

American Psychological Association Division 15: Educational Psychology



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

Summer 2004 Volume 27 Number 2

An Interview with David Berliner

by
Jenefer Husman
Division 15 Historian

As historian for Division 15, my research assistant, Deirdre Hahn, and I have begun the process of interviewing the past presidents of the Division. Abbreviated versions of these interviews will be presented in the newsletter. Full text of the interviews will be available on the divisions historian's website (currently available at: <http://d15-history.asu.edu/>) as they are completed.

We begin the interview series with an interview with David Berliner. All of the presidents of Division 15 are distinguished scholars and recognized leaders in our field. I have chosen to begin the series with Dr. Berliner, in part because of the perspective editing "Handbook of Educational Psychology" for our division has given him, and in part because of proximity (he and I are at the same institution). Dr. Berliner was the president of Division 15 from 1993 to 1994. He is currently a Regents' Professor at Arizona State University, has served as president of the American Educational Research Association, is a fellow of the Center for Advanced Study in the Behavioral Sciences, and is a member of the National Academy of Education.

What follows is Part 1 of an abbreviated version of Deirdre Hahn's interviews with David Berliner.



I: *What was your connection with Division 15 before you became president?*

DB: I joined APA early in my career, before I was a graduate of Stanford University. I got my degree in '68. I was attending APA meetings from '64, '65 on, and naturally joined Division 15 as my only membership--actually, my only division membership in APA. I tried to stay active in the division as well as AERA. At that time, most psychologists were more split. They spent a lot more time at APA than I think they do now. A lot more educational psychologists see AERA as their primary organization and APA as a little bit secondary. When I started my career it was the other way around and more and more educational psychologists moved into schools of education out of departments of psychology. Therefore AERA became more prominent in their thinking than APA. I think for those educational psychologists still in the departments of psychology, many come out of straight psychology instead of joint programs, and APA is still pretty important. I think others have shifted a little.

I: *Well now, I feel if I ask you this next question I will be*

(Continued on page 3)

**Newsletter for Educational Psychologists
American Psychological Association
Division 15 Officers**

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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

On page one begins an interview with David Berliner conducted by Deirdre Hahn and reported by the Division's Historian Jenefer Husman. This article represents an attempt to increase the number of regularly occurring columns or articles that appear in this newsletter. I have been late in getting this effort started but would like to continue with it over the next year. In the fall edition, I hope to have an extended report from one of the Division's Representatives to Council so that we can learn more about what is going on at that level than is generally stated in the minutes. I would also like to enlist a graduate student active in APAGS to report on issues or activities relevant to Division 15 that are happening on that front. If you are such a person or know of one, feel free to contact me and let me know that you would be interested in writing for the fall or spring issue. As well, if you are a member of Division 15 and are involved in other APA activities that deserve to be mentioned in the newsletter please contact me to discuss it.

Speaking of the minutes, you may notice that there are no minutes from the Executive Committee meeting that typically takes place at AERA each spring. That meeting did not take place this spring and so there were no minutes to report.

Finally, let me restate something from my last column. The Division now has an official Division 15 listserv. In fact, I am hoping that many of you are reading this electronically after following a link provided via that same listserv. The newsletter editor is in no way responsible for the material that is allowed to be posted (or not posted) through the Division's listserv. Others have the responsibility for monitoring and filtering information so that the list will be used appropriately. When you join the list you get a return message describing how and under what conditions one can post to the list. I encourage all members of Division 15 to join this listserv (see page 8 for announcement) and to use it to increase our communication with one another.

- CAW

(Continued from page 1)

making a huge leap from 1968 to 1993, but could you tell me a little bit about what you did between those times that you became affiliated with AERA, Division 15 and before you became president?

DB: The area I chose to study as an educational psychologist was research on teaching, which wasn't a major area in ed psych at that time. Educational psychologists studied learning much more than they studied teaching; so people were doing mnemonics or prose learning experiments. I was fascinated by Ernie Rothkopf's work on prose learning and mathemagenic behavior and did my dissertation on an issue of mathemagenic behavior. I was also fascinated by Cronbach and Snow's ideas on aptitude-treatment-interaction and worked with people on trying to understand interactions in educational phenomena.

