

Newsletter for Educational Psychologists
NEP / 15
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NEP/15 will publish minutes of official business meetings, committee reports, news items, and information on topics and issues of interest to the Division 15 membership. Items and articles for NEP/15 should be addressed to Anastasia Morrone, School of Education, Indiana University Purdue University Indianapolis, Indianapolis, IN 46202 or e-mail to amorrone@iupui.edu.

Editor's Note:

As you know, the annual meeting of the American Educational Research Association (AERA) meets in Seattle on April 10-14. Because many Division 15 members also attend AERA, we have again included a special insert in this issue of the newsletter that highlights sessions in Division C (Learning and Instruction), Section 5 (Cognitive, Social, Developmental, and Motivational Processes). The insert can be easily removed from the rest of the newsletter and carried with you to AERA. Many thanks to Karen Murphy and Anita Woolfolk-Hoy (Program Chairs, Division C, Section 5) and Rick Banghart on behalf of AERA for assisting me with this information. *Be sure to check the AERA Annual Meeting Program Supplement for any changes that may have occurred since the program was published.*

In this issue, you will also find the extended abstracts of Richard Mayer's E. L. Thorndike award address and P. Karen Murphy's dissertation award address from last year's APA annual convention. There are also several calls for nominations as well as other news of interest to Division 15 members.

See you in Seattle.

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Division 15 Election Slate

President Elect:

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Mitchell Rabinowitz, Fordham University
Sandra Graham, UCLA

Many thanks to this year's Nominations Committee, Art Graesser, Jenifer Husman, and Sig Tobias!

the page or screen and learners are more likely to be able to hold them both in working memory at the same time. When corresponding words and pictures are far from each other on the page or screen, learners have to use cognitive resources to visually search the page or screen for corresponding words and pictures. Thus, learners are less likely to be able to hold them both in working memory at the same time. Empirical Rationale: In 2 out of 2 tests, learners performed better on retention tests when corresponding text and illustrations were placed near each other on the page (or when corresponding on-screen text and animation segments were placed near each other on the screen) than when they were placed far away from each other. In 5 out of 5 tests, learners performed better on transfer tests when corresponding text and illustrations were placed near each other on the page (or when corresponding on-screen text and animation segments were placed near each other on the screen) than when they were placed far away from each other.

Temporal Contiguity Principle: Students learn better when corresponding words and pictures are presented simultaneously rather than successively. Theoretical Rationale: When corresponding portions of narration and animation are presented at the same time, the learner is more likely to be able to hold mental representations of both in working memory at the same time, and thus, the learner is more likely to be able to build mental connections between verbal and visual representations. When corresponding portions of narration and animation are separated in time, the learner is less likely to be able to hold mental representations of both in working memory at the same time, and thus, less likely to be able to build mental connections between verbal and visual representations. If the time between hearing a sentence and seeing the corresponding portion of animation is short, then the learner may still be able to build connections between words and pictures. However, if the learner hears a long passage and views an entire animation at separate times, then the learner is less likely to be build connections between words and pictures. Empirical Rationale: In 3 out of 5 tests, learners performed better on retention tests when corresponding portions of animation and narration were presented simultaneously rather than successively. In 8 out of 8 tests, learners performed better on transfer tests when corresponding portions of animation and narration were presented simultaneously rather than successively. In addition, when the successive presentation was based on very short segments--such as sentence describing one action and a few seconds of animation depicting one action--there was not a strong temporal contiguity effect for retention (in 3 of 3 tests) or transfer (in 3 of 3 tests).

Coherence Principle: Students learn better when extraneous material is excluded rather than included. The coherence principle can be broken into three complementary versions: (1) Student learning is hurt when interesting but irrelevant words and pictures are added to a multimedia presentation, (2) Student learning is hurt when interesting but irrelevant sounds and music are added to a multimedia presentation, and (3) Students learning is improved when unneeded words are eliminated from a multimedia presentation. Theoretical Rationale: Extraneous material competes for cognitive resources in working memory and can divert attention from the

important material, can disrupt the process of organizing the material, and can prime the learner to organize the material around an inappropriate theme. Empirical Rationale: In 11 out of 11 tests, learners who received concise multimedia presentations performed better on tests of retention than did learners who received multimedia messages that contained extraneous material. In 11 out of 11 tests, learners who received concise multimedia presentations performed better on tests of transfer than did learners who received multimedia messages that contained extraneous material.

Redundancy Principle: Students learn better from animation and narration than from animation, narration, and text. Theoretical Rationale: When pictures and words are both presented visually (i.e., as animation and text), the visual channel can become overloaded. Empirical Rationale: In 2 out of 2 tests, learners who received narration and animation performed better on tests of retention than did learners who received animation, narration, and text. In 2 out of 2 tests, learners who received narration and animation performed better on tests of transfer than did learners who received animation, narration, and text.

Individual Differences Principle: Design effects are stronger for low-knowledge learners than for high-knowledge learners, and for high-spatial learners rather than low-spatial learners. Theoretical Rationale: High-knowledge learners are able to use their prior knowledge to compensate of lack of guidance in the presentation--such as forming appropriate mental images from words--whereas low know knowledge learners are less able to engage in useful cognitive processing when the presentation lacks guidance. High-spatial learners possess the cognitive capacity to mentally integrate visual and verbal representations from effective multimedia presentations; in contrast, low-spatial learners must devote so much cognitive capacity to holding the presented images in memory that they are less likely to have sufficient capacity left over to mentally integrate visual and verbal representations. Empirical Rationale: In 2 out of 3 tests, low-knowledge learners achieved higher gains on retention tests from implementing multimedia design principles than did high-knowledge learners. In 4 out of 4 tests, low-knowledge learners achieved higher gains on transfer tests from implementing multimedia design principles than did high-knowledge learners. In 2 out of 2 tests, high-spatial learners achieved greater gains on transfer tests from implementing multimedia design principles than did low-spatial learners. There were not tests involving retention tests for high and low-spatial learners.

Overall, research on multimedia learning provides an exciting venue for educational psychology.

Note. In August 2001, Richard E. Mayer presented the E. L. Thorndike Award Address at the annual meeting of the American Psychological Association. This extended abstract, which reflects the content of the address, is based on the following book: Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press.

**Toward a Multifaceted Model of Persuasion:
Exploring Textual and Learner Interactions**

P. Karen Murphy
The Ohio State University

As members of a post-industrial society, we commonly encounter articles, books, papers and advertisements crafted to persuade us toward a particular view or argument. Daily, students who populate classroom communities are similarly confronted with oral or written text intended to change their minds (Garner & Alexander, 1994). Further, this process is likely mediated by components of the text such as the authors' purpose or the clarity of their arguments (Petty & Cacioppo, 1986), as well as by characteristics of readers, including their knowledge, beliefs, and interest (e.g., Alexander, Murphy, Sperl, & Buehl, 1997; Chinn & Brewer, 1993). Yet, few persuasion models have attempted to explore the multidimensional interactions between and among text and learner variables. It was my intention to address this shortcoming in the literature by testing a multifaceted model of the persuasion process.

In developing this model, I researched and synthesized several literatures. Among those were literatures on persuasion (e.g., Chambliss & Garner, 1996; Cooper, 1932), knowledge (e.g., Alexander, Schallert, & Hare, 1991), beliefs (e.g., Garner & Alexander, 1994; Schommer, 1993), interest (e.g., Schiefele, 1992; Hidi, 1990), as well as conceptual change (e.g., Chinn & Brewer, 1993; Vosniadou & Brewer, 1992). Synthesizing these literatures required reconciling various definitions of persuasion and interpretations of text and learner influences. *Persuasion* was thus defined as an interactive process through which a message shapes, reinforces, or changes students' responses (Miller, 1980). In addition, a persuasive text was viewed as any text "...structured to counter the current beliefs of a typical reader as well as to present new ones" (Chambliss & Garner, 1996, p. 294).

