



Message from the President



My message in the past two issues of the NEP has focused on making ourselves, as educational psychologists and members of Division 15, relevant to stakeholders in the broader educational community. In this issue, I change gears a bit to highlight Division initiatives that are relevant to you as members.

First, our Membership Committee – chaired by YoonJung Cho and working closely with Communications Director Wade George – executed a high-impact membership campaign alerting several dozen educational psychology programs about our “Free First Year” initiative. This campaign has proven instrumental in expanding our reach, and bringing some new faces onboard. If you are among those joining us for your first year, welcome! Conversely, if your department was not among this year’s contacted universities, please reach out to [Wade George](#) for information on how to help expand Division 15’s presence in your program. We’ve seen dramatic growth over the past few years (topping 2000 members for the first time since 1998) and want to keep our momentum going!

As you likely know, the Division has a strong record of supporting our newest members through the activities of the Graduate Student Affairs and Development of Early Career Psychologists Committees, and through its graduate student and early career research grants. We also have a very active International Committee, Chaired by Dennis McInerney, committed to identifying ways to enhance our international members’ experience in the Division and to devise strategies for recruiting new international members. The Executive Committee views these international connections as essential to the future health of the Division and Educational Psychology. This year, we are asking you to approve an amendment to our bylaws that would change the status of the International Committee from ad hoc to standing (see email: *Vote Today on Proposed Division 15 Bylaws Changes*). Also we are pleased to announce that, with funds from Taylor & Francis, we are able to offer an International Student Travel Award to support a student member of Division 15 to travel to APA from outside North America. If you are or have a student who is eligible for this award, watch our media outlets for information about the application process.

The Division has a strong media and social media presence. Last year, under then President Karen Harris’ leadership, we hosted our first webinar. This year, we have formed the ad hoc Webinar Committee, which Karen will continue to Chair. The members are representatives from the Development of Early Career Psychologists, Early Career Research Grants, Graduate Student Affairs, and International

Inside This Issue

- 1 Message From President
 - 3 Highlights From Executive Committee Meeting
 - 4 Announcements
 - 5 Interview with Eric Anderman
 - 7 Remembering Gavriel Salomon
-

Message From President, cont'd.

Committees. Topics this year are likely to target the interests of these groups, but if successful, webinars could become a way for various constituents within our Division to connect on topics of interest outside the annual convention.

Speaking of the convention, it's not too soon to begin planning. Our Program Co-Chairs, Michelle Buehl and Helenrose Fives, received 200+ submissions on Dec. 1 and are extremely grateful to those of you who reviewed proposals while carrying out your typical end-of-term activities and preparing for/participating in holiday events. Michelle and Helenrose have planned a very rich experience for conference attendees. Of particular note are two invited symposia on our Research to Practice theme: one highlighting examples of productive partnerships and another focusing on teaching research methods and educational psychology. There will be two receptions to which *all* members are welcome. One will be a celebration of Division 15 Committee Chairs and Members, as well as an opportunity for early career and graduate student members to network with "older," more established members. Posters nominated for the Graduate Student Poster Awards (given for the first time last year) will be on display. The second reception will follow our Business Meeting, as is our tradition. For these reasons and more, I hope to see you in Denver!

Finally, Division 15 is joining with Division C of AERA to host a reception at AERA. The Executive Committee is looking for ways to build bridges between our Division and groups with common interests. Division C is one of these groups. I hope to see you at AERA!

Nancy Perry

APA Division 15 President

Share Your Division 15 Affiliation



If you've benefited from Division 15's diverse offering (including journal access, news, award eligibility, and more) please consider recommending affiliation to a colleague, student, or mentor! If every current Division 15 member brought one individual into the fold, membership would soar to its highest point in the history of our organization—and, the larger we are, the more positive of an impact we can have on the field.

Note that new enrollees' first year is free, and that APA Central affiliation is not required for Division 15 membership!

Those interested may learn more (and apply for membership) [here](#).

Division 15 EXECUTIVE COMMITTEE MEETING HIGHLIGHTS

Washington DC
APA Central Office
November 13th & 14th, 2015

Full minutes may be found [here](#).

- Division 15 has been allotted 20 program hours for the APA 2016 Convention and will co-sponsor eight collaborative programming submissions.
- The Committee reviewed several budget items, and recommended changes in how money for the APA social hour and APA early career activities is used. The Committee also increased funds for the Graduate Student Affairs Committee and added lines for Taylor & Francis awards (and a small presidential discretionary fund).
- Emails were sent to ask Division 15 members to vote on proposed changes to the Division By-Laws, including changes to Division committees, the presidential line, and length of Student Affiliate memberships. The final date that votes can be cast is March 25, 2016. Please vote!
- The newly-established Finance Committee proposed committee guidelines and discussed investment options with the Executive Committee. Karen Harris will change the Division's Policies and Procedures Manual to reflect the Executive Committee's decisions regarding the duties and composition of the Finance Committee.



