

Fall 2017



NEP/15

Educational Psychology

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Edited by Marcus Johnson

Message from the President



I am thoroughly enjoying being your President. I have enjoyed interacting with some very talented people on the Executive Committee (EC), planning the fall retreat, expanding my social network through making committee appointments, and exercising my professional leadership skills through initiating ad hoc committees

on educational policy and on professional learning. I get to write these newsletter columns and pontificate on the future of educational psychology (more of that below). Last but not least, I receive travel funds for three years to go to the APA and AERA conventions so that I can attend and preside at the Division's EC and business meetings. These subsidies free up my departmental travel funds for attending conferences in Europe and elsewhere.

Now there is a fair amount of work being Division 15's President (about 10-12 hours a week so far), but the division has a new organizational structure that has kept my workload manageable. Notable is the addition of a Vice President (Helenrose Fives) to the presidential line; Helenrose will become President-Elect next year when Gale Sinatra assumes the Presidency in August 2018. We have been delegating more work to Helenrose, and she has been terrific in working through some current financial tasks. I have also been delegating more work to other EC officers who act as ex officio members on the various committees, and to Wade George, our fabulous Communications Director who works for us half time. I try not to spend too much time writing emails, so if you write to me, more likely than not I will refer the matter to an ex officio member who oversees tasks related to your inquiry. That is part of our evolving organization structure to manage workload.

I bring all this up to encourage more of you to run for the Presidential line (i.e., Vice President), as well as the other EC offices if you first desire to gain more division experience. The former president, Bonnie Meyer, is in charge of the nomination process, so please read over the call for nominations in this issue of the NEP. We also will have openings for committee members and

committee chairs; the President-Elect, Gale Sinatra, is in charge of making these appointments. Please get involved; our membership has been growing, especially among early career members, and we want to channel this new energy in productive ways that will make a difference to our profession.

This brings me to my presidential initiatives. The theme of my presidency is "Evidence-Based Changes through Psychology, Policy, Professional Learning, and Participatory Practice." In this issue, I will address the involvement of educational psychologists in policy. In the next issue, I will address professional learning and participatory practice.

The Policy Initiative

Educational psychologists have traditionally focused on individual level constructs and theories. There has been greater attention over the last few decades, however, on the interaction of individuals with social and ecological systems, and increasing recognition that to better understand and impact the teaching-learning process, educational researchers must address multiple levels of analysis (neurological, individual, social, organizational, and policy).

The policy arena is an area that urgently needs to be informed by educational research, including but not limited to educational psychology. Policy staffers often turn to the Internet or to advocacy groups for ideas and information to inform policy, but such information often lacks a strong empirical base, is based on misconceptions, and/or is biased in various ways. Issues such as value-added accountability systems or class-size reduction are examples of policies based on sometimes questionable assumptions.

Standardized Testing. As an initial foray into policy analysis and advocacy, Division 15 recently adopted a policy statement on standardized testing. The use of standardized tests for high stakes, accountability purposes makes numerous assumptions about the validity and reliability of these tests, and their effects on curriculum, learning, and motivation, assumptions that are often contradicted by the available evidence. The Division 15 policy statement, which was primarily written by Edward Haertel (the division's recent Thorndike Award winner), can be viewed [here](#).

Message from the President, cont'd.

Education Policy Committee. In addition, I have formed an ad hoc advisory committee on educational policy to explore ways that the division as a whole, or its individual members, can better interface with the policy community. This policy initiative has been enthusiastically embraced by many of our members, as measured by the large number of people who applied to be on the ad hoc committee and informal feedback that I have received.

The division's EC recently discussed the work of the policy committee at its fall retreat, where several promising ideas were explored. First, we discussed creating a database of members' policy and research expertise; such a database would allow policy makers or staffers to quickly find a Division 15 member who could provide information and analysis on specific issues. (Turnaround of 48 hours is often needed when bills are being drafted or analyzed.) Second, we discussed the idea of having members writing policy briefs or position statements on certain topics. Third, it was suggested that the division could hold a webinar on how individual members could effectively prepare policy briefs, talking points, or engage in advocacy.

