

Educational Psychology



Editor: Neil H. Schwartz, Ph.D., California State University

From the President

Paul Schutz

I want to thank the members of Division 15 for the opportunity to serve as president this year. It is truly an honor. Who would have thought an unprepared undergraduate who got a “C” in Intro to Psychology would some day have his name listed with other former D15 presidents such as Gagne, Thorndike, and Gage (just to name a few). To me, this is a clear example of the Sesame Street song: “one of these things is not like the others – one of these things just doesn’t belong”.

I would like to thank the Executive Committee and past presidents Ellen Mandinach and Eric Anderman for their work for D15. Because of their leadership our organization is in great shape on a number of levels and, as such, we can focus on the future of Division 15. With that in mind, there are basically two goals that I would like to work towards during my term. The first is to increase our diversity in Division 15 membership, committee memberships, and conference programming. I believe we have made some strides in these areas, but more can be done. The second is to increase Division 15 involvement with the mentoring of the Early Career Educational

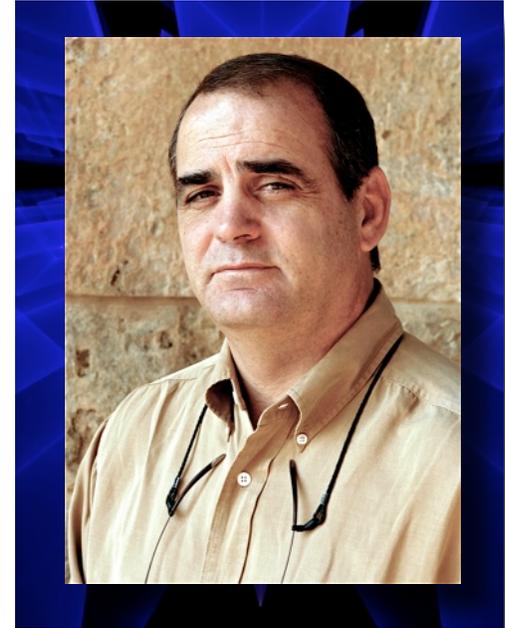
Psychologist in our Division. Division 15 has done a great job with our graduate students; now I think we can expand our efforts by helping mentor our members through the early years of their career. If you have ideas for helping to reach either of those goals, please let me know (paul.schutz@utsa.edu)

Soon you will be seeing the call for proposals for the annual APA conference that will be held in San Diego next summer (August 12–15 -- Thursday through Sunday). Think about it: San Diego in the middle of August. Enough said! Ji Hong (jyhong@ou.edu) and Dionne Cross (dicross@indiana.edu) are serving as program co-chairs this year and they are busy making plans for the conference. If you have questions about your proposal or the process, please contact them. In addition, Drs. Cross and Hong will be sending out a request soon via the list serve for volunteers to review proposals for the 2010 conference. This is a great way to get involved in the division.

In addition to submitting and reviewing proposals and attending the annual conference, another way to get involved in Division 15 is to nominate people for our three awards. The Edward Lee Thorndike Award committee is chaired by Terri Thorkildsen (thork@uic.edu) and recognizes outstanding career contributions to educational psychology. This is our division's most prestigious award. Please send Terri your nominations.

The Richard E. Snow Early Career Achievement Award committee is chaired by Lynley Anderman (anderman.2@osu.edu) and recognizes outstanding early career achievements by scholars in educational psychology. The winners of this award are our next generation of leaders for the field. Please send Lynley your recommendations.

