the scientific rigor and

(Continued on page 3)

**Newsletter for Educational Psychologists
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NEP/15 is the official newsletter of Division 15—Educational Psychology—and has a Spring, Summer, and Fall issue each year. It is mailed from the US Post Office in Washington, DC 20002-4242. Mailing addresses are those listed on the official APA roster. Corrections and changes of address should be sent directly to the APA Directory Office, 750 First St., NE, Washington, DC 20002-4242.

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 sent to Christopher Wolters, 491 Farish Hall, College of Education, University of Houston, Houston, TX 77204-5029 or to cwolters@uh.edu.

From the Editor

My position as Editor of this Newsletter is due to expire with the publication of the Summer 2005 issue. If you are interested in becoming the next editor or would like to nominate someone for this position, please contact me at cwolters@uh.edu or at (713) 743-8635. I would be happy to provide you with more information about the duties and responsibilities that go along with being editor of NEP/15.

The minutes from the Executive Committee and Business Meeting conducted at the 2004 Convention in Hawaii were not available at the time this edition went to press. They should appear in the spring issue.

The spring issue traditionally has come out just before the annual AERA meetings. If you have any announcements or other information that you would like to have published in the newsletter, you should forward it to me by February 28th.

- *CAW*

(Continued from page 1)

usefulness of educational research. There is nothing new or controversial about these as goals. Every field of scientific research and professional practice continually works to improve its methods and resources, and educational research, including educational psychology, is no exception. Furthermore, those efforts have led to very significant progress in recent decades, as I argue here.

But there are two lines of research and development in the present discussions that involve departures from the mainstream as it was fashioned until recently. I will call these two directions Developing and Explaining Innovative Programs (DEIP) and Developing and Verifying Instructional Treatments (DVIT), (with apologies for the lack of felicity of the acronyms).

Developing and Explaining Innovative Programs

The DEIP agenda aims to develop programs that are informed by the new views of learning that have emerged in recent decades. The task of designing and developing a program aligned with current understandings of learning presents serious challenges. Although this has some similarity to established fields of engineering, it differs significantly in two ways. First, the things to be designed and developed include social practices, as well as resources to support social practices. Also, it is occurring at a time when the fundamental explanatory principles and methods are still undergoing rapid change. As a result, educational designer/developers have to rely on their intuitions and experience in ways that most engineering practices do not. (For example, structural engineers can calculate the size of a beam that is needed to support the load provided by a wall or a floor; educational designers are not in a position to calculate a comparable property of a resource that is needed to support a desired feature of student learning.)

The DEIP agenda also aims to advance our understanding of learning. Two lines of development and research are emerging in this general program. One is design experimentation, more recently called design-based research. This differs from both traditional research and traditional development primarily, in my opinion, by the inclusion of a goal to articulate, evaluate, and modify *design principles* in the activities of the designers and researchers working on projects. Design-based research has a feedback loop for improving its product (all design activities have that) and, in addition, can provide articulate expressions of the design principles that represent intended general functional properties of the program, and give conscientious attention to ways in which experience with the program support, extend, or require modifications in those principles.

The other line of development and research was called problem-solving research and development by a committee of the National Academy of Education, in *Recommen-*

dations regarding research priorities: An advisory report to the National Educational Research Policy and Priorities Board. These activities combine goals of designing and developing improved educational resources and practices with goals of advancing fundamental understanding through research that studies processes that occur when the resources are put to use and the practices are enacted. This kind of activity was discussed by Donald Stokes in *Pasteur's Quadrant*. Problem-solving research and development can have feedback loops that improve the field's design principles as well as feedback loops that can improve the field's fundamental concepts and principles.

Both of these lines of research and development strengthen the explanatory capabilities that educational research, including educational psychology, develops and makes available in the society. The fundamental concepts and principles that can be developed in problem-solving research and development advance the field's explanatory capabilities in the traditional scientific sense of having better theories for explaining phenomena more coherently and comprehensively. These advances can be particularly valuable because the phenomena they are developed to explain occur in learning environments that have been designed to align with progressive views of learning. The design principles that can be developed either in design-based research or problem-solving research and development add to the field's explanatory capabilities for understanding how features of learning environments can be effective (or not) in accomplishing valued educational aims, and how different aims, perhaps involving trade-offs, can facilitate or interfere with each other.