We were working on studies of teachers and teaching and that sub area was gaining in strength. In 1963 the field was defined by N.L. Gage through the first Handbook of Research on Teaching, so by the time I got into the field in 1968 after receiving my degree, the field was gaining momentum and strength. I was a part of that, of establishing that field, and that is a source of pride. And by staying close to the methodological issues with aptitude treatment interaction and the substantive issues that had to do with research on teaching I had a full plate of interesting things to do.

In the middle of that time period, I had one of the largest ed research grants given at that time—and, ultimately, in the late seventies ended up with about five million dollars. That was a lot of money for what was known as The Beginning Teacher Evaluation study. That moved me directly into educational policy for the first time. "What do teachers need to know in order to be able to practice?" That study aroused my interest in instructional time and its various manifestations, so I wrote a lot about teacher's use of time, and time as a resource for teachers. That brought me in touch with Jack Carroll's model of school learning. I found his model of school learning fascinating. I was finding ways to use it in my own research and it brought me into contact with Bloom's work on mastery learning, which was a derivative of Carroll's model.

I was very active in Division 15 and AERA at that time because the work I was doing on the Carroll model and the Bloom model was mainstream ed psych. My own twist on it was how instructional time was used in elementary school classrooms, and relating various dimensions of instructional time to outcomes of instruction. You can measure instructional time many ways--allocated time, engaged time--we invented the concept of academic learning time and tried to relate these to outcomes. I was very active in that effort. First I did research on teaching and producing teacher training products. Because I had been

fascinated by some of the teachers I saw, when I finally moved into a university setting, I established a research program on teacher expertise. The expertise literature was just emerging at that time and moved me out of my behavioral traditions into more cognitive approaches to the study of learning.

I am discussing the '70's to the '80's now, so in the mid '80's I did studies of teacher expertise which, like I said, moved me from more behavioral approaches to more cognitive approaches and also kept me in that same area of research on teaching: work that was highly publicized and visible and fascinating to do.

Then in the early '90's, again because of the teachers I had seen and been fascinated by--when everybody started attacking the public schools and how bad the teachers were--I started to say, "Wait a minute everybody, you have this wrong. There is wonderful stuff out there in the classrooms and the schools of America, there are miracles going on every day out there!" And so I started collecting data to talk about that.

My entering the policy arena by advocating how good schools are, how good our teachers are, how good our kids are doing-- leads us to '93 when I was fortunate enough to be elected president. I had, of course, also authored some things that kept me closely tied to ed psych. I co-authored a textbook with N.L. Gage which would have been in its fifth edition about the time I became the president of Division 15. I had also written some methodological pieces and discussed some issues about teaching of ed psych and the relevant textbooks in ed psych. I took my ed psych research seriously and was devoting part of my time to the work of Division 15 and part of my time with AERA. I had been president of AERA a little earlier than that--I became president of AERA in '86 or '87. My career was peaking around the mid-eighties to mid-nineties when I was elected to both presidencies. I have been very blessed to have had these two wonderful experiences both at APA and AERA.

I: I see how you have progressed thru the '80s, with your career peaking at that time and then going into the presidency for Division 15 in 1993, but I also noted that you would have been president-elect, president and then past-president. How did you come to be president, in other words, how did you agree that this was something you wanted to do?

DB: Oh boy, I don't think I remember. Somebody called and said I was nominated and would I allow my name to go forth and I said, "Well of course, I am honored," and I don't even remember who I ran against. I was just surprised I was nominated and delighted that my peers thought I was a good enough candidate to lead them. There really is no greater honor than being thought well of

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by your peers.

During '87 or '88, while I was a fellow at the Center for Advanced Study in the Behavioral Sciences, I hatched the idea that the Division and our field could be enhanced if we had a handbook of educational psychology. So from roughly '88 to '91 we (we being Bob Calfee and I) were hatching plans to get our handbook out. From roughly '91 to '95, we got this underway with the Division's approval and the first handbook of educational psychology came out in '95 or '96. That was part of my contribution to the field and was part of the reason I was nominated-- because I got that off the ground and showed my allegiance to the Division. I think it was also around that time that I ran a conference on teaching ed psych. I am always concerned about the way we teach ed psych, and I took that as my presidential mission. We hosted a conference here in Phoenix at which about 20 people spent a couple of wonderful days talking about teaching ed psych, the use of cases, technology, and story. We had a great time. We vowed we would do that every year, but my presidency was over and I don't remember who followed but we never followed up with the teaching of ed psych and that is too bad because it would be a worthwhile conference to have every year or two.