Members of the Executive Committee at the Fall Retreat

ANNOUNCEMENTS

Dissertation Research Grants Available

Division 15 invites graduate students who are members or affiliates of the division to apply for a Dissertation Research Grant. The purpose of the grant is to provide financial support for educational psychology doctoral students preparing to collect their dissertation data. Two grants will be awarded, each including a \$1,000 stipend to be applied toward the student's dissertation research. Announcement of the grant award winners will be made during the APA convention.

The deadline for 2015 applications is May 1, 2016. For a formal call and application instructions, please visit the Division 15 website, [here](#).

Apply for an Early Career Grant!

Division 15's Early Career Research Grants program is intended for early career professionals or researchers who are working in educational psychology and who are members of Division 15. The purpose of this grant is to provide financial support for research activities that might not be readily sponsored by one's institution or other organizations. The grant provides a monetary award of \$6,000 each for up to two selected applicants each year.

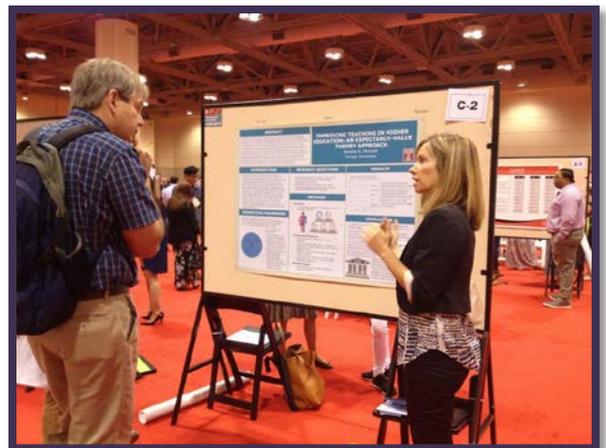
The deadline for 2015 applications is June 1, 2016. More information—including an official call and instructions for submitting—may be found [here](#).

Submit Your AERA Contributions for Division 15 Recognition!

As we prepare for the [2016 Annual AERA Meeting](#) (Friday, April 8 - Tuesday, April 12), we'd like to highlight the contributions of any attending Division 15 members via our annual "Division 15 at AERA" program.

To this effect, we encourage any who will be presenting work to share details via [this form](#). Please note that all contributions must be received by March 30th to be included.

Prior to the meeting, we will publish these contributions through Division 15's website, social media, and Weekly Digest. If you will be presenting with other members, please coordinate responses so that information is sent only once.



INTERVIEWS WITH PAST PRESIDENTS

Dr. Eric Anderman

APA Division 15 President, 2007 - 2008

Interview by Revathy Kumar, Persis Driver, and Christopher Biltz



Background and Beginnings

Dr. Anderman's involvement with APA Division 15 began when, as a graduate student at the University of Michigan, he was encouraged by Dr. Paul Pintrich to join the Division, attend its business meetings, and contribute to the Division. Shortly after graduating (when he was an Assistant Professor at the University of Kentucky), Dr. Anderman was nominated to one of the committees within the Division. This confluence of experiences as an early career scholar, academician, and committee member strengthened his commitment to advancing the Division's growth by increasing its visibility in APA and by contributing to the field of education. The

Presidency itself, as Dr. Anderman remarked, was not a planned outcome. It was the encouragement he received from Dr. Angela O'Donnell, chair of the nominations committee at that time, which led him to consider running for the president's position.

The Presidency

Talking about the pressing issues within the Division as he took office, Dr. Anderman emphasized the stereotypical perception that many educational psychologists outside the division held regarding the nature and role of the Division. For one, there seemed to be a strong notion that Division 15 was a "closed shop" and that progressing within the Division required social networking and inclusion in internal cliques. Once in the leadership position, Dr. Anderman realized that this unfortunate misconception was proving to be detrimental because it deterred prospective members from joining, contributing, and getting involved within the Division's activities and responsibilities. Therefore, his first initiative as President was to change this public perception of Division 15 and promote it as an open and inclusive organization. Dr. Lyn Corno and Dr. Ellen Mandinach, who were the past and incoming presidents at the time, supported his efforts in this direction.