Our development and understanding of design-based research are in an early stage, and problem-solving research and development is even less far along. A frequent criticism of this kind of research is that its findings lack generality, because it deals with educational practices and resources in specific settings. I believe this criticism is misplaced. My reasons have to do with another idea developed by the NAE panel, which they called travel. They concluded that the traditional idea of dissemination is inadequate to characterize the way in which we can expect innovative educational programs to be broadly useful, because programs require significant adaptation to local resources and constraints. Rather than thinking that innovative programs can be developed and shrink-wrapped for shipment around the country (or the world) they argued that projects should include development of resources designed to assist people in other settings in adapting the programs should they want to do that. The criticism of non-generality of design-based research and problem-solving research and development assumes that the results that support broad use of programs have to be in the form of abstract propositions that are true across some domain

(Continued on page 8)

An Interview with David Berliner: Part II

By
Deirdre Hahn and
Jenefer Husman



As both a junior scholar and division historian we are interested in all aspects of the history of Educational Psychology and our Division. In Part I of this interview Berliner discussed the path both his research agenda took and the paths the Division took during the period just prior to his Presidency. In Part II of the interview with Dr. Berliner, he discusses what he sees as the current significant issues that face both the Division and Educational Psychology as a whole.

I: *Describe some of the significant events in psychology, educational psychology or at APA that occurred during your presidency. I think this question is asking for significant events in the field or in the world.*

DB: There are a number of them.

- The rise of qualitative research so that those researchers didn't have to fight the quantitative methodologists anymore. In the '90s, we had to recognize that anthropology, sociology and economics were the equal to us in the school of education in terms of influence and methods. That was a significant event in the history of educational research and educational psychology.
- The growth of motivation as an important concept that others weren't into. Learning as our major focus of study, was taken over by others in schools of education like those in reading and math. Everyone is concerned about learning, it's not just educational psychologists. Motivation stayed with us, so there was a rise in motivational theory, a rise in sub fields of motivation, and it seems to me that it was coming to the fore while I was president and has continued a rich area of investigation to this day.
- Assessment has become more important in society and that gave some of our educational psychology community more jobs, more opportunities, more ways to influence the world. There are a small number of psychometricians out there, but there are a bigger number of educational psychologists who can do assessment work. Because they found a ready market for their skills, our students were getting jobs—although not all of them are in academe. If you were an educational psychologist, you had an occasional research lab position with the American Institute for Research, SRI, or EPS. Those jobs multiplied in the last few years. Right now there are many more such opportunities, many more places to work and places to bring your skills. But, that also meant an identity issue

for the profession. Clearly, our profession is not all based in academe anymore, and that has its good and bad sides.

- The rise of cognitive science is important. In the early '90s, cognitive science wasn't debated anymore. The behaviorists had lost their day, qualitative research had made its inroads, and the profession of educational psychology spread out from more than academe to many non-academic positions. These were the important happenings in the field. Today in educational psychology, I believe more people are coming out to study motivation and assessment than learning. When I went to school, we ran rats! Learning was the most important part of being an educational psychologist, and that may no longer be true. Of course, you cannot study assessment and motivation without concerns for learning, but figure and ground have changed over the years. Those changes don't occur quickly; they occur slowly. By the early '90s, all those changes had occurred, and we are living through them now.
- Where we go with the next wave, I don't know. I suppose it has to do with where Sarah Brem is right now, which is the interaction of technology and cognition, and how people use the web as a tool for learning. It seems to me that she is on the cutting edge of another transformation.

I: *Please, describe the condition of Division 15 when you took the role of president.*

DB: We were smaller than we had been, less influential than we had been, unsure we should be in APA, and not finding a welcome home in APS. We see ourselves as a discipline. We see ourselves as psychologists, we apply our discipline to education and this moves us to the corner in APA and APS, keeping us separate from educationists in AERA.