There was general consensus that all this work needs to be firmly grounded in empirical research, not only because we are a research-oriented division, but also because philosophically that is the right thing to do. Policies based on incorrect assumptions can do more harm than good. Nevertheless, policy analysis inherently involves making value judgments about what issues are worthy of analysis and what criteria should be used in evaluating policy alternatives. As the philosopher David Hume pointed out, value statements are not empirically verifiable, for example, I can see that gold glitters but I can't directly perceive "goodness."

One issue that the policy committee and the EC will therefore need to address is whether this policy work (for example, policy briefs) should be framed more as education or as advocacy. As education, such work could summarize relevant and available research and also dispel misconceptions that policy actors may have. Such work would not need to make policy recommendations, although it could outline promising options. On the other hand, if the framing assumption is that the primary goal is advocacy, the work would

necessarily have to make policy recommendations, grounded in the values of the majority of our membership as well as on empirical research and analysis. Some argue that policy advocacy would have a greater impact but others might argue that the division should refrain from endorsing policy recommendations given that members may hold divergent social values.

Other issues that the policy committee and EC may explore are the procedures for selecting issues, authors and experts, as well as for vetting recommendations and position statements. Also, how can the products be effectively disseminated? Should a particular policy level (federal, state, or local) be targeted? How can individual members use policy briefs or position statements to develop talking points to interact or lobby state and local policy makers (e.g., school board members)? Should individual members be encouraged to conduct evaluation of state and local policies regarding, for example, accountability systems?

As a first step, the policy committee will be conducting a member survey regarding (a) your areas of expertise in research and policy, and (b) your thoughts regarding some of the issues discussed above. This is your division and so we want to gain your input on this policy initiative. So please be on the look-out for this survey and spend some time responding to it.

"The policy arena is an area that urgently needs to be informed by educational research, including but not limited to educational psychology."

Conclusions

Both sections of this NEP column are about leadership: the need for more participation in division leadership, and for leadership in applying our theories to policy and practice. Leadership of various sorts (e.g., organizational, intellectual, and on policy issues) is needed if we are to have a greater impact on the issues facing schools and schooling.

- **E. Michael Nussbaum**
APA Division 15 President

Executive Meeting Highlights

Executive Committee Fall Retreat October 20th and 21st, 2017 Las Vegas, NV

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

(Note: Full 2017 APA minutes are also available on the Division's website [here](#)).

- The Ad Hoc Committee on Educational Policy is surveying Division 15 members to ascertain membership interests/concerns in the participation and development of policy briefs relevant to Educational Psychology.
- The Executive Committee discussed uses of the Division's reserve funds, and making requests to APA for cash advances for committee chairs' expenditures. The Executive Committee also approved a deficit spending policy.
- The Executive Committee approved a proposal by Wade George (Director of Communications) and Jeffrey Greene to develop a series of podcasts discussing research by division members. The goal of the podcasts would be to promote discussion, dissemination, and outreach to members and practitioners.
- The Executive Committee approved two other proposals by Wade George to: 1) build an announcement category on the Division's website through which members can share research requests, and 2) build a basic directory of Educational Psychology programs.
- The Ad Hoc Committee on Professional Learning is considering strategies for the Division to support outreach to practitioners and other stakeholders. The Executive Committee is weighing variations for hosting on-site and off-site social events at conventions, with the goal of stimulating greater interactions among members.
- The Executive Committee is reflecting on the number and structure of the Division's many committees to determine if any changes are needed. The Executive Committee discussed the possibility of consolidating some committees and how this would affect the Division's priorities of attracting members to engage in leadership opportunities.