The survey of the relevant literatures revealed several consistencies about the nature of persuasive texts. For example, the authors' perceived purpose and credibility, the text structure, and the text content play powerful roles in what students gain from reading (e.g., Chambliss, 1995; Jackson & Allen, 1987). Also, texts that present both sides of an argument, and then refute one side of the argument are generally more persuasive than other forms of text (e.g., Allen 1991; Stiff, 1994). In addition, strong arguments (i.e., those causal or explanatory in nature) can be effective at persuading even individuals with strong views (e.g., Ford & Smith, 1991). Finally, research suggests that text content interacts with what individuals know and believe, and has the potential for mediating the degree to which individuals are motivated to engage the text (e.g., Alexander & Jetton, 1996; Dole & Sinatra, 1998). Text variables, however, represent only one aspect of the interactive persuasion process. Characteristics of the learner also play a fundamental role. The characteristics of the learner included in this model are students' knowledge, beliefs, and interest. One of the most consistent findings in the educational literature is that students' "...existing knowledge serves as the foundation of all future learning..." (Alexander & Murphy, 1998, p. 27). Moreover, persuasion research suggests that individuals high in prior knowledge are less likely to be persuaded by the message (e.g., Petty & Cacioppo, 1986). Researchers have also found that the more entrenched a particular belief, the more difficult it will be to change (e.g., Fishbein & Ajzen, 1975). Simply put, beliefs must be less extreme and be made explicit before they can be reflected on, and subsequently, modified. Finally, the degree to which readers find the content of the text *interesting* can significantly predict persuasion (e.g., Dole

& Sinatra, 1994). Kardash and Scholes (1995) determined that individuals with relatively high interest in the content were more apt to recall information, but were less likely to be persuaded. Thus, while there are models of persuasion and conceptual change in the literature, recent research would suggest that these models have several limitations (e.g., Alexander, Murphy, Sperl, & Buehl, 1999). Specifically, these established models do not adequately predict why and how persuasion will occur when: (a) the messages are multiple, compelling, and naturally-occurring texts about controversial subjects; (b) the variables are topic-specific measures of knowledge, interest, and beliefs administered both prior to and following reading; or, (c) when learner and text variables are examined simultaneously through the use of covariance structure analysis. The purpose of this research was to forward such a model—one that expressly addresses limitations of prior persuasion models.

Several key findings emerged from this study. First, after reading the persuasive texts, students' knowledge, beliefs, and interest relative to each topic changed significantly in the direction of the views advocated by the author. In addition, the topic of the text significantly influenced the degree to which students were persuaded. Although all three texts altered students' knowledge, beliefs, and interest, the pre-reading to post-reading changes varied from topic to topic. The results also suggested that text and learner variables interact in a multifaceted way to influence the persuasion process.

Specifically, the proposed model was tested using structural equation modeling. The hypothesized model displayed good fit when the scores were collapsed across all three articles, as well as for the scores for the three individual articles. The results suggest that the learner and text constructs both influence the outcomes of the persuasion process. In addition, the learner and text variables were significantly and positively correlated in all but one test of the model. What is even more important is that these results held when tested using data from the three diverse topics. The strength and direction of the parameters between the latent constructs were also in keeping with the hypothesized model, and were similar across all three articles. Further, these results confirm the inverse relationship between students' knowledge, beliefs, and interest, and what they can gain from the text, as seen in a previous study (Murphy, 1998). Essentially, students with moderate levels of knowledge, beliefs, and interest were most likely to be persuaded by the texts—a finding consistent with prior research (e.g., Alexander et al., 1999). In addition, as described in the literature, the more interesting the text, the more credible the author, the more comprehensible the text, and the stronger the arguments, the more likely students' were to be persuaded (e.g., Koballa, 1992). Finally, the learner and text constructs were significantly and positively related for every test of the model, thus, confirming the strong interplay between text and learner variables.

The resulting multidimensional model sheds new light on the persuasion process. For one, the model suggests that students' knowledge, beliefs, *and* interest play a role in what they can learn from text. Moreover, the model provided insights into intraindividual differences relative to the varying text topics. That is, students were differentially persuaded due to the text topic. In addition, this model synthesizes the literature in conceptual change and persuasion, which have generally constituted separate bodies of research. Indeed, while both conceptual change and persuasion research seek to modify students' knowledge and beliefs, findings from these two areas have rarely been consolidated into one model. Finally, this model confirms the notion that persuasion is not wholly attributable to characteristics of the text nor to characteristics of the learner. Rather, persuasion arises from the dynamic interplay of text and learner variables.

Special Insert

SYMPOSIUM (Session 1.18)
Tuesday, April 10, 12:00 to 1:55 p.m.
Convention Center 4th Floor Room 602-604

Theory and Instruction: The Robbie Case Legacy

CHAIR: Joan Moss, University of California, Berkeley
PARTICIPANTS: A Developmental Approach to Teaching Story Composition. [Anne McKeough, University of Calgary](#) Central Numerical Structures and Mathematics Achievement: A Cross-Cultural Comparison. [Yukari Okamoto, University of California, Santa Barbara](#)
Teaching Mathematical Functions: Applying Case's Developmental Theory to Classroom Instruction. [Mindy Kalchman, OISE/UT](#)
The Development of Rational Number Understanding: An Instructional Program Based on Case's Theory of Central Conceptual Structure. [Joan Moss, University of California, Berkeley](#)
A Review of a 10-year Research Program in Early Mathematics Education: The Role of Central Conceptual Structures in Instructional Programming. [Sharon Griffin, Clark University](#)
DISCUSSANTS: Marlene Scardamalia, OISE/UT; Jim Greeno, Stanford University; John Bransford, Vanderbilt University; Carl Bereiter, OISE/UT

PAPER SESSION (Session 1.62)
Tuesday, April 10, 12:00 to 1:55 p.m.
Convention Center 2nd Floor 212

Argumentation and Discourse Processes as Mechanisms for Enhancing Learning

CHAIR: Roberta Scholes, University of Missouri-Columbia
PARTICIPANTS: Discourse Strategies for Sharing Knowledge. [Heinz Mandl, University of Munich](#); [Frank Fischer, University of Munich](#)
Argumentation and the Web: How Skill and the Electronic Environment Affect Opportunities for Critical Thinking. [Sarah Brem, Arizona State University](#)
The Ability to Evaluate Arguments Dialectically: A Developmental Study. [Amnon Glassner, The Hebrew University](#)
Personality Differences in Argumentative Discourse Practices. [Michael Nussbaum, University of Nevada, Las Vegas](#)
Supporting Students' Autonomy on Uninteresting Lessons by Providing Convincing and Satisfying Rationale. [Mafumi Omura, University of Iowa](#); [Pat Hardre, University of Iowa](#); [Hyungshim Jang, University of Iowa](#); [Johnmarshall Reeve, University of Iowa](#)
DISCUSSANT: Tamara Jetton, James Madison University

ROUNDTABLE (Session 2.07)
Tuesday, April 10, 1:15 to 1:55 p.m.
Convention Center 4th Floor Room 6B

Cognition and Instruction

ROUNDTABLE (Session 3.46)
Tuesday, April 10, 2:15 to 2:55 p.m.
Convention Center 4th Floor Room 6B

Gender, Identity, and Socialization

SYMPOSIUM (Session 5.52)
Tuesday, April 10, 4:05 to 6:05 p.m.
Convention Center 4th Floor Room 606