In the recent essay I wrote, and other things I have written for the division, one of the big problems I couldn't articulate in '93, but I can ten years later, is my dyspepsia about

our field. I eventually realized that part of it was seeing ourselves as a discipline--and we are--but we didn't see ourselves as a profession and we are that too. There are ways of thinking of yourself as a professional that take you on a different path than if you are a member of a discipline. If you are a professional you have moral obligations; if you are a professional you have to police yourself; if you are a professional you have to speak out about policy. Lawyers think nothing about speaking out on the law, physicians on medical care, dentists on public policy and fluoridation. Educational psychologists don't usually speak out on much because they think of themselves as a member of a discipline. If they thought of educational psychology as a profession as well as a discipline, they would be activists involved in school affairs. It seems to me that we typically go into educational psychology with a combination of scientific delight and a scientific approach to the world, and some form of a moral concern for children.

Living out that moral concern for children is the problem. When something like No Child Left Behind comes along, a big act of Congress, and contains things that are destructive to children from an educational psychology standpoint, we had little response from the educational psychology community. I believe that most educational psychologists would say that the motivational system inherent in No Child Left Behind is a bad one. It's called, "Hit them on their head because they are lazy." That is the motive. If we think of No Child Left Behind from a motivational standpoint, it's not a good one; if we think about it from a psychometric standpoint, it's not a good one. Where do the educational psychologists come in? Are they saying this is not good public policy? A few of us are. But you are finding a lot more educationists and psychometricians coming out this way, but you are not finding a lot of traditional educational psychologists, who ought to have feelings about this one way or another. So I have been arguing in papers I did two years ago and in this essay I have just done that I would hope more educational psychologists in the future would take some training as policy analysts and learn how to read policy and bring their educational psychology skills to bear on public policy. Policy is about the allocation of values, we have some we should discuss these with the public and our political leaders.

I: *Absolutely...you brought up an interesting point about educational psychology as a discipline versus educational psychology as a profession. If you could envision educational psychology as a profession, how would that change how we are training Ph.D.'s in ed psych now?*

DB: We should think of ourselves as a profession, but not only a profession. I think educational psychology is a field that is actually a discipline or part of the discipline of psy-

chology, in which we wear the spectacles of a psychologist and apply them to a research site, a school, classroom, or community. The discipline is psychology, the spectacles we wear are psychological, we are looking at individuals particularly, but individuals in community now more than ever. Our concern is with their behavior and cognition. This is what psychologists look at. While not terribly differently than anthropologists or sociologists, we do look at behavior and cognition in our own unique way. If you think of yourself as a professional, then a couple of things automatically happen. Number one has to do with service to a client. Lawyers and physicians have as the number one part of their oath, service to somebody. They are in service to society. Educational psychologists don't see themselves as in service to society, they see themselves as professors or researchers. What would happen if you put on the hat that says we are here to serve society, that is what a profession should do? Immediately there is a change in attitude and perspective. Instead of seeing teachers as objects of study, we see them as people to serve--that changes relationships. A professional would change our relationships with teachers and administrators. A professional has a moral set of obligations. If we were physicians or lawyers, there are moral issues about pro bono work, serving the poor--educational psychologists now may or may not do things like that, but if we took the professional part of our lives more seriously, that would be obligatory.

I: *It sounds like you are talking about a set of ethics, ethical guidelines...*

DB: Yes, because a profession polices itself and judges itself. Right now we are judged in the way most university professors are judged--with publications and that sort of thing. Our service to our community is the least important characteristic for getting tenure. If you are a professional, it would become more important and we would be judged by others outside the university. The right to practice in a profession is based on specialized knowledge and the question is what specialized knowledge do educational psychologists have about schools? They certainly have some specialized knowledge. For example, they can do hierarchical linear models and t-tests. But if they took seriously the professional side of their lives, they would have specialized knowledge about how our schools operate and how our world operates. They would know more about how kids function outside of school as well as inside a school. I think the forms of specialized knowledge would be different. Alongside hierarchical linear models, educational psychologists it might be doing anthropological case studies of how kids learn at a center after school. This might help them to understand their clients-- the schools, teachers and society better. I said previously that

(Continued on page 9)

Division 15 Announcements

Call for Paul R. Pintrich Outstanding Dissertation Award Applicants

Division 15 invites members, affiliates, or student members to apply for the 2005 Paul R. Pintrich Outstanding Dissertation Award. The recipient of this award receives a plaque of recognition, a \$500 stipend, and an invitation to present the dissertation at the subsequent APA annual meeting (winner(s) selected in 2005 will be invited to present at the 2006 conference). Applicants must meet the following eligibility requirements to be considered for the award:

Applicants must be a member, affiliate, or student member of Division 15. Applicants may apply for membership when submitting materials for the dissertation award. All materials must be received in one package.