Call for Nominations for 2018 Executive Committee Positions

Division 15 seeks nominations (including self-nominations) for leadership roles within our organization. Nominations will be reviewed by the Nominations Committee in preparation for a Division-wide vote in the spring. Positions on this year's ballot include:

- Vice President (4-year term for entry role in the Presidential line; 2018-2022)
- Treasurer-Elect (3-year term with graduated roles in the Treasurer line, 2018-2021)
- Member-at-Large (3-year term; 2018-2021)
- Member-at-Large (3-year term, 2018-2021)

The Vice President role is the initial role in our expanded Presidential line to four years. This expansion is designed to better pace the workload of the President's role. Due to time commitments, we suggest that academic nominees be at the level of tenured Associate Professor or Professor rather than Assistant Professor.

The three-year Treasurer line includes one year for the Treasurer, one year for the Treasurer-Elect, and one year for the Past-Treasurer. The duties of the Treasurer-Elect are as follows, as well as other duties as are elsewhere indicated by the By-Laws or requested by the President, and as defined in the Policies and Procedures Manual: Processes reimbursements and payments; Manages travel expenses; Deposits checks; Keeps running balance updated; Processes awards and grant payments; Consults with Treasurer and Past-Treasurer to prepare for the next two years work and to support current year's work as needed.

Members-at-Large serve three-year terms within Division 15's Executive Committee. These individuals are responsible for weighing important decisions facing our organization, and for supporting the work of a subset of committees to which they are assigned. Members-at-Large are encouraged to attend up to three meetings of the Executive Committee each year (APA, AERA, and a Fall Retreat), for which their travel and accommodations are mostly to completely reimbursed.

Also, please remember that only those Division 15 members who are also members of APA are eligible to run for office and to vote in this election. If you would like to be involved in this process, be sure to renew your APA and Division 15 membership as soon as possible.

Please send nominations or self-nominations to Past President Bonnie J.F. Meyer (bjm8@psu.edu). The final slate of officers needs to be to APA **by the end of January 2018**. As such, the Division 15 Nominations Committee would appreciate these nominations soon. Further information on Division 15 elections may be found under Article V of the [Division's By-Laws](#).

Announcement for Fellows Applications

Fellows Applications Now Open

Due December 1, 2017

Division 15 seeks applications for Fellow status from members who have made distinguished scholarly or scientific contributions to the field of educational psychology. To be considered for Fellow status in the division during 2018, candidates must have been a member (of Division 15) for at least one year.

Applicants/nominees must begin the application process online. Information on fellow status and instructions for applying via APA's online portal may be found [here](#).

Candidates who are not yet Fellows in any APA division must secure 3 letters of endorsement from current Fellows of APA, and at least two of those endorsers must be members of Division 15. Endorsers will also submit their letters online, and instructions can be located at the same web site. All materials for initial fellows must be completed and submitted online to APA by **no later than December 1, 2017**.

Fellows of other divisions who would like to be considered for Fellow of Division 15 must submit a letter addressing how they meet the criteria for Fellow of Division 15, along with a CV.

The designation of Fellow of the Division of Educational Psychology (Division 15) is awarded to those members of the Division who, in the judgment of their peers, have made a distinguished contribution to the field. Distinguished contributions must include published papers or books in the scientific, peer reviewed literature documenting the candidate's work in empirical research or the development of theory or method. Fellow status requires that a candidate's work have a national impact on the field of educational psychology beyond a local, state, or regional level.

In addition, some combination of the following is desirable:

- Election to leadership positions in major scientific or professional organizations
- Selection for editorships of journals or books relevant to the field
- Nomination for, and receipt of, awards for excellence in teaching, scholarship, and/or practice.

Please remember that all application materials for initial fellows—including letters of recommendation—must be completed and submitted online to APA by no later than December 1, 2017. If you are applying for initial Fellow status, please also submit your name to the Fellows Selection Committee Chair, Dr. Dale Schunk (dhschunk@uncg.edu) immediately. For those who are already fellows in another Division and wish to be granted fellow status in Division 15, please also contact the Committee Chair immediately.

Those interested may visit <http://www.apadiv15.org/fellows> for additional information, including Division 15 criteria and current fellows.