Interest and Lifelong Learning

CHAIR: K. Ann Renninger, Swarthmore College
PARTICIPANTS: Engaging Teachers in Growing Mathematical Thinking and Pedagogical Knowledge. [Drexel University Wesley Shumar, Swarthmore College](#)
How Teachers Perceive Motivation in Vocational Education Classrooms: An Intervention Study. [Barbara Drechsel, Institute for Science Education](#); [Klaudia Kramer Manfred Prenzel, University of Kiel](#)
Choosing Vocational Education: Issues of Background, Interest, and Opportunity. [Australian Council on](#)
Work Related Interests: Conditions and Development. [Doris Lewalter, University of the Bundeswehr Educational Research](#), [Gerald R. Elsworth, University of Melbourne](#), [John Ainley](#)
DISCUSSANTS: Barbara L. McCombs, University of Denver Research Institute;

Suzanne Hidi, OISE, University of Toronto

POSTER FAIR (Session 11.04)
Wednesday, April 11, 10:35 a.m. to 12:05 p.m.
Sheraton 3rd Floor Metropolitan Ballroom

Self-Regulation and Learning Strategies

PAPER SESSION (Session 11.08)
Wednesday, April 11, 10:35 a.m. to 12:05 p.m.
Sheraton 2nd Floor Aspen

Understanding Epistemology: How and Why Does It Influence Teaching and Learning?

CHAIR: P. Karen Murphy, Ohio State University
PARTICIPANTS: Domain Generality of Epistemological Beliefs: It's a Matter of Degree. [Marlene Schommer-Aikens, Wichita State University](#); [Orpha K. Duell, Wichita State University](#); [Sue A. Barker, Wichita State University](#)
A Study of the Effect of Innovative Instruction on Middle School Students Beliefs about Science. [Britte Cheng, University of California, Berkeley](#)
Exploring the Relationship of Epistemological Beliefs, Self-Beliefs, and Achievement in Mathematics among African American Adolescents. [Elizabeth Esterly, The Ohio State University](#)
Personal Beliefs and Worldviews about Ability: Adaptive and Maladaptive Profiles. [Lars-Erik Malmberg, Abo Akademi University](#); [Katherine Marsland, Yale University](#); [Todd D. Little, Yale University](#)
The Development of Epistemological Beliefs: A Study of Epistemic Nudging. [Jodi Patrick Holschuh, University of Georgia](#); [Betty Hubbard, University of Georgia](#)
DISCUSSANT: Bradford Woods, University of Alabama

PAPER SESSION (Session 11.13)
Wednesday, April 11, 10:35 a.m. to 12:05 p.m.
Sheraton 2nd Floor Madrona

Thinking about Competence: Achievement of Adolescents

CHAIR: Barbara Greene, University of Oklahoma
PARTICIPANTS: Supporting Perceptions of Social and Academic Competence in Middle Childhood: Influences of a Community-Based Youth Development Program. [Cynthia Hudley, University of California, Santa Barbara](#)
A Year Later: Adolescents' Retrospections of Their Mathematics Problem Solving Experiences. [Brian Bottge, University of Wisconsin-Madison](#)
Early Adolescent School Related Stress and Academic Performance Three Years Later: The Conditional Influences of Personal Expectations and Perceived Parental Expectation. [Diane Kaplan, Texas A & M University](#)
Language, Class, Psycho-cultural Factors Related to the Reading Achievement of Immigrant Asian and Spanish-speaking Adolescent Groups. [Madelon F. Zady, University of Louisville](#)
Interest and Academic Achievement in African American Adolescents. [Joyce F. Long, The Ohio State University](#)
DISCUSSANT: Teresa Garcia, American Institutes for Research

POSTER FAIR (Session 13.03)
Wednesday, April 11, 12:25 to 1:55 p.m.
Sheraton 3rd Floor Metropolitan Ballroom

The Role of Gender in Educational Settings

PAPER SESSION (Session 13.13)
Wednesday, April 11, 12:25 to 1:55 p.m.
Sheraton 2nd Floor Madrona

The Role of Goals and Goal Orientation in Cognitive Engagement and Academic Achievement

CHAIR: Jenefer Husman, University of Alabama
PARTICIPANTS: The Relationship between Goal Orientation and the Calibration of Performance Expectations to Performance Feedback. [Darryl Wahlstrom, University of Michigan](#)
Differences Between Students in The Consequences of Goals and Goal Structures: The Role of Culture. [Tim Urdan, Santa Clara University](#); [Carol Giancarlo, Santa Clara University](#)
The Role of Prior and Perceived Ability in Influencing the Relationship of Goal Orientation to Cognitive Engagement and Academic Achievement: An Explanatory Model. [Michele Gregoire, University of Florida](#); [Patricia Ashton, University of Florida](#); [James Algina, University of Florida](#)
Influences of Student Perceptions of Classroom Structures, Self-efficacy, and Goals on Cognitive Engagement and Achievement in High School Language Arts. [Barbara Greene, University of Oklahoma](#); [John Rausch, University of Oklahoma](#); [Kristine Akey, University of Oklahoma](#)
DISCUSSANT: David Bergin, University of Toledo

POSTER FAIR (Session 15.03)
Wednesday, April 11, 2:15 to 3:45 p.m.
Sheraton 3rd Floor Metropolitan Ballroom

Reading, Writing, and Learning

SYMPOSIUM (Session 15.16)
Wednesday, April 11, 2:15 to 3:45 p.m.
Sheraton 4th floor Room 424

New Perspectives on Help Seeking as an Adaptive, Strategic Resource of Self-Regulated Learners

CHAIR: Stuart Karabenick, Eastern Michigan University
PARTICIPANTS: Seeking Help in Large College Classes: Who, Why, and from Whom? [Stuart Karabenick, Eastern Michigan University](#)
Academic Help Seeking and Learning Disability: Influence of Goals and Perceived Competence. [Richard Newman, University of California at Riverside](#)
Children's Help-Seeking Behavior: Comparison with Cognitive, Behavioral, and Emotional Self-Regulation. [Minna Puustinen, University of Jyväskylä](#)
Help-seeking Interactions in Math Class: Using a Motivational Framework to Understand Who Students Ask for Help. [Allison Ryan, University of Illinois](#)
DISCUSSANT: Wilbert McKeachie, University of Michigan

SYMPOSIUM (Session 17.07)
Wednesday, April 11, 4:05 to 6:05 p.m.
Sheraton 2nd Floor East Ballroom B

Integrating What We Know about Learners and Learning: A Foundation for Transforming Pre K-20 Practices

PARTICIPANTS: Revealing Young Children's Perceptions of Classroom Practices: Using Multiple Approaches. [Denise Daniels, Northern Illinois University](#); [Deborah Kalkman, Northern Illinois University](#)
What Do We Know About Learners and Learning? The Learner-Centered Framework. [Barbara L. McCombs, University of Denver Research Institute](#)
Changing Practices in Higher Education: Facilitating the Development of Learner-Centered Faculty. [Jean W. Pierce, Northern Illinois University](#)
Teacher Pedagogical Development: Developing Learner-Centered Dispositions. [Kimberly Mueller, University of California at Berkeley](#)
What Learner-Centered Practices Mean for Middle School Learners: A Look at Motivational Outcomes. [Judith L. Meece, University of North Carolina at Chapel Hill](#)
The Impact of Learner-Centered Practices on the Academic and Non-Academic Outcomes of Upper Elementary and Middle School Students. [Elizabeth Weinberger, University of Denver Research Institute](#)

DISCUSSANT: Putting It All Together: Using What We Know To Transform Educational Practices. [Scott G. Paris, University of Michigan](#)

ROUNDTABLE (Session 17.68)
Wednesday, April 11, 4:05 to 4:45 p.m.
Convention Center 4th Floor Room 6B