The second initiative was to attract young scholars to become members of Division 15. Driven by data that revealed that the average age of the Division members was 70, Dr. Anderman worked with the past and future presidents and the Executive Committee members to "open up the division" and make it as inclusive as possible. Together they designed a vision for the Division, focused on their short- and long-term goals, and leveraged the web and the social media to create a presence that challenged the Divisions' stereotypical image. He was quick to give credit to his team and to subsequent presidents and executive committees for their efforts, which led to increased enrollment to the Division and increasing membership diversity

Dr. Anderman commended many of the more recent initiatives taken by the Division to improve membership, such as allowing a year of free membership and the opportunity for students to become Division members without needing to invest a large sum into APA central membership. These steps, he said, were prudent, especially given the disenchantment that many members feel from the larger APA organization that does not fulfill their professional needs.

Dr. Anderman remarked that he was particularly pleased with the decisions he made in collaboration with Drs. Corno and Mandinach to spend a part of the substantial surplus that the Division had on initiatives such as the Early Career Awards for supporting Division 15 members. Such initiatives, Dr. Anderman stated, were important because they demonstrated that Division 15 was not just a passive, symbolic organization but was indeed committed to meeting the needs of its members.

The Centerpiece of Dr. Anderman's Presidency

Dr. Anderman elaborated on two accomplishments that he stated were the centerpiece of his presidency. First was initiating the Teaching Educational Psychology conference and pre-conference that took time and effort to coordinate and execute. Second was the effort that he and his team put into negotiating a new contract and a new publisher for *Educational Psychologist*. In his words, Dr. Anderman spent "a great deal of time learning about publishers and lawyers" before finalizing a contract negotiation with publishers Taylor and Francis. This contract has proven to be "extremely lucrative" for the Division and has placed it on a path of financial stability.

Dr. Anderman emphasized that none of this would have been possible without the persistent efforts of the previous president, Dr. Corno, who worked tirelessly to clean, refine, and make transparent the several laws and bylaws governing the Division. A number of the committees within the Division also required greater direction, efficiency, and transparency, and all of this was made possible during this time. These organizational efforts ensured smooth functioning of the initiatives taken by him and Dr. Mandinach, and these changes are influencing policy and decision-making within the Division even today.

The Role of Division 15 in the APA

Dr. Anderman shared his perspective on the role of Division 15 in the APA. He felt that instead of trying to make Division 15 "fit in" with the APA, we needed to find points of organizational intersection where the APA can benefit the field of educational psychology. He focused on the influence of policy, an increased involvement in organizational governance, and the support of scientific affairs as ways that this can be accomplished.

Dr. Anderman emphasized the role of the educational psychology community in the development of policy. "I think that Division 15 needs to partner more with the Coalition for Psychology in the Schools because they're attached to the Education Directorate." He remarked that this connection is currently under-utilized by the APA. Strengthening this connection from minimal representation to active involvement would increase educational psychologists' influence on education reform policies. Anderman supported increasing the role of Division 15 in the shared governance of the APA. "Having somebody involved from our field in APA governance is great for us." Anderman recalled the presidency of Robert Sternberg, which he believed made a difference. He continued to remark that the political nature of governance positions may dissuade some from seeking such positions, because many educational psychologists believe that this is not the reason "why some of us went into this business" (educational psychology). Dr. Anderman acknowledged the complications involved in fitting a research-focused Division 15 within a clinically driven APA organization. Yet he also outlined numerous creative ways in which this could be a productive merger, such as supporting the scientific mission of the organization and getting involved more directly in APA activities. In support of the scientific affairs, Anderman encouraged increased interdisciplinary study between scientific divisions within the APA. He also made reference to one of his students' work as an example of interdisciplinary work that allows us to get more creative with our research. "It's the future really – reading broadly and thinking broadly. One of my

students took lots of courses in social psych and just immersed himself in that, and it has served him incredibly well. Now he is out there doing innovative work and he is getting published because he is taking things we do from educational psychology and things from social psychology and bringing them together. In this case, the sum is greater than the parts. That's what I would encourage people to do: not to just stay within educational psychology, not just reading the *Journal of Educational Psychology* . . . you have to think more broadly than that to be successful."