I: *What were the primary goals of the Division when you became president? I understand what your goals were, but what were the goals for the Division?*

DB: We were afraid we were losing members. APA dues had increased dramatically over the years as APA became more dominated by clinicians who could afford over \$200. Ed psychologists just don't make the kind of money that clinicians do. APA was also losing its experimental and scientific base--they went off to form APS. Some of us went to APS as a group the first few years, and we didn't think it was much of a home for us there either. Even though most of us stayed with APA, we had a membership problem. One of the things we did was get Sharon McNeely to help us set up a two-tier system so you could have APA membership and also be a member of Division 15 or we could have affiliate members who probably belonged to AERA and wanted to have allegiance to Division 15 so we could keep them with us somehow. We set that up, I don't know the status right now. Our main concern was our membership. Our second concern was our waning influence in the Colleges of Education all over America.

I just wrote an essay on educational psychology that you can put in the archive because it's about the doctorate in educational psychology, and I will give you a website for it. (see: <http://www.carnegiefoundation.org/CID/>

essays.htm)

I recently finished the essay, and the argument I am making--and this was true of my presidency ten years ago--is that we had such a successful century from 1900 to 2000 that we almost put ourselves out of business. The success took place because we fought for a scientific underpinning to education. Remember your history? We once were roundly booed by administrators and teachers who came out of philosophy and religion. Those were the leading educators at that time. They were mostly evangelical Christians who took over secular schools, and we came along with science which they didn't trust and battled them. We won the battle by 1913 when the educational psychologists Judd and Thorndike established themselves as the preeminent scientists of their day in education. Educational Psychologist continued to be the tough-minded scientific research oriented group through the end of World War II. In the latter part of the century, other scholars began to come into the field of education from anthropology, sociology, and economics. Other social scientists, were now looking at education. The people we had trained in reading, mathematics and social studies--that we had trained in educational psychology methods and ideas--were now doing research in their own fields. So we had subject matter specialists in history and social studies, and particularly reading, which blossomed. In the past the reading researchers had been mostly educational psychologists, but eventually, the reading researchers became their own people. The science researchers are their own people now. We were so successful in bringing social science methods to schools of education that we ended up reducing our influence. When you wanted to hire a reading researcher you didn't go to ed psych anymore, you went to reading, or when you wanted to hire a social studies researcher you didn't go to ed psych. Things had changed.

Therefore, our main concern, when I was president, was waning influence--and its accompaniment--waning membership. The question was how to stem that in some way. We didn't want everyone to join AERA, but we understood that lots of the action was at AERA and that APA had changed over the century and wasn't quite the welcoming place it once was. Membership and influence were the battles we were fighting then, and I think we are still fighting the same issues.

End of Part I

APA 2004 Annual Conference

Preview Section

Wednesday July 28

9:00 - 9:50

Hawai'i Convention Center--Kamehameha Exhibit Hall

Social and Emotional Development in Childhood and Adolescence Poster Session

11:00 - 12:50

Hawai'i Convention Center--Rm. 313C

How Good Is Good Enough in Evaluation?

William R. Shadish, Chair

Good Enough Evidence for Treatment Effects

William R. Shadish

Using Test Standard-Setting Methods in Evaluation

Paul R. Brandon

Cultural Context and the Judgment of "Good Enough"

Karen E. Kirkhart

Conditional Lines of Argument and Levels of Evidence

Nick L. Smith

12:00 - 1:50

Hawai'i Convention Center--Rm. 319A

Leaving No Children Behind--Dynamic Methods in Educational Assessment and Instruction

Elena L. Grigorenko, Chair

Individual Curriculum-Based Dynamic Assessment: Investigation of Classroom Applications

Ida Jeltova, Damian P. Birney, Elena L. Grigorenko, Robert J. Sternberg, & Nancy Fredine

Content-Specific Dynamic Assessment of Achievement: Taking It to the Masses

Damian P. Birney, Ida Jeltova, Elena L. Grigorenko, Robert J. Sternberg, & Nancy Fredine

Beyond What Teachers and Parents Already Know: Dynamic Assessment With Young Children

Carol C. Lidz

Toward Dynamic Models: Applying Advances in Cognitive Sciences to Education

Crystal B. Howard

Children With Reading Disabilities: Does Assessment Help in the Classification?