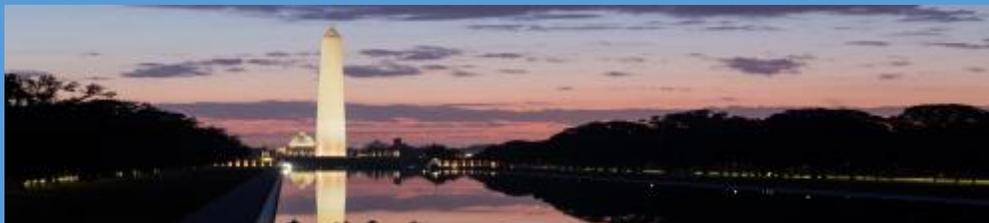
Looking Back on the 2017 APA Convention

To best remember a very successful 2017 APA Convention, Division 15 has created a dedicated event archive with select highlights from the event, [here](#).

Items of special interest include:

- Video of award winners' sessions
- Video of Past President Nancy Perry's address
- Division 15's Business Meeting slides
- A link to the year's full program
- A compilation of all Division 15 tweets tied to the event
- Photos of our organization's members and sessions

Division 15 would like to extend our heartfelt appreciation to Program Chairs Pui-Wa Lei and Kay Wijekumar for their efforts in organizing this year's meeting. We'd also like to thank all who contributed proposals (and helped review!), as well as those in attendance for Division 15's events. Finally, we'd like to thank Past President Bonnie J.F. Meyer for her leadership and vision during a wonderful year of work.



Calls for the 2018 APA Convention

2018 APA Convention Proposals

Due December 1, 2017

Division 15 invites submissions for the 2018 annual APA convention to be held in San Francisco, CA (August 9-12, 2018). The 2018 Presidential Theme for Division 15 will be **Evidence-Based Change through Psychology, Policy, Professional Learning, and Participatory Practice**. We encourage submissions related to this theme and research in Educational Psychology. **Division Proposals are due no later than December 1, 2017 at 5 p.m. Eastern Time.**

Submissions may fall under any of the following formats (additional details on each may be found at our official convention webpage):

- Individual Presentations
- Symposia/Group Submissions
- Discussions

All proposals may be submitted through APA's convention proposal portal at

<http://apps.apa.org/ConvCall>. Those with questions about proposal formats should contact Division 15 Program Co-Chairs, Peggy N. Van Meter and Rayne A. Sperling (convention@apadiv15.org).

Call for Division 15 Reviewers

Division 15 is looking for qualified graduate students, researchers, and practitioners to serve as submission reviewers for the 2018 APA Convention in San Francisco, CA. Division 15 Program Co-Chairs will consider each reviewer's feedback to determine which papers, posters, and symposia are accepted for the 2018 APA Convention.

To contribute, please complete the [Division 15 Request for Reviewers form](#) to provide some brief information about you that will help us assign submissions among volunteers. If you have reviewed for Division 15 previously, we thank you for your service and hope that you will consider serving in this important role again!



Announcement for Award Nominations and Applications

The Paul R. Pintrich Outstanding Dissertation Award

Nominate or Apply By January 15, 2018

Division 15 seeks nominations and applications for the 2018 Paul R. Pintrich Outstanding Dissertation Award.

The Paul R. Pintrich Division 15 Dissertation Award is given to an individual who finishes his/her doctoral dissertation within the previous two calendar years from when the award will be announced. The dissertation must be in the area of educational psychology, broadly defined, and the proposed recipient must be a member or affiliate of the Division at the time of the award consideration. The award consists of a plaque, a check for \$2,000, and a program time slot for an invited address at the annual meeting. The recipient gives his/her address and receives the plaque and check at the APA conference in the year following the announcement, thus allowing a full year for the preparation of the invited address.

The official call may be found [here](#). Send questions to Co-Chairs April Taylor (ataylor@csun.edu) and David Wakefield (david.wakefield@csun.edu).

