



## Division 15

Educational Psychology

### Message from the President



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Higher education is changing and these changes directly affect our field. Although you and I may know about the important contributions of educational psychology to our understanding of learning, our state and national leaders and the general public do not. In some cases, educational psychology departments have been disbanded so that colleges can focus on teacher preparation programs. This trend will continue unless the division better communicates with the general public. To that end, Division 15 has hired a social media specialist, Wade George, to increase the visibility of the division. Wade will be using Facebook, Twitter, LinkedIn, YouTube, blogs and press releases to highlight the goals of Division 15 and the accomplishments of its members. Wade plans to interview members about their research and communicate research accomplishments to the general public.

Wade George will also be working to increase the visibility of the division among educational researchers and to improve recruitment and retention of members to Division 15. This goal will be met partly by improving opportunities for members to interact through social network platforms and virtual conferences. We hope that our members will value these changes in the division.

The Division 15 Conference Ad-hoc committee, headed by Andrew Butler, has just finished collecting data from our members about member interest in a separate Division 15 conference that would be in addition to the APA Convention. In the coming months, we will decide whether to have this conference, and where and when to have the conference. It is our goal to provide a unique venue for educational psychologists to share their research with other researchers.

Looking forward to the American Psychological Association convention in August, the theme of Division 15 is "The Contributions of Educational Psychology to Schools." We hope to highlight research that has direct implications for schooling. To increase the visibility of the division and its members, the research presented at the APA conference will be disseminated through a variety of social media outlets.

--Marty Carr, President, APA Division 15

## Division 15 Executive Committee Retreat<sup>2</sup>

### Minutes APA Division 15 Executive Committee Fall Retreat

November 4<sup>th</sup> and 5<sup>th</sup> 2011

Building/Room: Hyatt Grand Regency – Tampa Bay Florida

The Executive Committee met November 4-5, 2011 to address a number of Division 15 issues and concerns. Here, we have included some highlights from the two-day retreat. The full minutes are available on the Division 15 website.

### Nature of Committee Structure

There has been some confusion as to the nature of the “Dissertation Awards Committee” due to minor typos across documents (e.g., Policy & Procedures Manual, Committee Lists). As currently constituted, the Dissertation Awards Committee is responsible for administering both the Paul Pintrich Outstanding Dissertation Award (in recognition of outstanding achievement) and the Dissertation Research Award (monies used to support doctoral students with their dissertation research).

The Dissertation Awards committee is the only committee of its type that administers both an award to support research and a recognition award. Other recognition awards (i.e., Thorndike and Snow) each have their own committees. Similarly other awards/grants to support research (e.g., Ad Hoc Committee for Div. 15 for Early Career Research Awards, Ad Hoc Committee for Small Conference Grants). The committee discussed the need for an overall organizational framework for the committees. President Carr commented that there seems to be too many committees. Eccles suggested an organization of committees based on function - Achievement Awards, Research Support etc. Treasurer Nichols suggested that the current organization suggests a

developmental organization; all dissertation-related awards under one committee, so that members interested in dissertation related things can look in one place. Secretary Fives commented that while members of the executive board may be confused by the committee structure, in particular the Dissertation Awards Committee, the committee seems to be functioning quite well. She asked if any complaints had been offered by the Chair of the committee, to the knowledge of those present no complaints have been offered. However, it was suggested that we ask the current Dissertation Awards Committee Chair his perspective on this concern.

Past President Bergin & President Carr will reflect on these issues, seek input from committee chairs and members, check to see if these are bylaw changes, and , and generate a document on the potential restructuring of committees for the AERA meeting.

### Guidelines for the change in editors of *Educational Psychologist*

There are currently no policies in place for how the transitions in *Educational Psychologist* editors should take place with regard to supporting funds for the outgoing and incoming editors.

Past President Bergin provided a document with information from previous *EP* editors on the nature of the transition and the need for support of both editors for the transition year. Currently, the editor receives a budget of \$40,000 per year, but it is unclear how and if this should be divided during the transition.

Eccles offered that it seemed that both editors should be paid while one office is closing and finishing up manuscripts and the other is getting set up. In looking at the budgets for *EP* there was some concern regarding the fringe costs charged by editors' universities. Eccles shared that in her experience as editor of an APA journal, that there are policies from which the Division could borrow. Bergin will look into how APA handles these transitions with APA journals and will report back to EC at AERA meeting. President Carr will Request that the current Editor of EP send quarterly reports on the budget to the Treasurer.

**Procedures for Online Voting of the Executive Committee.** Throughout the year pressing matters emerge that require immediate action of the Executive Committee, and these are voted on via email. However, no set procedures are explicated for how this will unfold.

Fives shared with the executive committee that although votes were held online since August she could not account for each member's vote because they replied only to the Division President who called the vote. The Executive Committee discussed the pragmatics of "reply all."