Mogens Jensen & Lee H. Swanson,

1:00 - 1:50

Hawai'i Convention Center--Rm. 316B

Experimental Validation of Preschool Literacy Curricula Symposium

Barbara D. DeBaryshe, Chair

Evaluation of Components of a Preliteracy Intervention With Children at Risk

Christopher J. Lonigan

Emergent Literacy Curriculum With an Asian--Pacific Islander Focus

Barbara D. DeBaryshe & Dana M. Gorecki,

Improving Preschool Children's Early Literacy Skills: Effects of an Intervention

Susan H. Landry, Michael A. Assel, & Paul Swank

Linda Baker, Discussant

7:00 - 8:50

Hilton Hawaiian Village: Sea Pearl Suite V

Executive Committee Meeting

Thursday July 29

7:00 - 7:50

Hilton Hawaiian Village: Rainbow Suite I

Graduate Student Breakfast With Division 15 Presidents

10:00 - 10:50

Hawai'i Convention Center--Rm. 301A

Scientifically Based Research--Multiple Perspectives

James M. Royer, Chair

Russell Whitehurst

Philip H. Winne

James G. Greeno

11:00 - 11:50

Hawai'i Convention Center--Kamehameha Exhibit Hall

Cognition, Learning, and Self-Regulation in Childhood and Adolescence Poster Session

11:00 - 11:50

Hawai'i Convention Center--Rm. 303A

Richard E. Snow Early Career Award in Educational Psychology Invited Address

Gregory Schraw, Chair

Making a Difference in Educational Technology Research

Roxana Moreno

12:00 - 12:50

Hawai'i Convention Center: Kamehameha Exhibit Hall

Instruction and Learning Poster Session

Friday July 30

7:00 - 7:50

Hilton Hawaiian Village: Rainbow Suite I

Graduate Student Breakfast With Educational Psychology Researchers---Perseverance in Professional Research and Writing

9:00 - 9:50

Hawai'i Convention Center--Rm. 310

Multiple Views on No Child Left Behind--An Interactive Discussion

Gregory Schraw, Chair

Anita Woolfolk Hoy

Terry Gutkin

Chad Buckendahl

10:00 - 10:50

Hawai'i Convention Center--Rm. 321A

Academic Teaching and Learning Centers--Opportunities and Challenges for Psychology

Maureen A. McCarthy, Chair

Dan Bernstein

Jane S. Halonen

G. William Hill

Wilbert McKeachie, Discussant

10:00 - 11:50

Hawai'i Convention Center--Rm. 318A

Psychologists Collaborate to Improve Teaching and Learning in Schools

Rena Subotnik, Cochair

Stephen A. Rollin, Cochair

Responding to the Needs of Educational Leaders for Information About Assessment

James M. Royer

Psychology Delivers Online Instruction for Education Professionals

Cindy I. Carlson

Assessing Teachers' Needs: How Psychology Can Best Help Educators Today

Marissa Sarabando

What Psychologists Need to Know About NCLB's Supplemental Education Services

Stephen A. Rollin

Martin E. Orland, Discussant

10:00 - 10:50

Hawai'i Convention Center: Kamehameha Exhibit Hall

Motivation and Learning Poster Session

12:00 - 12:50

Hawai'i Convention Center--Rm. 316C

Thorndike Award Invited Address

James M. Royer, Chair

What Is Educational Psychology Today?