Motivation and Self-Regulation

PAPER SESSION (Session 21.49)
Thursday, April 12, 8:15 to 10:15 a.m.
Convention Center 4th Floor Room 614

Intelligence, Expertise, and Knowledge

CHAIR: Richard Coulson, Southern Illinois University
PARTICIPANTS: Fluid Intelligence, Inductive Reasoning, and Working Memory: Where the Theory of Multiple Intelligences Falls Short. [David Lohman, University of Iowa](#)
Do Different Instructional Interventions Facilitate Students Ability to Shift to More Sophisticated Mental Models of Complex Systems? [Roger Azevedo, University of Maryland](#); [John T. Guthrie, University of Maryland](#); [Huei-yu Wang, University of Maryland](#); [Julie Mulhern, University of Maryland](#)
Predicting Mathematics Performance from Intelligence and Personality with Motivation Variables as Mediators. [Arturo Olivarez Jr., Texas Tech University](#); [William Lan, Texas Tech University](#); [Tara Stevens, University of Illinois, Springfield](#)
Understanding the Cognitive Factors Underlying Medical Expertise. [Roger Azevedo, University of Maryland](#); [Sonia Faremo, McGill University](#); [Susanne Lajoie, McGill University](#); [David Fleiszer, McGill University](#)
The Expert Blindspot: When Content Knowledge and Pedagogical Content Knowledge Collide. [Mitchell Nathan, University of Colorado](#); [Kenneth R. Koedinger, Carnegie Mellon University](#); [Martha W. Alibali, University of Wisconsin at Madison](#)
DISCUSSANTS: [Jonna Kulikowich, University of Connecticut](#); [Jeff Smith, Rutgers University](#)

PAPER SESSION (Session 21.64)
Thursday, April 12, 8:15 to 10:15 a.m.
Convention Center 4th Floor Room 610

Assessing the Role of Self Schemas in Teaching and Learning

CHAIR: Myron Dembo, University of Southern California
PARTICIPANTS: Self-efficacy and Procrastination. [Christopher Wolters, University of Houston](#)
A Confirmatory Factor Analysis of a New Measure of Teacher Efficacy: Ohio State Teacher Efficacy Scale. [J. Kyle Roberts, Baylor College of Medicine](#); [Robin K. Henson, University of North Texas](#)
A Multilevel Analysis of the Influence of Collective Efficacy on Teacher Efficacy. [Roger Goddard, University of Michigan](#); [Yvonne Goddard, University of Toledo](#)
The Importance of an Inherent Value Rationale for the Experience of Self-Determination: Autonomous, Controlled and Conformist Regulations of Learning. [Avi Assor, Ben Gurion University Israel](#); [Avi Kaplan, Ben Gurion University](#)
The Similarities Of Perceived Control Beliefs Between American And Chinese Students. [Yuming Liu, Riverside Publishing](#); [Steven Yussen, University of Minnesota](#)
DISCUSSANT: Anita Woolfolk Hoy, The Ohio State University

SYMPOSIUM (Session 23.40)
Thursday, April 12, 10:35 a.m. to 12:05 p.m.
Convention Center 4th Floor Room 611

Intentional Conceptual Change

CHAIR: Gale Sinatra, University of Nevada at Las Vegas
PARTICIPANTS: What is Intentional Conceptual Change? [Michel Ferrari, Ontario Institute for the Study of Education Nezihe Elik, University of Toronto](#)
Intentional Conceptual Change and Domain Specific Knowledge Acquisition. [Margarita Limon Luque, Universidad Autonoma de Madrid, Spain](#)
Personal Epistemologies and Intentional Conceptual Change. [Lucia Mason, University of Lecce, Italy](#)
Using a Case Study to Make General Points about Students' Intuitive Epistemologies. [Andrea A. diSessa, University of California Berkeley](#), [Andrew Elby and David Hammer, University](#)
DISCUSSANT: Paul Pintrich, University of Michigan

ROUNDTABLE (Session 24.03)
Thursday, April 12, 11:25 a.m. to 12:05 p.m.
Convention Center 4th Floor Room 6B

Self-Efficacy, Agency, and Achievement

PAPER SESSION (Session 25.33)
Thursday, April 12, 12:25 to 1:55 p.m.
Convention Center 2nd Floor Room 214

Cognition, Constructivism, and Learning in and out of School

CHAIR: Roger Azevedo, University of Maryland
PARTICIPANTS: Examining the Relationship Between Student-Centered Pedagogy, Cognition, Test-Taking Motivation & Mathematics Achievement. [Spurlock Holly, U. S. Dept. of Education](#)
Constructivism and the Architecture of Cognition: Implications for Instruction. [Paul Eggen, University of North Florida](#)
Cognitive Interference Versus Skill Deficit in Predicting Statistics Performance. [Eunsook Hong, University of Nevada, Las Vegas](#)
An Examination of Social Presence to Increase Interaction in Online Classes. [Chih-Hsiung Tu, George Washington University](#)
Performance-Based Instruction: What Does it Look Like in the Elementary Mathematics Classroom?. [Ken Jones, University of Alaska Anchorage](#)
DISCUSSANT: Scott Brown, UCONN

ROUNDTABLE (Session 26.07)
Thursday, April 12, 1:15 to 1:55 p.m.
Convention Center 4th Floor Room 6B

Cognition and Individual Differences

ROUNDTABLE (Session 27.31)
Thursday, April 12, 2:15 to 2:55 p.m.
Convention Center 4th Floor Room 6B

Cognition and Learning

SYMPOSIUM (Session 27.48)
Thursday, April 12, 2:15 to 4:15 p.m.
Convention Center 4th Floor Room 611

Goals, Affect, and Motivation in Students and Teachers

CHAIRS: Reinhard Pekrun, University of Regensburg; Paul A. Schutz, University of Georgia

PARTICIPANTS: The Relationship Between Teachers' Use of Affect and Students' Perceptions of the Goal Structures in the Classroom. [Julianne C. Turner, University of Notre Dame](#)
Women Teachers' Experiences of Anger in School Settings. [Kathleen B. DeMarrais, University of Georgia at Athens](#)
Exploring Predictors and Consequences of Negative Affect Clusters. [Jeannine E. Turner, Southwest Educational Development Laboratory](#)
Achievement Goals, Emotional Regulation During Testing, and Test Emotions: Analyzing Interrelationships and Evaluating the Construct Validity of the ERT Scale. [Paul A. Schutz, University of Georgia at Athens](#)
Academic Emotions in School Students: Domain Specificity and Relations to Self-Regulated Learning, Academic Achievement, and Classroom Instruction. [Reinhard Pekrun, University of Regensburg Germany](#); [Raymond P. Perry, University of Regensburg, Germany](#); [Marcus Hausner](#)
The Relation Between Achievement Goals and Affect: Moods, Emotions, and Directionality. [Elizabeth A. Linnenbrink, University of Michigan](#)
DISCUSSANT: Martin L. Maehr, University of Michigan

POSTER FAIR (Session 33.02)
Friday, April 13, 8:15 to 9:45 a.m.
Sheraton 3rd Floor Metropolitan Ballroom

Motivation, Learning, and Teaching

SYMPOSIUM (Session 33.12)
Friday, April 13, 8:15 to 10:15 a.m.
Sheraton 2nd Floor Douglas

Multiple Frames of Reference and Self-Related Cognitions: An International Perspective