When votes are needed, the President will generate a call for votes and send it to the Secretary to send out to the Executive Committee. The Secretary will tally the votes and record the decision. All members were in favor of these procedures and the required updates to the Policy and Procedures Manual.

**Division 15 Co-Sponsoring of Socials at AERA with SIGs.** In the past, Division 15 Co-sponsored a social with the Teaching of Educational Psychology SIG at AERA. This cost the Division \$500 and provided an opportunity for increasing our membership. Under discussion was the possibility to co-

sponsor with other SIGs for the 2012 Annual Meeting.

Past President Bergin described his experience attending the Teaching of Educational Psychology SIG. He indicated that while the event was very nice, the size of the group present was quite small and he questioned the usefulness of this strategy. Secretary Fives suggested that Division 15 host our own social at AERA. Eccles suggested we wait for the small conference that we've been discussing. President Carr and Kitsantas – suggested a focus on email blasts to increase membership. Bergin and Nichols suggested that generating strategies to increase membership be assigned to the membership committee and media person.

The Executive Committee decided not to pursue any funding of these SIG events for the 2012 meeting.



**Compensation for editor of the Corwin Insights Series.** A Division Member who is author of a text for the Corwin Insights Series recommended to President Carr that the current editor of the Corwin Insights Series receive some form of compensation from the division. The member described the high level of support received from the editor and the amount of work generated

by this task as reasons for this compensation.

Members of the Executive Committee inquired as to the nature of contract with Corwin regarding the compensation of the editor. President Elect Meece asked if the editor presents to the Executive Committee the nature of her work, decision making, etc. Meece also shared that when she was a co-editor of a series she often traveled to work with the co-editor and that this might be a reason for the need to compensate the editor. Eccles suggested that President Carr ask the editor to put a budget together that the Executive Committee can consider.

President Carr will ask the editor to provide the Executive Committee with a budget request for funding that could include travel.

**Ad Hoc Committee on Early Career Research Awards.** In light of the prior discussion on the nature of the overall committee structure within the Division, the Executive Committee questioned the usefulness of making substantive changes at this time.

This topic was tabled pending President Carr and Past President Bergin's plans to review the overall committee structures and offer a possible restructuring to these. Treasurer Nichols raised the issue as to the monitoring of these Awards after the distribution of funds. She noted that she sometimes receives updates to their budgets, but is unclear as to who is responsible for reviewing the final reports of these grants.

The committee discussed the need for some method to record the follow-up of these grants, such as whether the research was completed and the findings. Nichols raised the issue that the recipients who communicate with her regarding their funding often do not know what the

expectations are for the follow up report. Eccles shared that AERA has a grant program and there is a form used to report the status of the funded project completed by the award recipient's mentor. The Award committee follows upon the report. Past President Bergin suggested that the Executive Committee assign the Ad Hoc Committee on Early Career Research Awards the task of developing a procedure for tracking the awards given and the status of the research and expenditures.

Eccles will send copy of the AERA form she described to Nichols and Fives. Fives will communicate with the current Chair of the Ad Hoc Committee on Early Career Research Awards on the need to develop a procedure for this.

## Membership

There was discussion of the Division offering a one year free membership in the Division. According to the Membership chair this tactic has been used by other divisions. It has also been used by APS.

Eccles inquired as to how much this will cost the Division. President Carr indicated that it will not cost the Division anything to provide free access online to *Educational Psychologist*. Fives inquired into the practicality of making this happen via the website and APA. President Carr replied that if they join via our (Division 15) website that this will not be a problem to track. However, if they join via APA this could be a problem. It was decided that the webmaster and membership chair will address this challenge. The Executive Committee also discussed the cost of membership \$25 to non-APA members and \$11 to APA members.



Eccles moved that we give new members 1 year of free membership as incentive to join and that they receive free online access to *Educational Psychologist*. Bergin seconded the motion and all were in favor.

### Online Voting

In an effort to streamline the Division voting process, a full vote was needed to allow for online voting to be conducted for elections and changes to the bylaws. It was unanimously decided to amend the Bylaws such that section 3 now reads: "Division 15 may offer online voting."

Additionally, a process for Executive Committee voting via email was determined. The following procedure will be enacted to facilitate this process. The President will generate a call for votes and send it to the Secretary. The Secretary will send the call for votes out to the committee. Committee members will send their votes back to the Secretary for accurate recording of these decisions.

### Division 15 Conference Committee

The Executive Committee is considering sponsoring a conference for Division 15 that would be independent of the APA annual meeting.

The conference ad hoc committee, chaired by Andrew Butler, plans to survey the membership regarding holding a small conference for our membership. Questions will focus on the preference for location, size, purpose, and connection to other meetings. Carr shared that Urdan, via email, reported that other Divisions in APA also have small conferences. Carr suggested that if there is interest among the membership we should get moving on this project.