Michael Pressley

1:00 - 1:50

Hawai'i Convention Center--Rm. 325A

Remembering Paul Pintrich--Contributions From a Past President

Gregory Schraw, Chair

Gale M. Sinatra

Elizabeth Linnenbrink

Barbara K. Hofer

Philip H. Winne

5:00 - 5:50

Hilton Hawaiian Village: Nautilus Suite

Business Meeting

6:00 - 6:50

Hilton Hawaiian Village: Nautilus Suite

Presidential Address

Explaining the Role That Spatial Cognition and Math Fact Retrieval Play in Math Test Performance

James M. Royer

7:00 - 7:00

Hilton Hawaiian Village: Nautilus Suite

Reception

Saturday July 31

8:00 - 9:50

Hawai'i Convention Center--Rm. 320

Strategy Renaissance---Promoting Reading Comprehension in the 21st Century

Rayne A. Sperling, Cochair
Jonna M. Kulikowich, Cochair

Determining Principled Importance While Reading Statistical Texts

Tamara L. Jetton

Reading Mathematical Texts: Strategies Used by Experts and Nonexperts

Jonna M. Kulikowich

Virtual Strategies and Persuasion: Exploring Students' Comprehension of Online Texts

P. Karen Murphy

Elaboration Strategies in Ecologically Valid Technology-Enhanced Instructional Environments

Rayne A. Sperling & Michele M. Dornisch,

Patricia A. Alexander, Discussant

Michael Pressley, Discussant

10:00 - 10:50

Hawai'i Convention Center--Rm. 325A

G. Stanley Hall Lecture

Regan A.R. Gurung, Chair

Why Do We Need What We Need? Searching for the Motive Beneath the Motives

Thomas A. Pyszczynski

11:00 - 11:50

Hawai'i Convention Center--Rm. 325A

G. Stanley Hall Lecture

Norine L. Jalbert, Chair

Teaching About Race and Ethnicity: Focus on Ideas and Human Beings

Jessica Henderson Daniel

12:00 - 12:50

Hawai'i Convention Center: Kamehameha Exhibit Hall

Learning in the Schools Poster Session

1:00 - 1:50

Hawai'i Convention Center--Rm. 316B

Presidential Address

Robert J. Sternberg, Chair

New Models of Work--Family Interaction That Provide Returns on Investments to Employers and Working Families

Diane F. Halpern

Sunday August 1

9:00 - 9:50

Hawai'i Convention Center--Rm. 308B

Outstanding Dissertation Award Winner Invited Address

Dilemma of Performance Goals: Promoting Students' Motivation and Learning in Varying Goal-Oriented Classrooms

Elizabeth Linnenbrink

10:00 - 11:50

Hawai'i Convention Center--Rm. 325A

Computer-Based Assessment of Problem Solving

Martin E. Orland, Chair

Perspectives on Computer-Based Assessment of Problem Solving

Harold O'Neil & San-Hui Chuang,

Comparative Conclusions to Process Measurement in a Problem-Identification Task

Eva L. Baker

Cost-Effectiveness of a Computer-Based Maintenance Problem-Solving Strategy

Dexter Fletcher

Complex Problem Solving and the Regulation Process of Knowledge Acquisition

Joachim Wirth, Eckhard Klieme & Detlev Leutner

Stephen Dunbar, Discussant

Ray S. Perez, Discussant

Division 15 Announcements

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

Division 15: Educational Psychology Outstanding Dissertation Award

Division 15 (Educational Psychology) of the American Psychological Association is seeking nominations for its Outstanding Dissertation Award. The recipient of the annual Outstanding Dissertation Award receives a plaque of recognition, automatic acceptance to present the dissertation at the next APA annual meeting and a cash stipend. Nominees must be a member, student member, or affiliate of Division 15. Applicants who are not members or affiliates may apply for membership when submitting materials for the award.

Nominations are accepted on a continuing basis. The guidelines for submission, evaluation criteria, and information about additional nomination materials can be requested from the chair of the award committee.

Heather A. Davis
School of Educational Policy and Leadership
The Ohio State University
165 A Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43085

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davis.2087@osu.edu

Join the New Division 15 Listserv!

Here's how to join.

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 Keith Cooke at kcooke@apa.org asking to be added to the Division 15 listserv.

Any questions can also be directed to Keith Cooke, (202) -336-6197 American Psychological Association Division of Member Services.

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

Announcements

Duke University Tenure-track Assistant Professor, Developmental Psychology and Education

Duke University invites applications for a tenure-track assistant professor position with a joint appointment in the Department of Psychology: Social and Health Sciences and the Program in Education. We are interested in scholars whose work lies at the interface of child or adolescent development and educational psychology or school performance. Special consideration will be paid to candidates whose work focuses on achievement and/or the measurement of ability and intellectual talent, especially as these relate to gifted education. The resources of Duke's Talent Identification Program might facilitate such interests. This position is part of a Duke University initiative to enhance its mission in education research.