CHAIR: Juergen Baumert, MPI for Human Development
PARTICIPANTS: Measuring Academic Self-Efficacy: Multi-Trait Multi-Method Comparison of Scales. [Mimi Bong, University of South Carolina](#); [Dennis Hocevar, University of Southern Carolina](#)
Internal and External Frames of References in Academic Self-Perceptions. [Einar M. Skaalvik, Norwegian University of Technology](#); [Sidsel Skaalvik, Norwegian University of Technology](#)
Dimensional Comparisons: An Experimental Approach to the I/E Model. [Jens Moeller, University of Bielefeld](#)
Understanding the Personal and Social Basis of Self-Concepts for Adolescents about their Academic Work. [Laurel Bornholt, University of Sydney](#)
Testing Marsh's (1986) Frame of Reference Model of Self-Concept with Bilingual Students. [Alexander Seeshing Yeung, John Chi-Kin Lee, and Hin-Wah Wong, Chinese University of Hong Kong](#)
Segregated Schools: 5-year Longitudinal Study with Chinese Students in Hong Kong. [Kit-Tai Hau, The Chinese University of Hong Kong](#); [Herbert W. Marsh, University of Western Sydney Macarthur, Australia](#); [Chit-Kwong Kong, Jian-Bing Wan, The Chinese University of Hong Kong](#)
Teachers, Type of Feedback and the Big-Fish-Little-Pond Effect. [Olaf Köller, Max Planck Institute for Human Development, Berlin, Germany](#)
Measuring Academic Self-Efficacy: Multi-Trait Multi-Method Comparison of Scales. [Mimi Bong, University of South Carolina](#); [Dennis Hocevar, University of Southern California](#)
DISCUSSANT: Jaquelynne Eccles, University of Michigan, Ann Arbor

SYMPOSIUM (Session 35.01)
Friday, April 13, 10:35 a.m. to 12:05 p.m.
Sheraton 2nd Floor Grand Ballroom A

The Contributions of Benjamin S. Bloom and the Future of Objectives, Instruction, and Assessment

CHAIR: Lorin Anderson, University of South Carolina
PARTICIPANTS: Bloom 2001: The Revised Taxonomy as a Tool for Integrating Learning, Instruction, and Assessment. [Lorin Anderson, University of South Carolina](#)
Bloom's Contributions to Testing, Measurement, and Evaluation. [George Madaus, Boston College](#)
Bloom's Contributions to Curriculum, Instruction, and School Learning. [Thomas Guskey, University of Kentucky](#)
Bloom's Contributions to International Research and Development. [Richard Wolf, Teachers College, Columbia University](#)
Bloom's Contributions to our Understanding of Talent Development. [Lauren Sosniak, San Jose State University](#)

NEW MEMBER POSTER SESSION (Session 37.01)
Friday, April 13, 12:25 to 1:55 p.m.
Sheraton 3rd Floor Metropolitan Ballroom

SYMPOSIUM (Session 37.06)
Friday, April 13, 12:25 to 1:55 p.m.
Sheraton 2nd Floor West Ballroom B

Integrating the Study of Cognitive Abilities and Motivational Processes: High

School Students' Science Engagement and Achievement

CHAIR: Haggai Kupermintz, University of Colorado, Boulder
PARTICIPANTS: Understanding the Links Between Students' Motivational Patterns, Perceptions of, and Performance on Different Types of Science Achievement. [Angela Haydel, Stanford University](#)
Examining High School Students' Science Achievement on Different Types of Science Assessments. [Susan E. Schultz, Stanford University](#)
Another Look at Cognitive Abilities and Motivational Processes in High School Science Achievement. [Haggai Kupermintz, Boulder University of Colorado](#); [Robert W. Roeser, Stanford University](#)
Cognitive Abilities and Motivational Processes in High School Students' Science Engagement and Achievement. [Shun Lau, Stanford University](#)
DISCUSSANT: Reflecting on the Integration of Cognitive Abilities and Motivation Research in Science Achievement. [Richard J. Shavelson, Stanford University](#)

SYMPOSIUM (Session 39.14)
Friday, April 13, 2:15 to 3:45 p.m.
Sheraton 4th Floor Suite 424

Epistemological Beliefs and Learning: What Do We Know and How Do We Know It?

CHAIR: Lisa D. Bendixen, University of Nevada, Las Vegas
PARTICIPANTS: How Epistemology is Measured: A Review of Instruments. [Orpha Duell, Marlene Schommer-Aikins, Wichita State University](#)
The Role of Intentions, Beliefs, and Knowledge in Learning About Evolution. [Gale Sinatra, Sherry Southerland, Frances McConaughy, University of Nevada, Las Vegas and University](#)
Why Do Epistemological Beliefs Affect Ill-Defined Problem Solving?. [Lisa D. Bendixen, Gregory Schraw, University of Nevada, Las Vegas](#)
Personal Epistemology Research: Implications for Learning and Instruction. [Barbara K. Hofer, Middlebury College](#)
DISCUSSANT: Carolanne Kardash, University of Missouri, Columbia

SYMPOSIUM (Session 41.10)
Friday, April 13, 4:05 to 6:05 p.m.
Sheraton 2nd Floor Douglas

Strategic Processing of Informational Texts in the Information Age

CHAIR: P. Karen Murphy, Ohio State University
PARTICIPANTS: Strategic Processing of Informational Texts by Experts in Psychology and Statistics. [Rosemarie Ataya, Jacqueline Kelleher, University of Connecticut](#)
The Nature of Domain Learning: Investigating the Relationship of Knowledge, Motivation, Strategic Processing, and Recall within the Domain of Special Education. [Christopher T. Sperl, Julie A. Mulhern, Helenrose Fives, Chui Shuhui, University of Maryland](#)
Learning from Online Resources: Understanding Students' Cognitive Strategies and Representations. [Sadhana Puntambekar, University of Connecticut](#)
Determining Importance: Past, Present, and Future Challenges. [Tamara Jetton, James Madison University](#)
DISCUSSANT: Janice Dole, University of Utah

SYMPOSIUM (Session 41.11)
Friday, April 13, 4:05 to 6:05 p.m.
Sheraton 4th Floor Room 416

Understanding and Teaching the Intuitive Mind

CHAIR: Bruce Torff, Hofstra University
PARTICIPANTS: The Intuitive Mind and Knowledge About History. [Joseph Polman, University of Missouri, St. Louis](#)
Intuitive Mathematics: Theoretical and Educational Implications. [Jon Star, University of Michigan](#)
The Intuitive Mind and Early Childhood Education: Connections with Chaos Theory, Script Theory, and Theory of Mind. [Doris Fromberg, Hofstra University](#)
The Fourth Folk Pedagogy. [David Olson, The Ontario Institute for Studies in Education](#)
[Steven Katz, University of Toronto](#)
Teaching Educational Psychology to the Implicit Mind. [Anita Woolfolk Hoy, P. Karen Murphy, The Ohio State University](#)

PAPER SESSION (Session 44.31)
Saturday, April 14, 8:15 to 10:15 a.m.
Convention Center 3rd Floor Room 307

Engaging in School: Motivation, Interests, and Identification in Secondary Schools

CHAIR: William Lan, Texas Tech University
PARTICIPANTS: Learning Climates that Foster Engagement to Prevent Motivational Dropout. [Patricia Hardre, University of Iowa](#); [J. Reeve, University of Iowa](#)
Motivation and Pregnancy/HIV Prevention in High Schools. [Eric Anderman, University of Kentucky](#); [Pamela Cupp, University of Kentucky](#); [Kathy Atwood, University of](#)

Kentucky

An Assessment of Multiple Influences on Student Engagement in High School Classrooms. David J. Shernoff, University of Chicago; Barbara Schneider, University of Chicago; Mihaly Csikszentmihalyi, Claremont Graduate University
Exploring Continued Interest: How Engagement in High School Classes Relates to Subsequent Commitment. David J. Shernoff, University of Chicago; Lisa A. Hoogstra, University of Chicago
Identification with Academics and Academic Outcomes in Secondary Students. Jason Osborne, University of Oklahoma; John Rausch, University of Oklahoma
DISCUSSANT: Jeanne Ellis Ormrod, University of New Hampshire