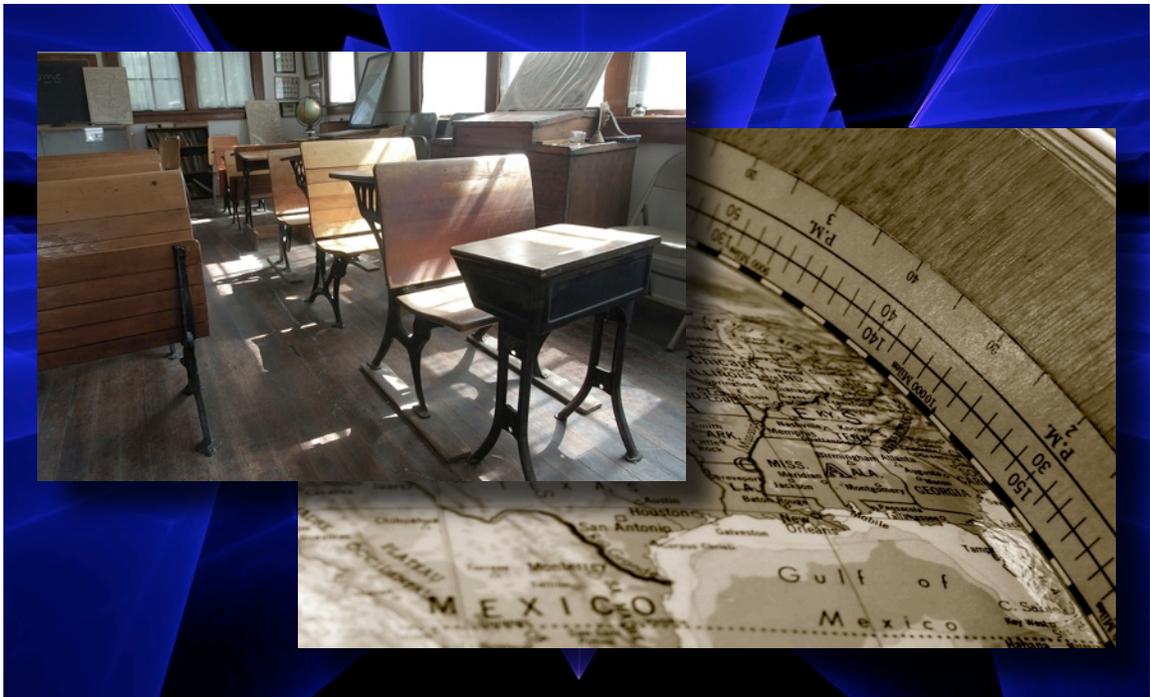
Our third award committee is the Paul R. Pintrich Dissertation Recognition Award, which is given each year for the outstanding dissertation in educational psychology. Ellen Usher (ellen.usher@uky.edu) is the chair of this committee. Please send Ellen your recommendations.



Also see the APA Division 15 web site for past winners of all of our awards and other information about the division: <http://webbingexpress.net/apa/index.php>

Have a productive and successful fall and winter!

paul



Division 15 Executive Committee Meeting



APA Toronto

August 7, 2009

President Mandinach called the meeting to order and introduced Marianne Ernesto and Karen Studwell of APA's Science Directorate.

Marianne Ernesto, Director of the office of Testing and Assessment, APA Science Directorate, updated members of Div. 15 on the activities of the Committee for the Revision of the Standards for Educational and Psychological Testing. Ms. Ernesto noted that the Committee had met three times in 2009, with the last meeting of the year scheduled to take place in November. She mentioned that Committee members are currently reviewing the document in order to identify sections within individual chapters needing revision. Also, based on feedback received from a call for comment directed at relevant communities and the constituents of the document's three sponsoring organizations, AERA, APA, and NCME, Committee members will be considering how best to incorporate issues related to access, accountability, technology, and workplace testing into the new document. Finally Ms. Ernesto noted that a draft of the revised document is expected to be available for review sometime in mid-late 2011.

Karen Studwell, from APA's Science Directorate Government Relations Office, provided a brief overview of some of the office's activities that might be of interest to the division. Science GRO focuses most of its attention on increasing funding for the federal agencies that support psychological research,

including the National Institutes of Health and the Institute of Education Sciences.

Science GRO staff are also working with the American Education Research Association on the future reauthorization of the Institute of Education Sciences. While Congress is focused mostly on health care reform this year, both No Child Left Behind and the IES Reauthorization may come up in the future. AERA has appointed a taskforce on the issue and is hosting a series of workshops with experts in education research community and APA will continue to work in collaboration with them to hopefully reach a common set of recommendations for the reauthorization.

As the work is just beginning, APA would be interested in hearing from you if you have any recommendations or concerns about the research agenda of IES, the structure of the institute, the research centers and/or the regional labs, or other concerns. APA did solicit names from several divisions earlier this year, including division 15, and have sent them to the Secretary of Education as possible nominees to the National Board of Education Sciences, the advisory board for IES. Any comments should be sent to Karen Studwell, kstudwell@apa.org.

President Mandinach highlighted issues from her report including the proposed bylaw changes to allow for electronic voting and to create a memorial award that would be voted on during the business meeting. She acknowledged the contribution of Dr. Frank

dedicated to recognizing the contributions of luminaries.