Eccles shared that the Sociology of Education conference is held in the same location each year. Bergin commented that the 1<sup>st</sup> teaching of Ed psych conference was held in Phoenix in the off season – very hot weather but very good facilities. The committee discussed the idea of using a resort in the "off season" as the location. Eccles encouraged the committee to watch for the survey on the Division listserv. President Carr commented that the chair, Andrew Butler, of this committee has "done a terrific job."

### Social Networking & Division 15

What type of presence would the Division prefer to have on Facebook? A "Page" (formerly a fan page) or a "Group" (open or closed)?

The committee reviewed the differences between each of these presences, and determined that a Facebook "Page" would best fit the needs of the Division. President Carr will charge the Facebook and Twitter Committee to Create Facebook "Page" (previously called fan page).

### Division 15 Website

The Executive Committee discussed the possibility of including "Teacher Ready" content on the Division website to promote the use of educational psychology

research in the classroom. Our current Website Liaison S. Tonks asked via email with Secretary Fives the extent of his purview in this role. Tonks identified two general concerns: the slowness of site, and ways to make finding information more intuitive. Also the ability to archive materials on the site needs to be followed up on by Fives.

Fives will ask Tonks to share recommended changes to the site with Carr, Meece, & Fives. Fives will check up on website archiving for password protection of information.

## Academic Dishonesty in Program Proposal Submission.

The Executive Committee reviewed an ongoing academic dishonesty case and our procedures for academic dishonesty regarding conference submissions and application. We will continue to do our best to follow APA guidelines on these matters and will follow up to be sure relevant language is added to the program chair manual.

## Treasurer's Report

**Financial Status.** \$383,272.62 in our checking account and \$443,249.26 in our investment/savings account. Currently, our total assets are: \$877,363.77.

### Division Income

- The majority of our funds continue to come from the royalties received for *Educational Psychologist*. We have already received our \$130,000 advance for 2011, and last year our royalties netted us an additional \$23,069.30 (i.e., EP earned us \$153,069.30 in 2010).
- We receive approximately \$10,600 from royalties from other publications.

- We receive \$11,000+ in dues for the year. (Importantly, this under estimates what we receive because it is based only on an 8-month period.)

### Expenses

- APA Convention: \$83,010
- Fall Executive Committee Retreat (2010): \$6,500
- **Taylor and Francis Student Award.** As per our contract with T & F we are now receiving the \$1,000 student award. We use this to include in our Graduate Student Award activities.

### Treasurer Support

The Executive Committee has allocated \$200 for supplies and \$1,500 for a student assistant.

Nichols reported that the student assistant was not helpful in her situation, and that supply costs were running higher and that much of her work was moving to online administration. She also posited that each Treasurer will need to make his/her own decision on need for funding.

The Executive Committee asked for more information about the tasks required of the Treasurer and any needed assistance. Nichols expressed the desire for some assistance in organizing the account categories. Fives suggested that she consult with a Certified Public Accountant or with the Accountants at APA (perhaps visit them) to facilitate this work. In hearing about the tasks, Nichols shared that she scans many of the receipts through her department scanner. Fives suggested that the Division provide funds for her to purchase her own scanner. Bergin agreed, concerned with confidential information being shared on a server.

Bergin moved to allocate up to \$2000 per year for the treasurer's budget to be spent as needed by the Treasurer in

completing his/her duties to the division and all were in favor.

### **F**inancial support for Division Secretary

President Carr proposed that some support should be offered to the Division Secretary given the amount of responsibility involved in this job. She suggested providing summer salary (.11) or some other financial support for the secretary.

The need for extra support was questioned by Fives as this is a service position. It was suggested that the Secretary generate a budget for any expenses incurred in completing the duties associated with this role. Eccles suggested calling this a stipend. Meece suggested paying for the travel of the Secretary and Treasurer to APA/AERA meetings that they are required to attend. This would be beyond the \$1,000 offered to help support Executive Committee Members.

Fives will develop budgets/request for monies to the EC.

### **S**tanding budget for the webmaster

President Carr proposed that we establish a standing budget for the webmaster so that the Executive Committee does not need to conduct an online vote for the payment of each invoice. The current webmaster was asked to provide a budget for the committee to review.

Budget provided indicated approximately \$1,000/year in updating costs for the website. Bergin offered a friendly suggestion to increase the amount to \$1,500 in order to assure that the costs will be covered.

**Eccles: Revised Motion** to establish a standing budget for web site in the amount of 1,500 per year. All were in favor.

### **C**larification of Travel Funding for Executive Committee Members.

In November 2010, the Executive Committee voted to provide members of the Executive Committee (not including the President, President Elect, or Past Present) up to \$1,000 per year to travel to Division meetings at AERA and APA. However, no policies for the disbursement of these funds were made to the Policy and Procedures Manual. Also in question

was when this funding should start and whether newly elected members should receive funding for the summer APA meeting before their terms officially starts (at the end of that meeting).

Suggested changes were reviewed and deemed acceptable. In addition the committee discussed the importance for the newly elected Secretary and Treasurer to attend this transitional meeting to meet the outgoing officer and be briefed on the duties of their role. Language for the P & P manual was suggested.