PAPER SESSION (Session 44.33)

Saturday, April 14, 8:15 to 10:15 a.m.
Convention Center 3rd Floor Room 309

Peer Interaction and Collaboration in Educational Settings

CHAIR: Nancy F. Knapp, University of Georgia
PARTICIPANTS: I Like Math and I Like You, Now What Do I Do?: Friendships and Motivational Orientations in Middle-School Students. Jessica J. Summers, University of Texas at Austin; Diane L. Schallert, University of Texas at Austin
A Consensus Measure of Children's Perceptions of Peers and Its Relation to Social Cognitive Variables. Teresa K. DeBacker, University of Oklahoma; Bridget C. Murphy, University of Oklahoma; Robert Terry, University of Oklahoma
Coding Collaborative Interactions in a Math Setting: Attempting to Identify Discourse Patterns that Lead to Group Acceptance of Correct Proposals. David A. Sears, Stanford University; Brigid J. Barron, Stanford University
Dialogic Meaning-Making in Peer Interactive Groups: A Case of Learning Geometry. Kristiina Kumpulainen, University of Oulu; Kaartinen Sinikka, University of Oulu
Effects of Group Composition on High-Ability Student's Achievement in Science. Noreen Webb, University of California/CRESST; Stephen Zuniga, University of California; Kariane Mari Welner, University of California
DISCUSSANT: Michael S. Meloth, University of Colorado, Boulder

ROUNDTABLE (Session 46.28)

Saturday, April 14, 10:35 to 11:15 a.m.
Convention Center 4th Floor Room 6B

Assessment and Research Designs

PARTICIPANTS: Educational Psychology from a Statistician's Perspective: A Review. Jason Osborne, University of Oklahoma; Cheryl Murdock, University of Oklahoma; Jason Gunter, University of Oklahoma
Big 5 Personality Traits and College Achievement. Lisa Farwell, Santa Monica College
Reliability and Validity of a Teamwork Questionnaire. Harold F. O'Neil, University of Southern California; Wang Shuling, Taiwan University of Science and Technology; Lee Charlotte, University of California, Los Angeles; Mulkey Jamie, Hewlett-Packard
A Theoretical and Empirical Extension of Dynamic Assessment Using Hierarchical Linear Modeling. Pamela Thorpe, University of Southern Mississippi; Jeanne D. Day, Scott E. Maxwell
Videotape Analysis as a Tool for Understanding Diverse Classrooms: A Yup'ik Eskimo Example. Sharon Nelson-Barber, Jerry Lipka, & Margie Hastings, WestEd

INTERACTIVE SYMPOSIUM (Session 46.41)

Saturday, April 14, 10:35 a.m. to 12:05 p.m.
Convention Center 4th Floor Room 608

Recognized Ideas in Improving Education: How We Come To Know Their Worth

CHAIR: Douglas Simpson, University of Louisville
ORGANIZER: Pedro Portes, University of Louisville
PARTICIPANTS:
Roland Tharp, USCS, Ronald Gallimore, University of California, Los Angeles
Kieran Egan, Simon Fraser University
Milbrey McLaughlin, Stanford University
Victoria Purcell Gates, Michigan State
L. Scott Miller, College Board

PAPER SESSION (Session 48.33)

Saturday, April 14, 12:25 to 1:55 p.m.
Convention Center 2nd Floor Room 214

Classroom Learning, Motivation, and Reform

CHAIR: Huifang Tu
PARTICIPANTS: Effect of reflection on appraisal of self-efficacy in regulating audience adaption. Sara Katz
Student Experience and the Learning Process: Developing an Evidence Based Theory of Classroom Learning. Graham Nuthall, University of Canterbury
Does the Accuracy of Comprehension Monitoring and Self-Regulation Affect Reading Comprehension?. Keith Thiede, University of Illinois at Chicago; Mary Anderson, University of Illinois at Chicago; David Theriault, University of Illinois at Chicago
Modeling Domain Learning: Exploring Cognitive and Motivational Differences in the Field of Special Education. Christopher T. Sperl, University of Maryland; Helenrose

Fives, University of Maryland; Julie A. Mulhern, University of Maryland; Shuhui Chui, University of Maryland

'She Tricks You into Learning': The Role of Motivation in Reform-Based Science Classrooms. Judith Meece, University of North Carolina, Chapel Hill; Kate Scantlebury, University of North Carolina; Jane Kahle, University of North Carolina
DISCUSSANT: Steven Yussen, University of Minnesota

ROUNDTABLE (Session 49.07)

Saturday, April 14, 1:15 to 1:55 p.m.
Convention Center 4th Floor Room 6B

Creating Knowledge in the 21st Century: New Perspectives in the Self-Regulation of Learning

CHAIRS: Teresa Garcia, American Institutes for Research; Héfer Bembenuitty, City University of New York
PARTICIPANTS: Future Time Perspective and Self-Regulation: Looking to the Future to Better Understand the Present. Jenefer Husman, University of Alabama
Emotional Regulation During Self-Direction. Paul A. Schutz, Heather A. Davis, Jessica T. DeCuir, Courtney B. Chambless, University of Georgia, and Claire Ellen Weinstein, Thea Woodruff, Dong ook Yang, University of Texas at Austin
Self-Regulation of Help-Giving Behaviors. Shirley L. Yu, Susan Collins, University of Houston
Self-Regulation of Learning and the Role of the Prefrontal Lobe Functions. Byoung-Sug Kim, Wan-Ho Chung, Kil-Jae Lee, Yong-Ju Kwon, Korea National University of Education
Self-Regulation of Learning in the 21st Century: Understanding the Role of Perceived and Academic Delay of Gratification. Hefer Bembenuitty, CUNY
DISCUSSANT: Philip Winne, Simon Fraser

PAPER SESSION (Session 50.36)

Saturday, April 14, 2:15 to 4:15 a.m.
Convention Center 3rd Floor Room 307

The Role of Metacognition and Self-Regulation in Problem-Solving

CHAIR: Pamela Gaskill, The Ohio State University
PARTICIPANTS: The Relationship Between Self-Regulated Learning and Examinee Motivation on Consequential and Non-Consequential Classroom Tests. Donna L. Sundre, James Madison University; Anastasia Kitsantas, Florida State University
Self-Regulated Problem Solving Among Primary School Children in Sri Lanka. Jefrey Gorrell, Auburn University; K. H. Dharmadasa, Chicago State University; Indranie Dharmadasa, Chicago State University
Relationships between Metacognitive Knowledge Monitoring, Self-report Measures, and Teacher Judgments. Jan A. Van Damme, K. U. Leuven, Secondary and Higher Education Research Center Riet Troonen K.
Metacognitive Processes in Expert and Novice Problem Solving. Anne Arici Indiana University
Effect of Reflection on Appraisal of Self-Efficacy in Regulating Audience Adaptation Writing Activities. Sarah Katz, Israel
DISCUSSANT: Phil Winne, Simon Fraser University

PAPER SESSION (Session 50.38)

Saturday, April 14, 2:15 to 4:15 p.m.
Convention Center 3rd Floor Room 309

Identifying and Teaching Students with Learning Challenges

CHAIR: Sherri Horner, University of Memphis
PARTICIPANTS: The Brigance K & 1 Screen: Factor Composition with a Head Start Sample. Panayota Mantzicopoulos, Purdue University Susan J. Maller, Purdue University
When Efforts at Solution Fail: Exploring the Diverse Instructional Needs of Mathematically Disabled Children. Maureen Finnane, University of Queensland, Australia
Learning Disabled Readers' Working Memory: What Does or Does Not Develop? H. Lee Swanson, University of California
Children Medicated for ADHD in the Early Grades: Who Are They?. Susan Hegland, Iowa State University; Karen Colbert, Iowa State University; Hyun Joo Jeon, Iowa State University
Assessing Science Learning for Students with Disabilities. Shirley Magnusson, University of Michigan; Renee L. Miller, University of Michigan; Maria Hamlin, University of Michigan; Annemarie Palincsar, University of Michigan
DISCUSSANT: Laura Stough, Texas A&M University; Stephen White, George Mason University

Nominations for Outstanding Dissertation

Division 15 (Educational Psychology) of the American Psychological Association is seeking nominations for the year 2001 outstanding dissertation award. Dissertations eligible for this year's award are ones that have been successfully defended during calendar years 1999 and 2000 (from 1/1/99 to 1/1/2000). Nominations must be received by Dec. 1, 2001 to be eligible for consideration. Nominations are accepted on a continuing basis and those not meeting the Dec. 1, 2001 deadline will be eligible for consideration in 2002, provided the dissertation was successfully defended in calendar years 2000 or 2001.