Treasurer Chris Wolters reported that the Division continues to be in good financial shape. He reviewed the annual budget including places where we are generating income and expending funds. He noted we have 350K in our checking acc to APA, 425K in our Treasury bond account (which is designed to generate interest). We are also beginning to spend our money to advance the goals of the division (Early Career and Small Conference issues). He reminded the members that his term will end Aug. 2010 and encouraged the Division to consider who will be nominated for the position. In preparation for the transition, Chris will meet with Editor, Clark Chinn about expenditures related to *EP*. Barbara McCombs inquired about the role of expenditures in building membership. Visionary planning as a way to build up membership. How do we attract folks back to the division, and new members? What might be the role of subsidizing membership? The exec committee will discuss these issues at the autumn meeting.

Publications committee chair Pat Kyllonen highlighted issues from the publications committee meeting. Among old business, the publications committee is currently giving some thoughts as to who might edit a third volume of the *Handbook of Educational Psychology*. Among new business, is an invitation from Sage to develop new journals that might reach out to members of the division interested in diverse populations and/or applied/practice oriented issues. Publications has been tasked to discuss this issue and give to the folks at the retreat to discuss at the retreat.

Pat also noted there are two fellows rotating off the committee that need to be replaced. Incoming editor Clark Chinn Jacquelynne reported on the status of *EP*. *EP* had jumped again in the impact index. He and Gale Sinatra held the first ever transition meeting - and he recommends that this happens at each transition. Regarding the Div 15 newsletter,



Treasurer Chris Wolters noted the name has appeared to change (without a vote from the executive committee). Does this need to be consistent: "Newsletter for Educational Psychologists"? President Mandinach said she would make a note of the change and talk with the editor, Neil Schwartz. Series editor Barbara McCombs updated the executive committee on the progress with the *Classroom Insights* series. Currently there are at 17 titles in progress with additionally authors who have agreed to do some kind of book. Corwin has been tasked to have the contracts signed. One suggestion was to get buy-in from early career members. The goal is to have three books out a year.

Program Chairs Paul Schutz and Kelly Program Chairs Paul Schutz and Kelly Rodgers reported the planning went smoothly. They introduced incoming co-chairs Dionne Cross and Ji Hong. They noted this year's goal was to have three poster sessions in order to allow more members to be on the program. The dilemma they encountered was that non-speaking sessions may not 'count' toward use of university travel fund. This year's chairs will need to address how to work within the APA restrictions for time allotment and still allow for more members to be on the program. What would interactive poster sessions look like at APA?

Co-chairs of the Graduate Student Affairs Committee Helen Rose Fives, Michele Buehl and Stephen Tonks reported on the status of the Graduate Student Seminar. They noted the seminar is going well. They thanked members for attending the networking reception. This year they developed a wiki to house content of the seminar and to provide a space for graduate students to network after the seminar ends. This year they encouraged participants to share rooms to reduce cost. They noted one of the challenges is tracking participants that move and post graduation.

This year Graduate Seminar chairs were allowed to order food for the two breakfasts. They perceived this system worked better than having the program chairs order the breakfast. They requested that the co-chairs would have the authority to reallocate costs within their budget. Treasurer Chris Wolters noted that in the future they could structure their budget as an 'estimated budget' and explicitly at the time of submission that it is an estimated budget. It can then be approved as 'total cost' estimate. This would allow expenditures to change while restricting them to not go over the total costs. They also requested that the Division provide

chairs with a pre-paid debit card/credit card with the total amount that can be used to cover costs. A motion was put forward that the chairs of the graduate affairs committee be responsible for catering the two breakfasts and the costs of the breakfast will be allocated in their overall budget of the grad seminar. This motion was unanimously approved.

President Mandinach noted that we are awaiting confirmation of the fellows that were put forward by the nominations committee. She announced Mary McCaslin has been appointed to the committee as chair replacing the one outgoing member and replacing Rich Mayer as the chair who will remain on the committee.

Dissertation awards chair Ellen Usher reported on the status of the dissertation research awards. This year there were nine applicants down significantly from the 28 applicants last year. Chris Wolters inquired about whether the exec committee needs to approve the Dissertation Research award winners as with the other awards. In order to be consistent a motion was put forward that the executive should vote to confirm the winners and that this vote could occur electronically in between meetings. The motion was unanimously approved.