Students must be from an accredited college or university and have their dissertation approved by their doctoral committees prior to application.

Departments/programs may endorse no more than three students per year for the award.

The dissertation must be in an area of educational psychology research.

The dissertation must have been completed within the past two calendar years. *This year's submissions must have completed their dissertations between January 1, 2003 and December 31, 2004.*

Deadline for Applications: **December 31, 2004.**

For application materials, guidelines, and evaluation criteria, please contact either:

Heather A. Davis
School of Educational Policy and Leadership
The Ohio State University
(614) 292-0449
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Jessica J. Summers
Department of Educational, School, & Counseling Psychology
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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)

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

Jere Brophy,
213B Erickson Hall College of Education
East Lansing, MI 48824-1034
(517)-353-6470, jereb@msu.edu

Want to be the next Editor of NEP/15?

Nominations are now being sought for Editor of the Newsletter for Educational Psychologists. The next Editor would need to assume responsibility for the newsletter starting with the Fall 2005 issue. Names and a vita s of those interested should be sent to Christopher Wolters, 491 Farish Hall, Department of Educational Psychology, University of Houston, Houston TX 77204-5029 or via email to cwolters@uh.edu.

Nominations must be received by March 1, 2005 for consideration

Announcements

Join the New Division 15 Listserv!

Send a message to listserv@lists.apa.org. In the body of the note type the following: `subscribe div15 firstname lastname` substituting your own first and last names instead of those words. Do not include anything else in the note, and do not put anything in the subject line.

Alternatively, you can send a note to Troy Booker at tbooker@apa.org asking to be added to the Division 15 listserv.

Any questions can also be directed to Troy Booker, (800) -372-2721 American Psychological Association Division of Member Services.

Northwestern University **School of Education and Social Policy and** **Department of Psychology** **Assistant or Early Associate Professor**

We seek an assistant or early associate professor who specializes in investigating links between specific educational experiences and student learning in either mathematics or reading. The scholar will be jointly appointed in the School of Education and Social Policy and the Department of Psychology. Use of rigorous research methods for establishing causal inferences is essential. Possible interests might include studying the effects of various mathematics or reading programs on student learning or the effects of innovative interventions on the achievement of minority or low-income students. Applicants from psychology, cognitive science, learning sciences, education, and other relevant disciplines are encouraged to apply. An interest in undergraduate as well as graduate teaching is vital.

For more information about the School of Education and Social Policy, go to www.sesp.northwestern.edu/ and for the Department of Psychology, go to www.wcas.northwestern.edu/psych/. Northwestern is located in an attractive lakefront community adjacent to Chicago. Please mail a statement of research, teaching/training, vita, and representative reprints to P. Lindsay Chase-Lansdale, Search Committee Chair, School of Education and Social Policy, Northwestern University, 2020 North Campus Drive, Evanston, IL 60208. We will begin reviewing application materials on December 1, 2004 until the position is filled. Minorities and women are strongly encouraged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer. Hiring is contingent upon eligibility to work in the United States.

Kenneth D. Orton (1927-2003)

Kenneth D. Orton was born in Dallas Center, Iowa on May 28, 1927 and died on August 25, 2003 in Lincoln, NE. He earned his bachelor's degree (1951) from Iowa State Teachers College in physical education where he excelled in track. He received his MA and his Ph.D. from the University of Iowa. His graduate advisor was Prof. Al Hieronymous. Prior to attending graduate school, Ken served in the U.S. Navy (1944-1946) as an aviation radio operator on a PBY. He also taught social studies and physical education, and coached baseball and basketball in Iowa.

Ken's was as assistant professor at Southern Illinois University (1958-63). He joined the Department of Educational Psychology of the University of Nebraska-Lincoln (UNL) in 1963 and served as its chair from 1972 to 1983. He was a member of Division 15, as well as AERA, AAUP, Phi Delta Kappa, and Sigma Xi.

Ken was a fierce supporter of Educational Psychology and of Div. 15's principles and aims. Through his visionary leadership and support, UNL's Educational Psychology Department solidified its position as one of the strongest research departments in the country. Ken was instrumental in establishing the national accreditation of UNL's School Psychology and Counseling Psychology programs and in developing these and the department's two other programs into nationally recognized units.