The recipient of the Annual Dissertation Award received a plaque of recognition, automatic acceptance to present the dissertation at the next APA annual meeting (2001), and a \$500 cash stipend. Nominees must be a member, affiliate, or student member of Division 15. Applicants who are not members or affiliates may apply for membership when submitting materials for the dissertation award.

Nominations must include a letter of recommendation and 8 copies of a 1500 word summary. In addition to the 1500 word summary, two (2) additional pages of figures or tables may be included. Further information concerning guidelines for submission and a nomination form can be obtained from the chair of the Dissertation Award committee. Inquires and nominations are to be submitted to:

Maria Pennock-Roman, PhD
Dept. of Educational and School Psychology
and Special Education
232 CEDAR Bldg.
Penn State-University Park
University Park, PA 16802-3109
Phone: (814) 865-4368 fax: (814) 863-1002

Assistant Professor of Educational Psychology

Full-time, tenure-track, beginning August 2001. Primary teaching responsibilities include Psychological Foundations of Teaching (undergraduate teacher preparation) and Advanced Educational Psychology (masters level); secondary responsibilities may include teaching (master's level) Educational Inquiry/Research or secondary teaching methods, or the supervision of secondary student teachers. Faculty members are expected to pursue scholarly interests and to participate in university governance and curricular development.

Required: ABD (dissertation MUST be completed by January 30, 2002); substantial preparation in educational psychology and instructional methodology with critical perspective regarding the integration of theory and practice; evidence of successful North American full-time K-12 teaching experience; evidence of potential for scholarly contribution; evidence of strong commitment to teaching excellence; demonstrated ability to integrate technology in instruction; strong communication skills; and a successful interview and teaching demonstration.

Preferred: Ph.D., Ed. D., or Psy.D.; urban experience or experience in multicultural settings or with diverse populations; and successful post-secondary teaching experience.

Full consideration given to applications received by March 1, 2001. Send letter of application, curriculum vitae, copies of all transcripts, and the names, addresses, and phone numbers of three references to:

Dr. Cheryl T. Desmond, Chair
Educational Foundations Department/APA0201
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

An EO/AA Institution.

Post-Doctoral Opportunity in Educational/ Developmental Psychology

The University of Notre Dame is recruiting for a post-doctoral research associate to begin on or after Sept. 1, 2001. Applicants must have received their doctorate by that date. We seek an individual interested in children's and teachers' motivation in classroom contexts to work under the direction of Julianne Turner, Ph.D. Opportunities include participating in research program, data analysis, and publication, as well as interacting with co-investigators at other universities.

Requirements: A specialization in educational psychology or motivation, strong quantitative skills, experience interacting with school personnel and coding classroom behavior. Experience with qualitative methods welcomed. To apply, send curriculum vitae, names of three references, and a research statement to:

Dr. Julianne Turner
Institute for Educational Initiatives
1021 Flanner Hall
University of Notre Dame
Notre Dame, IN 46556.
E-mail: turner.37@nd.edu

The position will remain open until filled.

Assistant Professor Quantitative Psychologist

The Department of Psychology of The University of Tennessee invites applicants for a tenure-track faculty position associated with its Experimental Psychology Program. This program encompasses three areas of concentration: Applied/Industrial, Social/Health, and Cognitive/Phenomenology. The matriculated graduate students are selected from a large and diverse group of applicants from across the nation and around the world. The faculty position is effective August 2001.

We seek candidates with demonstrated research/extramural funding potential, teaching ability, and interests in teaching graduate level statistics, as well as multivariate analysis, LISREL, time-series analysis, or related courses. Preference will be given to applicants with expertise and research interests in Industrial, Organizational, or Applied Psychology; however, outstanding applicants in other areas of expertise will be considered. Position responsibilities include research, teaching at both undergraduate and graduate levels, and supervision of graduate students. We are especially interested in applications from women and minorities.

Review of applications will begin immediately and continue until the position is filled. Applicants should send a letter of interest, a CV, representative publications, grant applications, and three letters of recommendation to the Quantitative Search Committee, Department of Psychology, University of Tennessee, Knoxville, TN, 37996-0900.

The University of Tennessee, Knoxville does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in provision of educational programs and services or employment opportunities and benefits. This policy extends to both employment by and admission to the University.

The University does not discriminate on the basis of race, sex, or disability in its education programs and activities pursuant to the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990.

Inquiries and charges of violation concerning Title VI, Title IX, Section 504, ADA or the Age Discrimination in Employment Act (ADEA) or any of the other above referenced policies should be directed to the Office of Diversity Resources (DRES), 2110 Terrace Avenue, Knoxville, TN 37996-3560, telephone (423) 974-2498 (TTY available) or 974-2440. Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Human Resources, 600 Henley Street, Knoxville, TN 37996-4125.

Call for Papers
"Research Design and Methodology" Section:
School Psychology Quarterly

School Psychology Quarterly, the official journal of Division 16 (School Psychology) of the American Psychological Association, is seeking papers for its Research Design and Methodology section. This section is a regular, ongoing feature of the Quarterly designed to enhance the methodological sophistication of school psychology researchers and to increase the diversity of research approaches being used to answer important questions in the field of school psychology. To achieve this goal, the Quarterly seeks scholarly manuscripts that introduce, explain, and illustrate designs and methods that have promise for advancing research in school psychology and related fields (e.g., clinical child psychology, pediatric psychology, special education, measurement and evaluation, educational psychology). A wide range of research methods are featured, including those from quantitative, qualitative, single-subject or small-N, psychometric, and statistical orientations.

To accomplish the stated purpose of this section, manuscripts should include the following components: (a) pedagogical introduction to a specific research method or combination of methods, (b) where appropriate, an illustration of the research method (s) using relevant data, (c) a discussion of the advantages and limitations of the research method (s), and (d) a brief discussion of computer software (if applicable) that can be used in conducting analyses attendant to the research method (s). Although authors are encouraged, whenever possible, to illustrate the use of the methodology being discussed by examining one or more specific data sets, the primary focus of articles in this section is on the use and limitations of the methodology for researchers. Thus, discussion of research designs and methods should address potential uses across the field of school psychology (e.g., serving children, youth and families; program evaluation; special and/or general education; prevention and intervention) rather than focusing on one or more specific applications of the method (s) being reviewed.

We encourage submissions to this section from school psychology researchers who have begun using designs and methodologies that are unique as well as from colleagues in related fields who have an interest in publishing papers related to research methodology. Authors are invited to submit manuscripts (six copies) appropriate for this section to Terry Gutkin, Editor of School Psychology Quarterly. A cover letter should be included that indicates an interest in having the paper reviewed for the "Research Design and Methodology" section. Those papers considered appropriate will be forwarded to George DuPaul who is serving as Associate Editor for this section. Because this section is a regular feature of the journal, manuscripts are reviewed as they are received and there is no specific deadline for this section.