The board unanimously supported the suggested changes. See section below on the P & P manual for specific wording.

### **R**aising amount of Small Conference Grants.

At the executive committee meeting in August, S. Graham (member at large) suggested that the small conference grant amount, currently at \$5,000, be raised.

J. Eccles (member at large) inquired as to the nature and purpose of the grants. President Carr described the grants as seed money to facilitate small groups of researchers gathering to share ideas and generate a product of some kind. Eccles shared that she has received a similar grant from SRCDD (Society for Research in Child Development) in the amount of \$40,000. Secretary Fives raised the concern that none of the Division 15 grants have

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been awarded yet and a major change at this time might be premature. Eccles suggested that we offer a range in the amount for these grants. Amounts were discussed by the board and it was decided to change the Small Conference Grant amount to a range of \$5,000 – 10,000.

**Paul Pintrich Outstanding Dissertation Award.** Through the discussion of the committee structure it came to the attention of the committee that the Pintrich Award recipient received \$1,500 while the other Achievement Awards (Snow, Thorndike) receive \$2,000.

The committee discussed this difference in amounts. It was argued that individuals who are receiving the Dissertation Award (recent graduates) were in most need of the monies to travel to APA to present their work. There was general agreement of this among committee members present.

Eccles moved to increase the Paul Pintrich Outstanding Dissertation Award to \$2,000. All were in favor.

### Online Votes Recorded From August 28, 2011-November 4, 2011

- Executive Committee Unanimously voted to replace Cecil Reynolds's Snow Award Plaque that was destroyed in a house fire.
- Executive Committee Unanimously voted to provide the SCIPIE conference with \$500 to supply snacks in exchange for advertising for Division 15.
- Executive Committee Unanimously voted to provide the incoming Secretary and Treasurer with \$1,000 travel reimbursement to attend APA the year that he/she is elected.

Respectfully submitted,

*Helenrose Fives*, Montclair State University



### A Note from the Editors...

We would love to show more Division 15 members in action in the newsletter so we need your photos! If you have photos from Division 15 events, please send them to Kelly Rodgers, Editor of NEP/ 15, at [krodgers@bmcc.cuny.edu](mailto:krodgers@bmcc.cuny.edu)

## HISTORIAN INTERVIEW

### **Dr. Ronald Marx Considers Educator Preparation in the Changing Higher Education Landscape: Reflections on his Remarks**

By Drs. Revathy Kumar, Division 15 Historian, and Susanna Hapgood, University of Toledo

#### **The Context**

On October 11, 2011, Dr. Ronald Marx, an educational psychologist and Dean of the College of Education at the University of Arizona, spent a day with teachers, school administrators, and university faculty, students, and staff at the University of Toledo's Judith Herb College of Education, Health Science and Human Service. The purpose of his visit was to discuss challenges and major decision points of engaging in collaborative efforts centering on teacher preparation and school reform. In his primary address entitled "Reinvigorating Teacher Education & Making Higher Education Relevant," and subsequent small group discussions throughout the day, Dr. Marx talked extensively about the ways in which he and his faculty are building collaborative relationships with educators, business people, community members and government officials in Arizona. He also fielded questions about his career to date and the many research projects he has led.

Thinking across the entire day and examining the videotapes of the various sessions, we discerned certain recurrent themes in Dr. Marx's remarks. Below, we examine three of those themes.

#### **I. Maintaining Clarity about the Purposes and Functions of Schooling**

An important moment occurred near the end of Dr. Marx's morning presentation. He was asked to define his "philosophy of education." When this question was posed, the entire audience laughed because earlier in the talk Dr. Marx had said that he did not think asking undergraduate teacher candidates to articulate a philosophy of education was a fruitful task, saying that one does not "have a right to have a personal philosophy; this is a profession." Adding that "we don't have personal philosophies of surgery, or at least I hope we don't."

However, Dr. Marx, after laughing himself, addressed the question by telling the story of a time in the mid-1980s when he was working at Simon Fraser University in British Columbia, Canada and was asked to serve as the research director on a Royal Commission examining education. He explained that, because of that work, he had had an opportunity to think and write about the question of why we have an educational system.

Dr. Marx stated there are four missions of schooling, only one of which is education. Education he defined as being about "cultivation of mind," rather than being about being able to pass tests. As he said, "it is socializing children, bringing children to understand that

there is this great conversation – and all cultures have that conversation – some of them are literate, some of them are oral, but they all have these traditions. And bringing kids into the tradition of understanding – that’s what an education is. And I think schools are charged with doing that.”

The second and third missions of schooling according to Dr. Marx are “socializing children and youth for civic and economic participation.” These missions he contented are critical if we are to sustain a vibrant democracy. Finally, the fourth mission of schooling in Dr. Marx’s framework is custodial care. As he stated, “we have to have a place to put kids during the day and they should be healthy, supportive, wonderful environments. The custodial care functions of schooling are vital.” Still hesitating to talk about a “philosophy of education,” he ended his response by saying that, “I don’t know if that’s a philosophy, but it certainly helps me understand why the enterprise is worth doing.”