Ken played a key role in bringing the Buros Institute of Mental Measurements to UNL, and in helping create the structures needed to sustain this nationally known Institute. He also nurtured the establishment of an Ethnic Minority Affairs Committee, which continues to be an essential part of the department's culture and serves as a national model for minority student recruitment and support programs. Until his retirement in 1990, Ken mentored numerous young faculty and graduate students who have gone on to become prominent scholars and leaders in their fields. Ken's deepest academic passion was his interest in learning theory and its application to research and practice. A generation of students in his Psychology of Learning course participated with him in his quest to understand theory's nature, evolution, and function. Colleagues and graduate students alike understood that even a chance hallway meeting could trigger that passion, resulting in an enlightening discussion about learning theories and their nuances.

Ken is survived by his wife, Anita, Lincoln; son, Jim Orton, Lincoln; daughter Beth Orton, Austin, Texas; grandson, Zack Orton; sister Evelyn Kuefner, Wauke, Iowa; and brother Bob Orton, Tucson, Arizona.

Robert D. Brown Roger H. Bruning
University of Nebraska-Lincoln

(Continued from page 3)

of potential application. The idea of travel suggests, instead, that broad use is more likely to be achieved if we learn how to develop resources that are intended for other people's use of innovative programs as models that they can adapt to their own circumstances, rather than striving for universally true, abstract propositions.

Developing and Verifying Instructional Treatments

The other line of research and development that departs from our traditional practices is advocated strongly by the current leadership in the Institute for Education Sciences. As I understand this agenda, its goal is to increase the supply of well-specified instructional treatments that have been shown to be effective in improving student learning outcomes, compared to practices that do not include the specified treatments. The standard of evidence advocated to support such verification is a form of scientific rigor; the most valued evidence should be in the form of randomized clinical trials.

To be verified as a treatment, an educational program needs to be specified sufficiently to achieve a high degree of uniformity in its implementation. Such programs can and have been developed, and they can contribute significantly to educational practice. The goal of developing such programs, however, clashes with the goals of DEIP. The innovative programs that are developed to be aligned with current theories of learning do not fit easily into prevalent standard practices in many districts, schools, and classrooms — that is why their designers believe that they are needed. Programs that require fundamental changes in assumptions of practice on the part of many teachers are unlikely to be applied uniformly enough to achieve a significant level of comparative effectiveness, on average, across a broad range of educational settings.

The DVIT agenda will have a trial, given its current support in high administrative circles, and we will be able to evaluate its contribution to the progress of educational research and practice. It could turn out to be more productive than some of us expect it to be, and that would be for the good.

But as the DVIT agenda goes forward, we need to do all we can to maintain a strong presence of what I take to be our main agenda, which includes fundamental research aimed at increasing the field's explanatory capabilities, and the development and study of programs that are informed by and, in turn, inform the advancing body of evidence, concepts, and methods about processes of learning, motivation, and interaction in schools and other learning environments. We need a pluralism of agendas, and it is up to us to make the case for the importance of maintaining a research and development program that has been remarkably productive and can become even more pro-

ductive as we move forward.

About Making Our Case

And regarding our need to make this case, and others, I believe we could be more effective than we have been and are. Our staff representatives in APA and in other organizations such as AERA work diligently on our behalf in representing our concerns in Washington to funding agencies and the Congress. We need to be as effective a resource for them as we can be. I believe it could be helpful if we were to form a group of researchers who would attend to issues of research policy to a degree that is unusual in our community, and are known to be available to the staffs of our professional organizations for advice and support. During the coming year I plan to explore the possibility of organizing such a collaborative activity, including Division 15, divisions of AERA, and perhaps other organizations. Barbara McCombs, the current Vice President of AERA Division C, Patricia Alexander, the most recent past Vice President of Division C, and Angela O'Donnell, our Division 15 Present-Elect, have expressed willingness to work on this with me. We will welcome additional assistance and suggestions. If we progress as we hope to, we will have a proposal for consideration at the Division's business meeting next summer in Washington.