For additional information about the "Research Design and Methodology" section or to discuss possible papers for this section, please contact either George DuPaul (School Psychology Program, Lehigh University, 111 Research Drive, Bethlehem PA 18015; 610-758-3252; gjd3@lehigh.edu) or Terry Gutkin (117 Bancroft Hall, Department of Educational Psychology, University of Nebraska-Lincoln, Lincoln, NE 68588-0345; 402-472-1154; tgutkin1@unl.edu).

Congratulations New Division 15 Fellows!
Susanne Lajoie
Angela O'Donnell
James Byrnes
Wendy Williams

Call for Division 15 Fellow Applications

Division 15 invites members to apply for Fellow status in the American Psychological Association.

Eligibility:

Elections to Fellow status require evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work have had a national impact on the field of psychology and beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact MUST be demonstrated.

Requirements:

- Vitae
- Uniform Fellow Application
- Fellow Standard Evaluation Forms (endorsements requested from current fellows)
- Supportive documentation from other sponsoring division (s) (optional)
- Self-statement (optional)

Deadline:

Application materials must be received by January 3, 2002. For further information and/or to request forms, please call or write to:

Mitchell Rabinowitz
Graduate School of Education
Fordham University
113 W. 60th Street
New York, NY 10023
Phone: (212) 636-6462 FAX: (212) 636-6402
e-mail: mrabinowitz@fordham.edu

Congratulations to Allison M. Ryan, this year's winner of the outstanding dissertation award, for the dissertation titled, "The Development of Young Adolescent Achievement Beliefs and Behaviors: The Role of the Peer Group and Classroom Contexts."

Richard E. Snow Award for Early Contributions

Division 15 seeks nominations for the Richard E. Snow Award for Early Contributions. This award is given to an individual who is no more than 10 years past receipt of a doctorate and who has made significant research contributions to the field of educational psychology.

If you wish to make a nomination for this award, send eight copies of a letter of nomination describing his or her contributions, eight copies of the individual's vitae, and one copy of a representative reprint of the individual's research to:

Mike Royer
Richard E. Snow Award for Early Contributions
Department of Psychology
University of Massachusetts
Amherst, MA 01003

The deadline for submissions is January 3, 2002.

Working to Create A Violence-free Future for Children

Julia Silva and Jacquelyn Gentry

Using information from decades of research on child development, aggression, violence, and prevention, the American Psychological Association (APA) and the National Association for the Education of Young Children (NAEYC) have launched the *ACT – Adults and Children Together – Against Violence* project. This exciting new initiative addresses violence prevention in the critical years of early childhood, ages 0 to 8, by focusing on the adults who are most influential in the children's lives – parents, teachers, and other caregivers.

"Kids learn more from what they see people doing than from what people say," says Jacquelyn Gentry, PhD, director of Public Interest Initiatives at APA. "Violence is primarily a learned behavior, often learned early in life, and children who learn constructive ways to resolve conflicts are learning violence prevention."

Few violence prevention programs focus on early childhood, a critical period when children learn basic skills for getting along with others. But *ACT Against Violence* is designed to fill this gap by translating research findings on early child development, aggression and violence, and evidence-based interventions into an early violence prevention initiative focusing on the adults. *ACT* emphasizes that the adults who spend the most time with young children – parents, teachers, caregivers -- are the ones who establish the children's learning environment and consequently can help them to develop positive ways to resolve conflicts and deal with anger and frustration.

ACT Against Violence brings together two organizations with longstanding interest in violence prevention and children's well-being. The APA, with nearly 160,000 members, has synthesized behavioral and social science research on many aspects of aggression and violence, and its members have been on the forefront of research on violence for nearly a half century. Through its policies and programs, the NAEYC promotes peaceful environments for early learning experiences, and its membership of 105,000 early childhood educators work with hundreds of thousands of young children, mothers, dads, and other family members every day.

ACT Against Violence is a two-pronged initiative – it highlights early violence prevention by combining a national multimedia public service advertising campaign with community training programs.

National media campaign

Sponsored by the Advertising Council, Inc., the APA/NAEYC public service advertising campaign is designed to raise awareness about the important role of the adults in protecting children from involvement in violence. Ads have been developed by Flashpoint, a New York City advertising agency that has donated its creative services to design campaign materials and public service announcements (PSAs) for TV and radio. The television and radio advertisements will be distributed through the Advertising Council to TV networks and 50 major U.S. media markets around the first of March.

The *ACT Against Violence* media campaign includes a toll-free telephone number -- 1-877-ACT-WISE – that viewers and listeners can call to request a brochure on violence prevention in early childhood. The Web site <http://actagainstviolence.org> will offer further information about the campaign, child development, and violence

prevention for parents and teachers of young children.

Campaign kits including fact sheets, brochures, press releases, and draft of a contact letter to local station public service directors are being prepared for distribution through the state psychological associations.

Community training program

The goal of the *ACT Against Violence* Community Training Program is to make early violence prevention a central part of a community's efforts to prevent violence. Designed as a 3-day train-the-trainers workshop for groups of 30-40 professionals, the *ACT* training program is for individuals who work with families and/or young children. The workshop program provides instruction on about how to work with diverse groups of adults, how to disseminate child development information, how to select intervention programs, and how to design an action plan. It also offers model workshops and educational materials to be shared with others addressing core violence prevention skills -- problem solving, anger management, discipline, and media literacy. Participants in the *ACT Against Violence* trainings are expected to use what they learn in the workshop to enhance programming in their organizations and communities.

To develop *ACT* training in a specific community, a Local Coordinator, typically in an organization that can provide an administrative base for the project, directs the program and maintains liaison with national staff at the APA and NAEYC. Experienced trainers in the community are recruited as Instructors and trained by APA/NAEYC to conduct the workshops.

With a grant from the Packard Foundation, the APA and NAEYC developed the community-training program with assistance from experts in child development and violence prevention. In the summer of 2000, it was pilot tested in Washington, DC; the first workshop was conducted in partnership with the Monterey Peninsula College in Monterey, California last fall for 31 participants representing three counties in that area. An evaluative study assessed the short-term effect of the workshop and continues to monitor its impact in the community.

Currently, APA and NAEYC are working with Child & Family Resources, a community-based organization led by an APA member in Randolph, New Jersey, to implement the *ACT* training program in Morris County, NJ. This program is being funded by the AT&T Foundation. A program in Kansas City, to be supported by the Kaufmann Foundation, also is under development through Homefront, a community-based organization.

Looking into the future

APA and NAEYC encourage their members to participate in the *ACT Against Violence* project by promoting the media campaign and educational materials in their communities and by participating in local *ACT* training programs.

ACT Against Violence has received financial support from the Robert Wood Johnson Foundation, Kellogg Foundation, Los Angeles County Psychological Foundation, Foundation for Child Development, CDC Foundation, Metropolitan Life Foundation, American Psychological Foundation, American Psychological Association, and Beth and Russell Siegelman. Additionally, the project is a partner *SafeUSA*, a CDC-sponsored initiative promoting injury and violence prevention.

NEP/15
NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS
DIVISION 15 / AMERICAN PSYCHOLOGICAL ASSOCIATION
750 FIRST STREET N.E., WASHINGTON, D.C. 20002-4242

**Application for 1-Year Membership in APA
Division 15: Educational Psychology**

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- APA Dues-Paid Member \$9.00
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- Non-APA Member \$25.00
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- Student Member \$10.00
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Send completed application and membership fee to
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