Applicants should send a copy of their curriculum vitae, a letter of application explaining the nature of their research and teaching interests, and three letters of reference to:

Professor Harris Cooper, Chair
Psychology and Education Search Committee
Duke University, Box 90085, Durham, NC 27708

Applications received by December 1, 2004, will be guaranteed consideration. Duke University is an Affirmative Action/Equal Opportunity Employer.

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

American Psychological Foundation GOLD MEDAL AWARDS

The American Psychological Foundation (APF) invites nominations for the APF 2005 Gold Medal awards. Awards include a medal, \$2,000 (to be donated by APF to the charitable institution of the winner's choice), and an all-expense-paid trip for the award winner and one guest to the 2005 APA convention for two nights and three days. The awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Enduring Contribution by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nominations should indicate the specific award for which the individual is nominated and should include a statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award, as well as the nominee's current vita and bibliography. Letters in support of the nomination are also welcome. All nomination materials should be coordinated and collected by the chief nominator and forwarded together in one package.

The deadline for receipt of nomination materials is **December 1, 2004**; complete packets should be mailed to the Gold Medal Awards Coordinator, American Psychological Foundation, 750 First Street, NE, Washington, DC 20002-4242.

Stress, Trauma and Crisis: An International Journal

Call for Papers
Special Issue on Stress
Among College and University Faculty

Examples of possible topics for this issue include: nature and severity of stress by institutional type or in a particular kind of institution; relationship of discipline to nature and severity of stress; changes over time in nature and severity of stress; stress as related to gender, race, stage of career, etc.; stress as related to technology in higher education; stress-related issues in a national faculty survey; stress in an international context; stress in faculty roles compared to other roles; what colleges and universities are doing to address stress among faculty.

Submissions must be based on empirical work (broadly defined) and be a maximum of 15-20 double-spaced pages including references and any appendix material. Literature reviews or personal reflections are not eligible. Submissions must be original work not simultaneously being considered elsewhere and must be submitted in Word format - as an attachment or disk sent via US mail.

Send to:

David Buckholdt, Marquette University, Raynor Library -320.
Milwaukee, WI 53233. david.buckholdt@marquette.edu

Deadline for submission is October 15, 2004.

Journal of Applied Developmental Psychology

Call for Papers
Special Issue on Child Abandonment

Despite the proliferation of governmental and non-governmental organizations charged with child health and development, child abandonment remains a problem in many parts of the world. Children are abandoned for a variety of reasons, including parental loss due to war, illness, terrorism, or accidents; parental absence due to poverty or lack of resources; and mental health problems. This special issue will focus on research on the sequelae of such abandonment - specifically, the effects of abandonment on child development.

Inquires should be directed to Guest Editor Charles Nelson, University of Minnesota, canelson@umn.edu. Manuscripts may be submitted by email: jadp@lafayette.edu with subject heading "Nelson Special Issue" or by mail (3 copies) to Journal of Applied Developmental Psychology Office; Department of Psychology; Lafayette College; Oechsle Hall; Easton, PA 18042-1781, with a cover letter indicating the special issue. Author guidelines can be found at <http://authors.elsevier.com/Journal/jappdp>

Deadline for submission is 15 September 2004

Developmental Psychology

Call for Papers
Special Issue on Children, Adolescents and the
Internet

Developmental Psychology invites manuscripts for a special section on Children, Adolescents, and the Internet. The guest editors are Patricia Greenfield and Zheng Yan. The goal of the special section is to address one broad question: What important developmental factors, processes, and mechanisms contribute to child and adolescent development in the Internet age? Suggested topics for empirical papers include, but are not limited to, (a) cognitive development and the Internet; (b) social or emotional development and the Internet; (c) the development of language and communication on the Internet; and (d) physical development and the Internet. Within these four broad areas of developmental study, the editors would particularly welcome empirical papers that document the online world of children and adolescents, compare the Internet with other media in influencing developmental processes, analyze developmental issues as they are played out on the Internet, or implement innovative research methods for collecting and analyzing online data. The submission of recently completed doctoral dissertations is encouraged.