Chris noted that a great deal more of the 'work' the executive committee completes is done electronically done in-between meetings. These are the votes that have taken place since the previous meeting. How can we provide transparency for these votes and ensure they are recorded somewhere in our minutes? For the autumn meeting it was noted that a procedure would be written and added to the policy and procedures manual regarding the

electronic voting that happens between meetings.

This year Ellen encountered difficulty in identifying the membership status of applicants for the dissertation research award. Meg noted there was a similar challenge faced with the grad seminar participants. There is growing concern that Keith's records don't reconcile with the on-line records and Meg Hennessey's records.

Finally, Ellen requested clarification on how to handle old materials she received from the outgoing chair now that her committee has moved to a completely paperless system. Applicants submit electronically and are voted on electronically. Former historian, Jennifer Husman suggested that all materials should go to the historian; if they should be retained, they can be scanned, if not they can be deleted delete. We want to be careful to record how decisions were made and what the decision was but be careful not disclose applicants who did not win and their scores. Co-chair of the grad affairs committee, Helenrose Fives, noted that she appreciated having old materials at the start of term as a way to figure out what the 'task' of chairing the committee is. However, she argued this task of sifting through materials may not necessary be for the historian.

President Mandinach introduced the incoming historian, Revathy Kumar. There is some question as to how the historian's role will change as a function of the new Div. 15 website. Developer DeLeon Gray has already migrated files from the Penn State site to the new Div. 15 site. The executive committee is tasked with clarifying the roles of webmaster and

historian in the policies and procedures manual during the autumn meeting.

Membership chair Meg Hennessey reported on membership efforts. This year APA compiled statistics on membership. Meg used this data to look at trends in Div. 15. Findings suggest membership in Div 15 is increasing in age, increasing in years post degree. Meg created a proposal to provide a 1-year membership to all new PhDs in educational psychology. Several questions were raised including: Can graduates of other divisions (school psych, quant etc...) appeal to membership for this free 1-year membership? Can we rephrase the call to include 'incoming faculty and graduates' in Educational Psychology? Can we also include Departments of learning sciences? Meg will collect the names of individuals and submit them by January so they receive a full year's benefit. As part of the proposal, Meg is seeking some financial support for a graduate student to assist her in preparing the lists of names. President Elect, Paul Schutz inquired about how are the other members of the membership committee are involved. He argued that involvement of the other members does not negate the need for a grad student - but expressed that other members of the committee also need to be assisting Meg with this task. Meg noted that Keith Cook will require money from the treasurer to cover membership. Treasurer Chris Wolters expressed concerns about the implications of new membership for our relationship with Taylor and Francis. We want to be sure they do not feel like we are taking advantage of our relationship. A motion was put forth to approve Meg's proposal for subsidizing a 1 year membership to Div 15 for incoming faculty and graduates in Educational Psychology. The motion was unanimously approved.

Representative Michael Martinez reported on the issues being raised at APA's Council Meeting. The main news is that APA as an organization is in deep financial trouble. Normally the council of representatives votes on a budget; but this year council was asked to approve an income budget, but the expense budget will not be approved until the fall. Currently APA receives income from the rent of two buildings and its publications. The deficit is from losses in equities. Other news includes the updating of the APA Mission statement, vision statement - including specific goals and values. These will be used as guides for trimming the budget trimming. Additionally, membership is flat or slightly down; however, membership fees will not be raised with the consumer price index.

Past President Eric Anderman reported on the Teaching Educational Psychology Preconference. There were 50 attendees. Several participants attended TEP as a function of participating in APA. This was not a research conference; for example, sessions included a panel of textbook editors. Participants seemed very please with the outcome. They will send out a survey to get feedback. The total cost was \$7000. However, \$5000 was generated from registration. The cost division was about \$2000.

President Elect Paul Schutz reported on the status of the Early Career Awards. The executive committee is currently discussing the projects and within a week should have a decision. Additionally, the informational lunch held with early career members had 15 participants and was generally perceived a success. We will compile findings and have a report by the executive committee retreat

Developer DeLeon Gray revealed the new Div. 15 website. There were three goals that lead the design: efficiency, user friendly, and personality. After some discussion, it was agreed there was no need for Web2.0. Currently the executive committee is completing a final review and will submit changed to DeLeon. The task of the executive committee will be to develop policies and procedures for a webmaster at the autumn meeting. President Mandinach acknowledged the hard work of DeLeon and expressed thanks on behalf of the Division.

Meeting was adjourned.