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The theme exemplified in this episode, and one we heard throughout the day through other stories and discussions, is that one needs to maintain clarity about the functions and purposes of schooling at every level. Dr. Marx discussed his efforts to work with business leaders and to think about education as a larger enterprise than just what happens in individual teachers’ classrooms every day. Those experiences are, of course, critical, but the lens Dr. Marx uses allows a broader vision of how educational experiences are part and parcel of a vibrant democratic society.

Dr. Marx’s vision for how academics in education should operate is similar: he sees academics in education as needing to have a broad view of the educational enterprise. Drawing on his own experiences he made

numerous remarks across the day about what it means to be a good academic in education – our second theme from the day.

## **II. Being a Good Academic in the Field of Education**

According to Ron Marx, being an education professor means constantly working toward making the world a better place. He believes very strongly that as researchers in the field of education we should be committed to “making a difference in the lives of people who participate in the research,” and that “people who participate in the research should actually benefit from the research – not from findings but in the work itself.”

Reflecting on his own graduate studies, he reminisced about a committee member he had asking him whether he wanted to “understand an issue more deeply,” or to “make a difference.” Dr. Marx talked about how he has come, over time, to better understand this distinction and the importance of both. In his early career he considered himself a researcher trying to understand conceptual issues more deeply, but now his “passion is making a difference.”

Addressing graduate students in the audience, he said, “The single most important quality of a good academic is finding the right problem to work on.” He believes that this is particularly problematic in the field of education. He believes that “one of the reasons why we have so many ABDs in education is because when we get to the end of the course work, people still do not know how to find a problem because they have never been taught how to find a problem.” Dr. Marx stated that professional development seminars are absolutely essential if we are genuinely committed to helping graduate students be playful, to craft a career, and to move ahead in their professional lives.

He believes that it is important for graduate students to “do real things.” In his own career, he began by doing experimental psychological studies but began to question the decontextualized examination of constructs. On his first sabbatical he had a chance to examine students’ perceptions in classrooms that he said was “a very important piece for me.” This seminal piece work was published in *Educational Psychologist* (1983). He explained that the work forced him to expand the range of literatures he read and this, he said, “helped take me in a completely different direction in my work.”

Emphasizing the importance of collaboration in educational research, he discussed his work as researcher and leader in many large collaborative initiatives that he has initiated over his long and distinguished career. Drawing specifically to his work on project based science that he did along with his colleagues at the University of Michigan including Phyllis Blumenfeld, Joseph Krajcik, Elliot Soloway, Elizabeth Moje, Barry Fishman, Betsy Davis, and Bob Bain along with many graduate students and colleagues from other institutions, he talked about the advantages of collaborative research for solving major problems in education. He noted that their research team included among others, technology specialists, scientists, literacy specialists, psychologists, and an historian. Despite disagreements and arguments, as a team, the researchers brought their varied expertise and strengths to the table enabling them to take on and solve “really big problems.” The impact of this is demonstrated by the fact that some of the published works from this project have over a thousand citations.

This kind of collaborative work utilizing the expertise of people with varying perspectives and backgrounds is a hallmark of Dr. Marx’s later career and his mode of operation as Dean at the University of Arizona’s College of Education. In his current position, he works tirelessly to make his college relevant and responsive to today’s educational environment and needs in Arizona and across the nation. This brings us to the third theme.

### **III. Keeping Ourselves Relevant in the Changing Academic Landscape**

Dr. Marx observed that the nature of teacher education is going to be dramatically different in the coming years. He emphasized the need for teacher educators and teacher education programs to change, be creative, and adapt with the changing times to remain relevant. He proposed that rather than teach educational psychology within the confines of the colleges of education, prospective teachers will be better served if they receive this education out in the field. As Dean of the College of Education at the University of Arizona, Dr. Marx has transformed these words into action. Many courses for preservice teachers at

the University of Arizona are now are taught within school contexts, thus “making it relevant to what is happening in the classroom.”

However, Dr. Marx is clearly in favor of taking highly principled actions – making all the initiatives of his college be based on theoretically-grounded design principles, at both the college-wide and program-specific levels. At the college level, Dr. Marx outlined five program values and design principles that undergird all activities of the college.

When talking about the first of these, collaboration, he felt strongly that no group has a corner on the truth. Further, he stated that, “I’ve learned along the road that groups of people are smarter than individuals. In preparing professionals we need to be able to collaborate.”