The Role of Educational Psychologists in Teacher Education Programs

Dr. Anderman talked passionately about the role of Educational Psychology in teacher education programs. He remarked that while content knowledge is important, "you cannot just teach content without understanding how people learn and you cannot be a successful teacher without understanding motivation and what motivates students to learn." He continued to state that the current discussions on assessment and testing at the national level should draw on educational psychology principles and yet this is seldom taken into consideration. As he pointed out, "you can have somebody who has incredible knowledge of mathematics, but if they don't understand the differences between cognitive development in a 3rd grader and a 5th grader and how big that is, they can turn a child completely off to mathematics." Dr. Anderman talked about his commitment to the cause of "fighting the battle for educational psychology to not be dropped from the various teacher education programs," because it is the discipline that helps us understand the reasons for the constant refrain of students being "bored," and what can be done to enhance student engagement in the learning process. According to Dr. Anderman, it was his experiences as President of Division 15 and his commitment to increasing the visibility of the discipline that led to his involvement over the last six years in the Coalition for Psychology in the Schools. He concluded, "I have really learned to appreciate [the fact that] through the coalition we meet with people who are in charge of accreditation and we talk with them about things and we try to really advocate the importance of educational psychology in teacher education programs."

Advice to Scholars

During our conversation, we discussed ways that graduate students and junior faculty can be successful in the field. Anderman's advice for emerging scholars was to think broadly, find a strong mentor, write constantly, and to consider one's "possible selves" when career planning.



Dr. Anderman echoed his earlier remarks about the importance of interdisciplinary work. In reading and research, it is an advantage to have a more expansive knowledge base. "The thing I would say for assistant professors is to really read broadly and not be too myopic. Don't be so focused on one area that you can't think more broadly." Having more knowledge creates opportunities for innovation and collaboration, and having knowledge of related fields is an edge in a competitive field.

Dr. Anderman described the importance of

finding a strong mentor who can teach and guide and support your goals and provide avenues to succeed in research and other practical areas. “It is really important as a new assistant professor to find seasoned people who will take you on and mentor you in the more advanced things.” He shared his early experiences as a professor at Kentucky, and passed on advice from being a mentee: “when it is difficult to start research projects from scratch, apply your interests on an existing study, provide transferrable skills to the project, and branch off when you have established credibility to seek funding independently.”

Dr. Anderman discussed the importance of writing and the role of publication in candidacy for competitive job openings. “If you want a job at a research university, you have got to have some publications on your record. It is just not sufficient not to. The job market is too competitive, but you can absolutely make yourself competitive. That is one of the things that you have to do. You also need to have some teaching experience.” He also addressed the struggle of being productive as a new professor. “For newer scholars in the field, I think the most important thing for them is to guard their time. They need to be really good about setting aside writing time. I have seen most people succeed at tenure, but the people who fail didn’t make the time to write. If you have trouble making time for writing get help with it by joining a writing group. One of the things we have here [at The Ohio State University] is a writing retreat for assistant professors, and we have a writing support group for some of them. We get them together and buy them some snacks and we just let them go off and they love it, they really love it, and it lets them be productive that way.” Being proactive in developing productive writing habits can make a big difference in one’s career.

The final piece of advice Dr. Anderman gave to young scholars is to utilize the “possible selves metaphor” when making decisions about what they should be doing. There are many different ways to divide one’s time in the field of educational psychology. The purpose of the “possible selves metaphor” is to think about what one wants to be and work backwards. “Anyone who is a young person completing their degree and wants to get a job—they have to really invoke the ‘possible selves metaphor’ and say, ‘what do I want to be five years from now? What do I need to do to get there?’” Following through one’s plan and collaborating with a mentor are critical to success. “A knowledgeable advisor can provide both information and accountability as you progress through graduate work.”