The Richard E. Snow Award for Early Contributions

Nominate or Apply By January 5, 2018

Division 15 seeks nominations and applications for the 2018 Richard E. Snow Award for Early Contributions.

The Richard E. Snow Award is given to an individual who has made what the committee judges consider to be a significant career contribution and completed his/her doctoral dissertation within the previous 10 calendar years. Specifically, a viable candidate would be no more than 10 calendar years past the date of completing his/her doctoral dissertation at the time of receiving the award. All nominees must fulfill this criterion to be considered, and also must be a member or affiliate of the Division at the time of the award consideration. The award consists of a plaque, a check for \$2,000, and a program time slot for an invited address at the annual meeting.

The official call and list of past recipients can be found [here](#). Send questions to Andrew Elliot, Chair (andy@psych.rochester.edu).

Award Nominations and Applications, cont'd.

The E. L. Thorndike Career Achievement Award

Nominate or Apply By December 15, 2017

Division 15 is seeking nominations (including self-nominations) for the E. L. Thorndike Career Achievement Award.

Nominations should include the name of the nominee and a brief description (no more than 2 pages of text) of why the nominee deserves consideration for the award. This award is the highest honor given by Division 15 and is reserved for senior scholars with substantial contributions to research in educational psychology.

Please send your nomination and any questions to Dr. Clark Chinn at clark.chinn@gse.rutgers.edu. A list of past recipients may be found [here](#).

Division 15 Announces 2017 Early Career Grant Awardees

We're pleased to announce our Tenth Annual cohort of Early Career Grant Awardees:

Emily Grossnickle-Peterson, PhD

American University

“The function of Gesture as a Support for Spatial Thinking in Science.”

Christine Lee Bae, PhD

Virginia Commonwealth University

“Examining an Urban Teacher Residency Model: Elementary Teachers’ Self-Efficacy, Instruction, and Students’ Learning across Cognitive and Affective Domains.”

We look forward to seeing the scholarship of these recipients in years to come! Those interested in learning more about these grants – and how to apply in future years – may do so [here](#).



Interview with Past President Dr. Nancy Perry APA Division 15 President, 2015-2016

Interview by Mei-Lin Chang, APA Division 15 Historian

Article by Mei-Lin Chang and Julie Healy



Dr. Nancy Perry was the 59th president of the American Psychological Association's (APA) Division 15. She served during 2015-2016, and is a Professor of Educational Psychology, and Dorothy Lam Chair in Special

Education at the University of British Columbia in Canada. As part of our past-president series, we discussed the events leading to Dr. Perry's presidency, her efforts and accomplishments during her presidency, and her vision for the future of the division and our field.

A Commitment to Growth and Development

Dr. Perry has a longstanding record as an active member of Division 15. She fulfilled many important roles acting as a mentor for Graduate Student Seminars, and prior to being president, serving as a member-at-large on the executive committee. During this time, Dr. Perry enjoyed the opportunity to observe the work of the Division from different perspectives.

Dr. Perry's commitment to the growth and development of Division 15 led her to serve as the 59th president. Dr. Perry acknowledged inheriting a division with strong foundations laid by former presidents Dr. Karen Harris and Dr. Terri Thorkildsen. Division 15 is financially healthy, in part, because of revenue generated through journals and handbooks. Division 15 is also comparatively active within the APA organization. Dr. Perry sought a presidency that reflected the continuation and growth of the existing foundation. To that end, Dr. Perry recognized the significance of the vibrant graduate student population to the growth of Division 15 and she focused on

revitalizing the early career group to enhance membership. During her term, she was dedicated to supporting initiatives that enabled members to connect beyond the annual conference through digital, especially social, media platforms. Members can learn about the Division 15 through the Website and interact via Twitter and the Facebook page and the Psychology Today Blog, which encourages comments. In addition, the Weekly Digest and our Newsletter share current research and events that keep members up to date with what's going on in the Division and in our field. Dr. Perry's leadership reflects her dedication to nurturing a strong sense of community among members: "*We have a vibrant, professional group.*"