***“It is easier to get broad commitment about programs if we have more than just the academics involved. These ideas that we get, if they’re only in our heads as leaders, they are not going to stay very long once we leave, so if there are any legs to these kinds of reforms they require sustainability and sustainability requires these kinds of partnerships.”***

The second design principle he articulated was the importance of building partnerships with a wide variety of stakeholders including P-12 professionals and business people and politicians. These alliances are important he said for sustainability and relevancy of all college programs and initiatives. As he said, “It is easier to get broad commitment about programs if we have more than just the academics involved. These ideas that we get, if they’re only in our heads as leaders, they are not going to stay very long once we leave, so if there are any legs to these kinds of reforms they require sustainability

and sustainability requires these kinds of partnerships.”

Transparency and accountability were the next principles he discussed. Accountability he said “should not just be the test scores of the kids.” Transparency, he said, “may be more important than accountability. If we are more transparent and straight-forward maybe the narrow-minded and silly accountability measures we are required to do would not be seen as being so important.”

Fourth, was academic and professional rigor. He felt it imperative that professional education must meet the highest standards and that colleges of education must take seriously their role in demanding high-quality work of their students. As he said, “it requires deep thinking to be a successful educator. You don’t learn how to be a deep thinker by not being required to think deeply.”

Finally, Dr. Marx discussed the crucial role of financial viability and stability. Responsible fiscal management is essential for the success and long-term sustainability of the College and all its activities.

Reflecting on Dr. Marx’s ideas, suggest that having clearly articulated values and design principles provides a foundation and direction to navigate the ever-changing academic landscape. Such a foundation will also help establish the relevance of colleges of education within universities and across educational institutions.

By the end of the day, we, the faculty and graduate students at the University of Toledo felt reinvigorated and empowered to examine our own programs and practices to make them as relevant and as principled as possible. We were so grateful that Dr. Marx shared his expertise and time with us – sharing his insights about the field of education writ large and allowing us to really think in a holistic way about why we all do what we do.

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## CALL FOR APPLICATIONS

### Early Career Research Awards

**Deadline: June 1, 2012**

**Early Career Educational Psychology Research Awards:** Division 15 (Educational Psychology) of APA announces the call for the Division's research award program for early career professionals or researchers who are working in the area of educational psychology and who are members of the division. The purpose of the award is to provide financial support for educational psychologists who are in the early phase of their careers to support research activities that might not be readily sponsored by their institutions or organizations.

**Qualifications:** Applicants must be researchers in the area of educational psychology and must be members of Division 15 of APA. The individual can be up to five years beyond the conferral of the doctoral degree (degree must have been awarded August 2007 or later). Individuals who have received this award in the past are not eligible. Applications will be considered from individuals who work in academic institutions, research and development organizations, or other research venues. For those individuals who are not currently APA or Division 15 members, they should consult the division web site on how to become a member at <http://apadiv15.org/>

**Monetary Award:** The award will be up to \$7,500. Funds must be spent and accounted for within two years, or returned to the Division. Funds are awarded in one lump sum, to the recipient's institution. Home institutions of awardees are responsible for administering the funds.

**How and When to Apply:** Electronically submit the following documents as a single pdf attachment via email:

- A page of contact information, phone, email, and title of the research.
- A statement of not more than four pages of the proposed research and the proposed use of the monies. This document should include a statement of the problem, the research questions, and methodology.
- A budget outlining how the monies will be expended. Projects must have specific start and end dates.
- A current vita, including data of conferral of doctoral degree.
- Names and contact information of three individuals who are familiar with your work. They can be in your department or elsewhere. In addition, a letter of support from your institution is required, indicating that they understand that if awarded, the grant will not pay any indirect costs.

Send the application electronically to Paul Schutz at the University of Texas San Antonio ([paul.schutz@utsa.edu](mailto:paul.schutz@utsa.edu)).

**When to Apply:** Completed applications should be submitted by June 1, 2012.

**Criteria and Obligations:** Applications will be evaluated based on the scientific merits of the proposed work – the theoretical grounding of the work, the importance of the research question, the soundness of the methods, and the implications of the potential findings for practice in the area of

### Call for Early Career Research Awards, cont'd.

educational psychology. Funds are provided as a lump sum to the institution or organization; your institution must agree to be responsible for administering the funds and accounting to the IRS. These funds cannot be used to pay indirect costs; funds only are provided for direct costs associated with conducting the research. *Funds may be used to pay for research assistant time, but not for salary or stipends for the applicant.* The Division must be acknowledged in any presentations or publications that result from this funding. Awardees will submit a final report at the conclusion of their project.

**Questions:** email [paul.schutz@utsa.edu](mailto:paul.schutz@utsa.edu)

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## CALL FOR APPLICATIONS

### 2012 Division 15 Annual Doctoral Student Research Seminar

**Application Deadline: Sunday, April 8, 2012**

Division 15 announces its Fifteenth Annual Doctoral Student Research Seminar to occur before and during the APA Annual Convention in Orlando. The purposes of the seminar are to allow informal exchange of ideas about research and to demystify the process of becoming a researcher.

Selected students will attend conference presentations, participate in social events, meet with distinguished researchers, and work with faculty to discuss their dissertation research. The seminar will be limited to a select number of students with no more than three from the same institution. Applicants must be enrolled as full-time doctoral students and, ideally, be in the preliminary stages of their dissertation.