Encourage Your Colleagues and Students to Join Division 15 of APA

Membership benefits include:

- Free subscription to *Educational Psychologist*
- Free subscription to NEP
- Discounts on some Division 15 sponsored publications
- Collegueship with a worldwide network of educational psychologists

See back cover for more information

Future APA Convention Sites

2005: Washington, DC, August 18-21
2006: New Orleans, LA, August 10 - 13
2007: San Francisco, CA, August 16 - 19
2008: Boston, MA, August 14 -17

(Continued from page 5)

if you are in a profession, it makes sense to intervene in the policy of the nation because you serve clients and you have specialized knowledge. If you are a disciplinary based mathematician, chemist, psychologist, in a sense, you don't care about policy. The clinical psychologists see themselves as a professional group and they discuss mental policy. But the academic psychologists don't think that way and that is why there is tension at APA. I would argue that we should see ourselves not merely as disciplinary in the scientific traditions that underscore the social sciences, but as a profession as well. Educational psychologists would impact the schools more and I think we would be prouder of what we do if we entered into the public policy debates.

I: *Okay, what would you consider the major milestones of your presidency?*

DB: I think the handbook and the solidification of the field and what it stood for at the end of the century. I am very proud of that handbook and what we wrought. Where I think I failed was that I did not achieve the milestones that I had hoped would be a part of that presidency—more concern with practice and policy. I did not get movement in ways I would have liked.

The people who are concerned with practice abandoned Division 15 and went over to AERA. They are still educational psychologists, but they hardly every attend APA. The people who are concerned with policy don't have disciplinary roots in educational psychology; they have it in other fields and that saddens me. I think we really know a lot! A well-trained educational psychologist, with a few years experience under his/her belt, who has run some studies, published some things, knows an area well. has an awful lot to say that is very important in this world. To say it only to a few hundred readers of the Journal of Educational Psychology is inadequate. It's very important to understand why I am concerned about this. When I published an article on policy based on my educational psychology skills in the electronic journal. EPAA (Educational Policy Analysis Archives)--30,000 people hit on that article and 10,000 or more downloaded it. If I publish in the Journal of Educational Psychology, a few hundred read the article and 20 people might actually make a copy of it because it's useful to them. In terms of impact, there is another world out there. I think publishing in the top notch journals--AERJ, Journal of Educational Psychology, Cognitive Science -- helps you earn your credentials as a scientist of repute who knows an area well, and those credentials allow you to branch out and do policy work. So you need to earn your spurs. If you just stay in those journals, you are not going to influence the world. The question, I think, is how you do both. I am proud of

my own career in which I would like to think I have kept my scientific respectability high by publishing in good journals and doing research throughout my career and also moving out into areas where ideology, policy and passion all play a role as well. I have always believed that if I can keep my credentials strong as a scientist as well as having been president of APA, Division 15, and president of AERA, that this provides me good bonofides. This allows me to go out into this other world and try to use my ideas to influence that world a little.

I: *Do you want to talk about what role educational psychology can play in public policy?*

DB: Let me be clear about that. Public policy is always about "ought" data; educational psychology is about "is" data, i.e., "What is the status of this thing?" Policy is about what ought to be the case of things. In a sense, educational psychology and public policy can never meet. Politicians deal with *ought's* and we deal with *is's*. It is a great way to keep things separate. If we want to do our job well, we can provide reliable data that will influence the debate about what ought to be, but somebody else usually has to bring in values and declare what ought to be. We can bring data in and say this is what is. Our work can then be used by the pro or con people and politicians, but that is okay, because we can be contributing to the debate. I like that distinction--that is why I brought it up--we give them what *is* and they give us what *ought* to be. Reliable data from researchers with integrity can influence these big debates in society.

I: *What role can APA plan in all of this?*

DB: APA in general has been very considerate about getting ed psych involved in politics in Washington. They have sponsored a lot of meetings, seminars, getting us involved in public policy issues, and helping us to visit with senators and congressmen. They would probably like to see us do more. They are used to that from the clinicians who are always on the hill doing mental health work. They are used to brokering the professional side. We don't take advantage of that because of how we view ourselves. If we constantly see ourselves as merely a discipline, as opposed to a discipline and a profession, we won't take advantage of APA's wonderful contacts in Washington. That is a mistake. We have things to say about early education, No Child Left Behind, the need for curricula of depth not breadth, the design of textbooks, technology based learning, the social basis of learning, and so forth. We need to find ways to communicate what we know to those outside Division 15.

Coming Next: Barry Zimmerman

NEP/15

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