Below are summarized transcriptions from the original interview:

Dr. Perry's View of the Salient Issues in Educational Psychology

Discussing the salient issues in Educational Psychology when she took office, Dr. Perry noted that educational psychology is a field that struggles to find its place in the world of psychology and in the world of education—we straddle the two: "It strikes me that some of the issues for us are identity issues, and issues of relevance to various stakeholders, which is something I have focused on in my scholarship, but also in my work for the Division over the past couple of years." Dr. Perry explained that the question for many scholars in educational psychology is: "How can we, as educational psychologists, make ourselves more relevant, particularly in applied and policy settings?" Dr. Perry suggests that for individuals who identify educational psychology as their professional home or identity, relevance is often derived from contributing to teaching and learning. She noted that

Interview with Past President, cont'd.

key concerns for educational psychologists, such as motivation, assessment, and issues of learning and development, broadly framed, also are critical concerns in schools and a variety of educational settings. Therefore, “we are relevant! We just need to broaden and improve communication between research and practice.” Dr. Perry also stressed the need to forge connections between educational psychology and other sciences, considering the evolution of research and scholarship, and connecting with other fields. For example, Dr. Perry’s research focuses on children’s development of self-regulation, and it has been a mainstream topic in behavioral and social sciences. Dr. Perry recognized the benefits of interacting and connecting with researchers and scholars across APA divisions, as well as those in the developmental, neuro, and biological sciences when she pursues her scholarship in this area.

The Centerpiece of Dr. Perry’s Presidency

Elaborating on her comments in the previous section, Dr. Perry pointed to her Presidential theme, *Bridging Theory and Practice through Productive Partnerships*. This theme was the focus for her Presidential Blog series in *Psychology Today* and two of the sessions at the 2016 conference. She emphasized that her theme built on the theme of her predecessor (Karen Harris’ theme was: *Impacting Education Pre-K to Gray*) and reflects a general desire on the part of recent Presidents to reach out to educational stakeholders. Dr. Perry highlighted the continuation of the website infoaboutkids.org, supported by CODAPAR and developed in collaboration with other Divisions during Dr. Harris’ Presidential term. The site provides information regarding children’s developing bodies, minds, emotions, relationships, and other topics relating to research in educational psychology. The content and resources are intended to inform parents and teachers regarding evidence-based practices in educational psychology and development.

In addition to her focus on bridging theory, research, and practice, Dr. Perry dedicated time to fostering a stronger attraction to the Division for early career psychologists, both domestic and international, by working with the Graduate Student and Early Careers Committees. Representatives from these committees

joined the Ad Hoc Webinar Committee, chaired by Past President Dr. Harris, and the inaugural webinar focused on a topic of high importance to this group: professional writing.

During her term as President, Dr. Perry was pleased to work with the International Committee to develop a process for adjudicating the *International Student Research Travel Award*. Similarly, she worked with the Publications Committee to develop criteria for adjudicating the *Best Article in the Educational Psychologist Award*. Both awards were made possible with funding from Taylor & Francis and Dr. Perry was excited to give the first awards during her Presidential term. Particularly, she remarked, “[The International Student Research Award] really demonstrates our commitment to building our international presence and to inviting folks from overseas to the Division.”

In addition to the above initiatives, Dr. Perry continued the process begun by her predecessors to ensure the Division’s finances are managed for longevity and that sufficient reserves are allocated for investment through the establishment of a Standing Finance Committee. The Finance Committee, chaired by Past President Dr. Thorkildsen, advises and assists the Executive Committee on financial investments and oversight.

These initiatives reflect Dr. Perry and others’ commitment to the growth and development of Division 15.