Selections will be based on: (a) the quality of the submitted work, (b) fit with Division 15, (c) the interests of other applicants, and (d) the expertise of participating faculty. The seminar is free and Division 15 will provide some meals and refreshments. Students will also receive a stipend intended to assist with the cost of travel, registration, and Division 15 membership. Selected students are expected to attend all seminar events beginning no earlier than 6 p.m. on August 1<sup>st</sup>, and selected Division 15 events throughout the conference (i.e., August 2<sup>nd</sup>-5<sup>th</sup>) ending no later than 1 p.m. on August 5<sup>th</sup>.

**Applications must be received by Sunday, April 8, 2012 and include the following four items:**

\* *An introduction* (approximately one page) that includes: 1) personal information including name, institution and department, mailing address, email, phone number, and whether or not you are a full-time doctoral student; 2) the name of your dissertation chair; 3) title of dissertation and type of methodology you intend to use; 4) 100 word abstract of the dissertation study; 5) dissertation timeline including proposal month/year, data gathering, and anticipated defense date (month/year); 6) 100 word statement of research interests; 7) statement of how your research interests are connected to Division 15; 8) indication of career goals and job search timeline; and 9) explanation of how you can benefit from and contribute to the seminar.

\* *A research proposal* (three to five double-spaced pages) in APA style that describes your dissertation study. The proposal should include a working title, introduction, brief theoretical framework, problem statement, methodology, and proposed analyses.

\* *A vita* that includes education, professional experience, publications, conference presentations, teaching, and service.

\* *A letter of recommendation* from your advisor describing your qualifications.

**Submitting your Application:**

- **Submit via email to Mike Yough (myough@purdue.edu) in a single pdf file.**
- **Please name the file as follows: APADIV15GRAD\_ *lastname* *firstname*.pdf**
- **The recommendation letter should be sent directly by the advisor via e-mail to myough@purdue.edu.**

**Questions should be directed to:**

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## AERA 2012 DIVISION C HIGHLIGHTED SESSIONS

Vancouver, British Columbia April 14-17, 2012

### ***Division C Vice Presidential Address: Gale M. Sinatra--Motivation, Emotion, and Conceptual Change Research: A Progress Report on The Warming Trend***

**Scheduled Time:** Mon, Apr 16 - 2:15pm - 3:45pm

**Building/Room:** Sheraton Wall Centre, Floor Grand Ballroom Level - North Grand Ballroom A

Chair: P. Karen Murphy, *Pennsylvania State University*

Presenter: Gale M. Sinatra, *University of Southern California*

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### ***Sylvia Scribner Award Address: Richard Mayer***

**Scheduled Time:** Sat, Apr 14 - 8:15am - 9:45am

**Building/Room:** Sheraton Wall Centre, Floor Grand Ballroom Level - North Grand Ballroom D

Chair: Mary M. McCaslin, *University of Arizona*

Presenter: Richard E. Mayer, *University of California, Santa Barbara*

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### ***Public Understanding and Public Engagement with Science***

**Scheduled Time:** Sat, Apr 14 - 10:35am - 12:05pm

**Building/Room:** Sheraton Wall Centre, Floor Grand Ballroom Level - North Grand Ballroom B

Chair: Gale M. Sinatra, *University of Southern California*

Presenters: William A. Sandoval, *University of California Los Angeles*; Rainer Bromme, *University of Munster*; Susan R. Goldman, *University of Illinois at Chicago*; Anne Britt, *Northern Illinois University*.

Discussants: Janice M. Earle, *National Science Foundation*; Anne Brüggemann, *DFG, German Research Foundation*

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### ***Teaching and learning for the environment: Perspectives on understandings, values, and actions***

**Scheduled Time:** Mon, Apr 16 - 10:35am - 12:05pm

**Building/Room:** Sheraton Wall Centre, Floor Grand Ballroom Level - North Grand Ballroom B

Chair: Douglas Lombardi, *University of Nevada, Las Vegas*

Participants: Bruce Johnson, *University of Arizona*; Martin Storksdieck, *National Academy of Sciences*; Beth A. Covitt, *University of Montana*; Mandali J. Sheth, *University of Wisconsin-Madison*.