2009 APA Division 15 Graduate Student Seminar: Five Days Immersed in Educational Psychology



APA Toronto August 5-9, 2009

The APA Division 15 Graduate Student Seminar, now in its twelfth year, began with an informal Italian dinner at a chic local restaurant. We met other graduate students and chatted with the organizers, Helenrose Fives, from Montclair State University, Michelle Buehl, from George Mason University, and Stephen Tonks, from Northern Illinois University. Although we



had communicated via an online Wiki before the conference, this was our first chance to talk candidly about the transition from graduate school to the professoriate. The next morning we attended a talk by Ellen Usher and Jill Adelson, who walked us through the job search process. They encouraged us to think about finding the right “fit” with a university, and gave several suggestions for ways to secure an ideal position. Heather Davis followed with a description of how to negotiate a contract. It was only after participating in a mock interview that we realized just how difficult such negotiations could be.

Meaghan Hennessey, Jenefer Husman, Judith Torney-Purta, and Ellen Mandinach then sat down with us to discuss their different professional roles. Because the panel consisted of an assistant professor, an associate professor, a full professor, and a research scientist, we appreciated the opportunity to talk with “possible selves” and to hear about the pressures and joys associated with their current positions.

After attending paper and poster sessions individually, we reconvened for dinner and talked to professors about developing our professional identity. Mentors this year included Helen Patrick, Kamau Siwatu, Paul Schutz, Carey Andrzejewski, Dave Shernoff, Kelly Rodgers, Sonja Lanehart, Stephen Tonks, Helenrose Fives, and Ryan Kettler. Discussing our interests and curriculum vitae with them provided us with some insight into how we would be viewed when we entered the job market. The following morning we had breakfast with past Division 15 presidents, Anita Woolfolk Hoy and Eric Anderman, who provided us with some hope, despite the seemingly bleak job outlook. A major emphasis of their talk was the need to pursue research of practical significance. We ended our breakfast with Professor Anderman’s presentation, which focused on the all-important process of publishing in

academe. As an associate editor of the Journal of Educational Psychology, he provided us with invaluable insights.

A major highlight of the seminar was being mentored by top scholars in our field: Michelle Buehl, Jenefer Husman, Mary McCaslin, Barbara McCombs, Kathleen C. Perencevich, Allison Ryan, and Anita Woolfolk Hoy. This session gave us



an opportunity to ask our mentors about some of the methodological and conceptual issues we were facing in writing our dissertations. The Wiki served as a virtual meeting spot where we could pose our questions and concerns to the mentors well in advance. We also posted our dissertation proposals to the Wiki so that other participants of our seminar group could provide feedback. This helped foster a collegial atmosphere such that graduate students and mentors could work together in evaluating research proposals. We also had the opportunity to attend the Snow Early Career and the Thorndike Career Award talks, given by Allison Ryan and Bernard Weiner, respectively. Allison Ryan presented an impressive set of studies examining how students' interpersonal

relationships in the classroom can affect their academic motivation and achievement. Bernard Weiner gave us a wonderful look at the history of his contributions to attribution theory. In the process, he presented us with a unique perspective into the intellectual roots of

motivation research. The next morning, Professor Weiner had breakfast with just the graduate students, which allowed us to have a more intimate conversation with him. What an honor it was to speak with such a prominent figure in psychology. The seminar was not *all* work and no play, however.

As graduate students, it is to become so focused on writing our dissertations and graduating that we risk isolating ourselves from the rest of the world. This experience gave us a much needed opportunity to meet and talk frankly with members of Division 15. We quickly learned that the faculty members of the division are warm and friendly, and have a genuine interest in seeing graduate students succeed. Faculty members would often wave a hand, beckoning a few graduate students over just to chat over a pint of Grasshopper beer.

On the last night of our seminar, Eric Anderman gave his presidential address on academic cheating. He presented research findings and tied them to current events detailing this growing problem. As a former middle school teacher, Professor Anderman brought the discussion back to practical things we, as researchers, can do to bring our expertise out of the ivory tower and into the mainstream debates in which policymakers, school officials, and concerned parents participate on a daily basis.

Finally, we are grateful to Helenrose Fives, Michelle Buehl, and

Stephen Tonks for organizing the seminar. None of this would have been possible without their hard work, dedication, and commitment to graduate students. They not only organized all the seminars and mentoring activities, but also spent countless hours chatting informally with us about how they navigated their graduate student years and the job search. We also thank Phil Winne for asking the publisher, Lawrence Erlbaum and Associates, to provide us graduate students with a free copy of the 2006 edition of *The Handbook of Educational Psychology*.