Educational Psychology and Public Policy

Dr. Perry shared her perspective on the potential of educational psychology to inform public policy, “I think we have a lot to say if you are talking about school policy or issues that affect children and youth.” She indicated that educational psychologists have expertise in a number of areas often debated in the development of public or school policy (e.g., assessment of student learning or attributes that constitute effective teaching and its impact on student learning). Dr. Perry explained, “I think that we do have a lot to say. However, I think sometimes we shy away as researchers or scholars from the policy arena.” To that end, Dr. Perry emphasized the significance of the Division’s relationship with APA

Interview with Past President, cont'd.

Central: “It’s one thing that our connection to APA Central gets us ... some influence in the policy arena.” She stressed the importance of taking advantage of the opportunity to participate in the policy initiatives in the organization. “The Executive Committee has been working on that in recent years; trying to make sure we are participating in all relevant APA committees and coalitions.” Dr. Perry elaborated, “The past several years we have had two people sitting on the Coalition for Psychology in Schools and Education. Eric Anderman, a former president of Division 15, chaired the committee for several years. He just stepped down in December last year. We’ve recently added one member to the Council of Representatives for APA, so now we have two representatives in that forum, which gives us a bigger voice.” We lobbied to have a representative at APA’s Summit on High School Psychology Education. She commented: “Although we won’t be present at the summit (July 2017), they have invited us to send materials that they will put on display there and agreed to keep communicating with us about the work of their Steering Committee.” Dr. Perry explained, “Those are some of the ways we have tried to pay attention to places where we might have an influence on policy through our relationship to APA.” (For more on the Division 15 Education Policy Committee, please see President Nussbaum’s opening message in this *NEP* issue.)

Future of Division 15

When asked to consider how Division 15 can distinguish itself in the future, Dr. Perry acknowledged: “That is a hard one! I guess by thinking about what it is we have to offer ... that may be a little bit different from fields that are related [to educational psychology] but not exactly the same.” She used developmental and school psychology as examples within APA. “In regards to school psychology, we [educational psychology] have a different take on issues of assessment or working with special populations of students. We tend to focus more on learning in schools than developmental psychologists, perhaps having a better understanding of how those systems work ... It comes back to this issue of identity ... Who do we want to be in the world of scholarship and practice and policy ... and

how can we make ourselves relevant in those places where we want to have a voice?”

Division 15 and Its Relationship with APA

In response to the question: What do members of Division 15, and the Division as a whole, get from the relationship with APA, Dr. Perry said, “It’s a good question and one that the Executive Committee considers periodically ... I think it’s something the Division at large needs to continually monitor ... Some members have been discouraged by APA’s increasingly clinical and practice-based focus and some of our members feel their scholarly needs are better met in other organizations, such as the American Psychological Society.” However, Dr. Perry echoed her earlier remarks regarding the importance of connecting educational psychology with the larger community of psychologists and taking advantage of opportunities to influence policy and practice that may not come to us if we were acting independently. Personally, Dr. Perry finds the knowledge sharing at the APA conference, with divisions outside educational psychology, gives her a broader perspective in her work, which she thinks is important.

Advice for Early Career Educational Psychologists

During our conversation, we discussed strategies that young scholars entering the field could employ to build a strong research career. Dr. Perry reflected on her scholarly career as she responded, “If you are a graduate student and thinking ahead to an academic career, identify an area or topic for your dissertation that will in some way sustain you through the first years of your career. That is extremely helpful.” She commented regarding the early career years, “I think it’s important to identify a program of work, so you are being deliberate in your planning because, often, tenure and promotion committees like to see a common theme or thread throughout your work; is there a progression and an area where this person is contributing.” Dr. Perry continued passionately, “But having said that, I would also encourage young scholars to follow their bliss ... be open to new ideas because if opportunities come along, we have the

Interview with Past President, cont'd.

freedom to become swept up in a new topic ... that's one of the perks of this career.”

Dr. Perry shared some advice she received from a mentor, “Make yourself a five-year plan and a ten-year plan. Think about where you want to be and what you want to do. Even though ten years may seem like a long way out, thinking ahead gives you direction.” Dr. Perry also stressed the significance of networking, “Attend conferences, join committees, participate in Division 15 because you'll get support from colleagues.” In her final piece of advice, Dr. Perry suggested that early career psychologists should “become aware of the Division's social media and get involved with the early career groups because these are great networks and support groups.”