Discussant: Nancy B. Songer, *University of Michigan*

## AERA Division C 2012 Convention Session Highlights, cont'd.

***A Framework for Conceptualizing Reading for Understanding: Evidence-based Argumentation in History, Science, and Literature*****Scheduled Time:** Sat, Apr 14 - 2:15pm - 3:45pm**Building/Room:** Sheraton Wall Centre, Floor Third Level - North Junior Ballroom DChair: Susan R. Goldman, *University of Illinois-Chicago*Presenters: Susan R. Goldman, *University of Illinois-Chicago*; Carol Lee, *Northwestern University*; Cynthia Shanahan, *University of Illinois at Chicago*; Cynthia Greenleaf, *WestEd*; Jennifer Wiley, *University of Illinois-Chicago*Discussant: Elizabeth B. Moje, *University of Michigan*

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***When More of the Same Old Story is Just not Enough: Possibilities and Challenges of Teaching Students and Their Teachers to Think Historically*****Scheduled Time:** Mon, Apr 16 - 4:05pm - 6:05pm**Building/Room:** Sheraton Wall Centre, Floor Third Level - North Junior Ballroom DChair: Bruce A. VanSledright, *University of Maryland - College Park*Presenters: Jannet van Drie, *University of Amsterdam*; Chauncey B. Monte-Sano, *University of Maryland*; Carla L. Peck, *University of Alberta, Canada*; Bruce VanSledright, *University of Maryland-College Park*.Discussant: Peter C. Seixas, *University of British Columbia*

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***Interdisciplinary and Cross-Cultural Investigations into Cognitive and Motivational Underpinnings of Mathematical Development*****Scheduled Time:** Sat, Apr 14 - 10:35am - 12:05pm**Building/Room:** Sheraton Wall Centre, Floor Grand Ballroom Level - North Grand Ballroom AChair: Yulia Kovas, *University of London- Goldsmiths*Presenters: Jean-Pascal Lemelin, *Université de Sherbrooke*; Stephen Petrill, *Ohio State University*; Beata Trick, *King's College London*; Olga Ovcharova, *Psychological Institute of the Russian Academy of Education*; Sergei Malykh, *Psychological Institute of the Russian Academy of Education*Discussant: Stephen Petrill, *The Ohio State University*

**AERA Division C 2012 Convention Session Highlights, cont'd.**

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***Science Education for the Competent Outsider: What We Already Know and Do*****Scheduled Time:** Mon, Apr 16 - 10:35am - 12:05pm**Building/Room:** Sheraton Wall Centre, Floor Third Level - South Pavilion Ballroom BChair: Noah R. Feinstein, *University of Wisconsin – Madison*Presenters: Joseph L. Polman, *University of Missouri*; Daniel Birmingham, *Michigan State University*; Doris B. Ash, *University of California-Santa Cruz*; Shusaku Horibe, *University of Wisconsin-Madison*Discussant: David Isaac Waddington, *Concordia University*

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***Moving Advanced High School Courses to Poverty-Impacted Urban Settings: Multidisciplinary Research on Rigor, Access, Learning, and Engagement*****Scheduled Time:** Tue, Apr 17 - 10:35am - 12:05pm**Building/Room:** Sheraton Wall Centre, Floor Third Level - South Pavilion Ballroom DChair: John D. Bransford, *University of Washington*Presenters: John D. Bransford, *University of Washington*; Walter C. Parker, *University of Washington*, Diem T. Nguyen, *University of Washington*; Susan B. Nolen, *University of Washington*; Sheila Valencia, *University of Washington*.Discussant: Linda Darling-Hammond, *Stanford University*

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***Public Understanding of Science: The Educational Challenges of Scientific "Uncertainty"*****Scheduled Time:** Sun, Apr 15 - 10:35am - 12:05pm**Building/Room:** Sheraton Wall Centre, Floor Grand Ballroom Level - North Grand Ballroom AChair: William A. Sandoval, *University of California, Los Angeles*Presenters: Barbara K. Hofer, *Middlebury College*; Rainer F. Bromme, *University of Münster*; Anne Britt, *Northern Illinois University*; Johanna Maier, *University of Kassel*; Anke Lindmeier, *TU München*.Discussant: Jonathan F. Osborne, *Stanford University*

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***Motivation and Emotion in Context: Exploring the Influence of Culture and Context on Teachers' Lives*****Scheduled Time:** Tue, Apr 17 - 2:15pm - 3:45pm**Building/Room:** Sheraton Wall Centre, Floor Fourth Level - South GalianoChairs: Ji Yeon Hong, *University of Oklahoma*; Dionne Indera Cross, *Indiana University*Presenters: Susan E. Cooper, *University of Washington*; Michalinos Zembylas, *Open University of Cyprus*; Paul A. Schutz, *University of Texas at San Antonio*; Dionne I. Cross, *Indiana University*; Mei-lin Chang, *Emory University*.Discussant: Debra K. Meyer, *Elmhurst College*

**AERA Division C 2012 Convention Session Highlights, cont'd.*****Technology-Supported Learning in K-12 Science*****Scheduled Time:** Sun, Apr 15 - 2:15pm - 3:45pm**Building/Room:** Sheraton Wall Centre, Floor Fourth Level - North Port McNeillChair: Mabel Kinzie, *University of Virginia*Presenters: Amy M. Kamarainen, *Harvard University*; Cresencia Fong, *OISE/University of Toronto*; Michael J. Jacobson, *The University of Sydney*; Sarah Lewis, *Stanford University*; Katherine Joy Nilsen, *University of California-Santa Barbara*.