The main text of each manuscript, exclusive of figures, tables, references, and/or appendixes, should not exceed 20 double-spaced pages. Initial inquiries regarding the special section may be sent to Patricia Greenfield at greenfield@psych.ucla.edu or Zheng Yan at zyan@uamail.albany.edu.

Manuscripts must be submitted electronically through the Manuscript Submission Portal of Developmental Psychology at <http://www.apa.org/journals/dev.html> and a hard copy sent to Cynthia Garcia Coll, Incoming Editor, Developmental Psychology Center for the Study of Human Development Brown University Box 1831 Providence, Rhode Island 02912.

Please be sure to specify in the cover letter that your submission is intended for this special section. For instructions to authors and other detailed submission information, see the journal Web site at <http://www.apa.org/journals/dev.html>.

Deadline for submissions is December 31, 2004.

**University of California
Quantitative Developmental Methodology Position**

Applications are being accepted for a 9-month, tenure-track appointment in quantitative developmental methodology at the Assistant Professor level with a joint appointment in the Experiment Station. Fiscal year term employment (i.e., 11-month appointment) will be offered and continued based on academic personnel review. Faculty advise and teach at the undergraduate and graduate levels. Candidates will be expected to teach and develop a research program that focuses on the application of advanced quantitative methods in human development research. More specifically, we are seeking someone who has expertise in longitudinal statistics, the assessment of developmental processes, and in modeling developmental pathways or trajectories of change. This incumbent will participate in the campus-wide Center on Quantitative Social Science Research and guide graduate student research. Candidates must hold an earned Doctoral or equivalent degree in Human Development, Psychology, Sociology, or related field, and develop a record of research in cognitive, psychosocial, and/or biological development which may emphasize one or more phases of the lifespan. A strong commitment to quality teaching of longitudinal, human-development-related methods and statistics, at both the undergraduate and graduate levels is essential.

With their applications, interested parties should include statements outlining, in general, their plans for future research, detailing any special skills or training relevant to these plans, and their relevant prior teaching experience. A curriculum vita, official transcripts (for candidates within five years of the degree), representative reprints, and the names and addresses of four references should be sent to:

Professor Xiaojia Ge, Chair, Search Committee for Quantitative Position
Department of Human and Community Development
University of California
One Shields Avenue, Davis, CA 95616

Deadline for filing application materials is November 1, 2003, or until filled. The University of California is an affirmative action/equal opportunity employer.

**American Psychological Foundation
CHARLES L. BREWER DISTINGUISHED TEACHING
OF PSYCHOLOGY AWARD**

The American Psychological Foundation (APF) invites nominations for the APF 2005 Charles L. Brewer Distinguished Teaching of Psychology Award.

THE AWARD:

The awardee receives a plaque, a \$2,000 check, and a two-night, three-day, all-expenses-paid trip to the American Psychological Association's (APA) 2005 annual convention, in Washington, DC, where the award will be presented.

REQUIREMENTS:

The award recognizes a career contribution to the teaching of psychology. The APF Teaching Subcommittee selects a psychologist for the award who has demonstrated:

Exemplary performance as a classroom teacher;
Development of innovative curricula and courses;
Development of effective teaching methods and/or materials;
Teaching of advanced research methods and practice in psychology; and/or,
Administrative facilitation of teaching;
Research on teaching;
Training of teachers of psychology;
Evidence of influence as a teacher of students who become psychologists.

APPLICATION PROCESS:

APF provides nomination forms. Nominations should include the form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters in support of the nomination are welcome. All materials should be coordinated and collected by the chief nominator and forwarded to APF at the same time.

The deadline for receipt of materials is **December 1, 2004**. Requests for nomination forms and completed nomination packets should be mailed to the APF Charles L. Brewer Teaching Award Coordinator, 750 First Street, NE, Washington, DC, 20002-4242. Requests for nomination forms may also be sent to foundation@apa.org.

Future APA Convention Sites

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

NEP/15

NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS
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750 FIRST STREET N.E., WASHINGTON, D.C. 20002-4242

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- Non-APA Member
(affiliate of the Division only) \$25.00

- Student Member \$10.00
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Send completed application and membership fee to
(*Make checks payable to DIVISION 15-APA*):

Mr. Keith Cooke
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Division of Member Services
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