David Morris and Jason Chen
Emory University



Division 15 Early Career Research Awards 2009 Winners!

Division 15 (Educational Psychology) of the American Psychological Association is pleased to announce the 2009 winners of the Early Career Research Awards. In alphabetical order, they are:

Dionne I. Cross, Indiana University, awarded \$7500 for a proposal entitled "Improving Elementary Teachers' Mathematical Content Knowledge as a Route to Changing Beliefs,"

Francesca López, Marquette University, awarded \$7500 for a proposal entitled "Can Instructional and Emotional Support Influence the Effectiveness of Language Acquisition Methods for English Language Learners?" and

Krista R. Muis, McGill University, awarded \$7500 for a proposal entitled "TIDE's In, Dirt's Out: Empirical Scrutiny of Muis, Bendixen, and Haerle's (2006) Theory of Integrated Domains in Epistemology (TIDE) Framework,"

Please join us in congratulating these exceptional early career scholars on receiving this important award.

Richard E. Snow Award for Early Contributions



Division 15 (Educational Psychology) of the American Psychological Association seeks nominations for the 2010 Richard E. Snow Award for Early Contributions. This award is made to someone who:

- has completed their doctoral work within the past ten years (i.e., between the dates of 1 January 2000 and 31 January 2010)
- has made significant research contributions to the field of educational psychology, and
- is a member of APA Division 15 at the time of consideration.

Nominations are due by January 15, 2010.

If you wish to make a nomination for this award, email electronic copies of:

- a nomination letter describing the contributions of the nominee to the field of educational psychology,
- the individual's vitae,
- a representative reprint of the individual's research to:

Lynley Anderman, Chair
Richard E. Snow Award Committee
landerman@ehe.osu.edu





The Journal of Advanced Academics

announces a special issue on
HOMEWORK: THEORY, RESEARCH, AND PRACTICE
Guest Editor: **Dr. Héfer Bembenutty**
Queens College of the City University of New York

The Editors of the peer-reviewed *Journal of Advanced Academics* are pleased to announce a Call for Papers for a special feature issue on Homework: Theory, Research, and Practice.

DEADLINE FOR SUBMISSION:

Manuscripts will be reviewed on a rolling basis, but the submission deadline for consideration in the special issue is February 1, 2010.

ANTICIPATED PUBLICATION DATE: Winter 2010

GOAL AND SCOPE OF THE SPECIAL ISSUE:

The focus of the special issue is on the theory, research, and applications of homework to academic achievement.

A unique feature of the special issue is that each manuscript must include, at the end of the discussion section or as an appendix, a one-page complete description of how educators can apply the basic principles addressed in the manuscript to their particular area of instruction.

The Journal especially encourages manuscript submissions in the subject areas of education, technology, online learning, sports psychology, music education, health psychology, gifted education, cognitive psychology, personality and social psychology, and developmental psychology with an emphasis on homework.

Theoretical and empirical studies with learning applications are all welcome. Specifically, the journal will consider the following items for publication: essays, data-driven research, advances in theory, critical literature reviews, and practice innovations and applications.

WHO CAN SUBMIT A MANUSCRIPT?

Submissions are sought from theorists, researchers, and educators. Graduate students are particularly encouraged to submit manuscripts co-authored with their academic advisors.

HOW TO SUBMIT A MANUSCRIPT:

Please submit your manuscript electronically through our submission page (<http://www.jaa.uconn.edu/JAAsubmission.cfm>).

On the title page, indicate that you would like the manuscript to be considered for the special issue on Homework and address it to the attention of Dr. Héfer Bembenutty.

CONTACT INFORMATION:

For questions related to the special issue on Homework, please contact:

Dr. Hefer Bembenutty

E-mail: bembenuttyseys@yahoo.com

Telephone: (646) 338-4130



... a note from the editor

Once again, thank you for the opportunity to serve Division 15 as editor of the newsletter. If you have any suggestions or feedback, please email me at: nschwartz@csuchico.edu. Thank you also to those of you who submitted copy to me. I greatly appreciate your timeliness. Finally, all of the images in this newsletter were obtained from Bigstockphoto.com. They were altered only by color to keep with the color palette of this issue. The only exception was the image on page one; it is a blend of three.