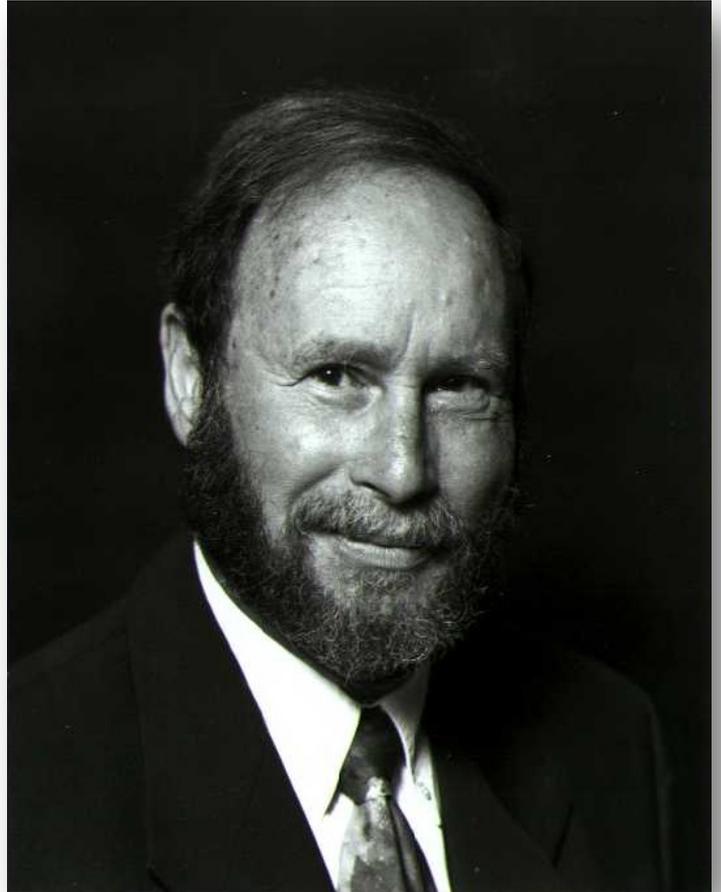
Social Reception at AERA

Division 15 of APA and Division C of AERA welcome members and friends attending AERA to join us for a social reception Friday, April 8 from 5-7 PM at the [RFD Backroom Bar](#). You do not need to use the main entrance on 7th St. — we will have our own entrance to the bar on 8th. Hope to see you there!

IN MEMORIAM

Gavriel Salomon, “Gabi,” passed away on January 4, 2016 after a lengthy illness. In fact, given some of his medical problems over recent years, his continued life was a bit of a miracle, sustained no doubt by the sheer energy of our remarkable friend and colleague. No one who knew him failed to remark on his energy, productivity, intensity, humor, intellect, and decency.

Gabi and I were born the same year, 1938, met in graduate school and each received Stanford Ph.Ds in 1968. We had a rich friendship for over 50 years. I even had the pleasure of co-editing a festschrift for him on his retirement from the University of Haifa, where he spent many of his most productive years. There, he served as Professor of Educational Psychology, Dean of the Faculty of Education, and eventually, co-director of the Center for Research on Peace Education. Gabi’s legacy is felt in many areas—the cognitive effects of media’s symbol systems, the expenditure of mental effort, mindfulness and mindlessness, organizational change, the design of intelligent computer tools, transfer of learning, and the design and systemic study of technology-afforded learning environments. But, no enduring effect would please him more than to be remembered for his experimental and theoretical work on peace education. In the last two decades of his life, he tirelessly worked to bridge the gaps in perceptions of Arabs and Israeli’s toward each other.



Gabi received his B.A. and M.A. (Summa cum Laude) in geography, education, and psychology from the Hebrew University of Jerusalem (1966), served also as a paratrooper and psychologist in the Israeli army, and received his Ph.D. in educational psychology and communication from Stanford University (1968). He worked closely with another creative educational psychologist there, whom our Division also remembers, Richard (Dick) Snow.

Gabi was a fellow of the Center for the Advanced Study in the Behavioral Sciences at Stanford (1998-1999), the American Psychological Society (1985), and of our Division of Educational Psychology (1983). He also served as our editor of *Educational Psychologist* (1991-1995), as well as president of the Educational, Instructional and School Psychology Division of the International Association of Applied Psychology (IAAP, 1990-1994). He was an active member of the European Association for Learning and Instruction (EARLI) and both the National Academy of Education and the International Academy of Education. He was awarded an honorary doctorate from Catholic University in Leuven, Belgium; was recipient of Israel’s highest scientific award, the

Israel prize; and received the "Peter-Becker-Preis für Friedens- und Konfliktforschung," which is the highest award for Peace and Conflict Studies in Germany. Division 15 also honored Gabi, as we awarded him the Sylvia Scribner award. Among his many books and articles is *The Interaction of Media, Cognition and Learning*, named as a "Citation Classic" for its originality and impact. We will miss our friend and colleague Gabi, who is survived by his wife Esti Neeman, also a peace activist, and his two daughters, three stepchildren, and 11 grandchildren.

David C. Berliner

APA Division 15 Past President

Dr. Gabi Solomon Named Division 15 Memorial Award Recipient

Division 15 Fellow Gabi Solomon was well known to many in Division 15, especially those who worked with him while he served as Editor of *Educational Psychologist*. Themes of peace through achievement permeate Dr. Solomon's scholarship. Members of the Memorial Awards Committee are proud—but not surprised—to see Gabi's many national awards including the highly prestigious Israel Prize and the German Peace Prize. Just as important, Gabi's sense of humor and positive demeanor kept everyone who knew him fully engaged in thoughtful research.