Transforming Educational Psychology

The last question posed for Dr. Perry asked what she thought about the changing landscape of careers in educational psychology—there aren't as many positions as there used to be. Some faculties of education no longer have departments of educational psychology, rather educational psychology is incorporated in other disciplines, such as human development or learning sciences. How should graduates of educational psychology programs approach the job market?

Dr. Perry continued to stress the benefits of being open when considering future career options. “Think about how your work fits within a different framework. For example, I am in a Department of

Educational and Counselling Psychology, but within the Department, we don't have what I would consider to be a traditional educational psychology program. I teach in the Human Development, Learning, and Culture Program area but my research about motivation and self-regulation in classrooms fits very well there ... I think, people who ‘do Ed Psych’ are getting academic positions in a variety of fields, such as the learning sciences or ... research methods.”

In further reflection, Dr. Perry remarked, “The other question I get asked by students who may be unsure about whether they want an academic position is: ‘What else can you do [besides teach and do research] with a graduate degree in educational psychology?’” Dr. Perry addressed such concerns with examples from her context. “If you have a teaching credential in addition to your graduate degree, you can often move up the administrative ladder in a school district. But some of our students have gone to work for non-government organizations, or created alternative out-of-school programs—Brainboost and The School of Inquiry. And one of my students is a producer of children's television and film.” In conclusion, Dr. Perry asserts, “I think it is a challenge for us—the career path may not be as linear for our students as it is for students in counseling or school psychology. We need to think about how we are preparing students for different career paths and making them aware of what opportunities are out there.” Dr. Perry commented that this is another important question that relates to recruitment and the sustainability of our field.



Renew NOW to Prevent a Lapse in Benefits!

Division 15 is now accepting renewals for the 2018 calendar year. Because it typically takes 2-3 weeks for membership to process, we strongly recommend renewing *as soon as possible* to prevent any disruption of your Division 15 benefits.

If you are ready to complete registration for 2018, please click [here](#). And, bear in mind that new enrollees get their first year of membership completely free—so, please refer us to students, colleagues, and mentors!

Remember: APA Central membership is not required for Division 15 membership.



Connect With Division 15!

While we'll always send our most important announcements and calls via LISTSERV, we share a wealth of additional content via our other official channels. Specifically, we highly recommend connecting via any (or all!) of the platforms below:

Weekly Digest

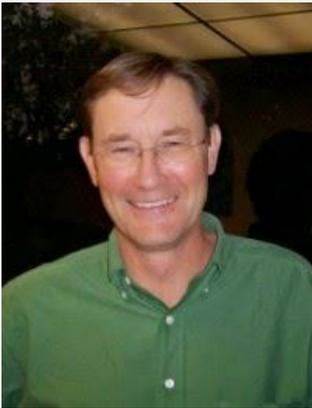
Facebook

Twitter

LinkedIn

If at any point you need to update your LISTSERV address or settings, you may do so via [this link](#).

IN MEMORIAM



Gregg Schraw passed away on September 15 at age 62 after a battle with cancer. Gregg was a Barrick Distinguished Professor of educational psychology at the University of Nevada, Las Vegas (UNLV).

"Gregg touched the lives of many people in educational psychology. He will be remembered for what he truly was—a great scholar, mentor, colleague, and friend."

[In Memoriam – Gregg Schraw](#), by Matt McCrudden



Marty Carr, a professor in the department of educational psychology, who dedicated her career to researching the development of mathematics literacy in young children, died on July 30, 2017. She was 59.

"Marty was an extraordinary teacher and researcher who played an important role in enhancing achievement in young students," said Dean Craig H. Kennedy. "The impact of her work will continue to inspire those who share her passion for mathematics learning."

[Article on Marty Carr](#), by Kathryn Kao
