

*W e l c o m e t o t h e W i n d y C i t y !*

*P a u l R . P i n t r i c h , P r e s i d e n t*

AMERICAN PSYCHOLOGICAL ASSOCIATION  
Newsletter for Educational Psychologists

Spring/Summer 2002

Volume 25 Number 2

As you all know, APA's annual convention will be held in Chicago this year, August 22-25th. Although it may be windy due to the Chicago weather, the sessions and speakers we have for our division also promise to offer some new fresh breezes to stimulate your own thinking and research. Our Program Co-Chairs, Christopher Wolters and Shirley Yu, from the University of Houston, have put together a wonderful program for the convention and I thank them for all their hard work.

Some of the highlights include several invited addresses that focus on the theme of the design and implementation of educational interventions to improve student learning and achievement. First, in a session organized by the International Committee of Division 15, Erik DeCorte, from the University of Leuven in Belgium, will speak on "Designing Learning Environments that Foster the Productive Use of Knowledge and Skills". In another invited address, Ron Marx from the University of Michigan, will discuss "Systematic Research on Systemic School Reform: Interdisciplinary Approaches to Complex Problems". Both of these sessions will highlight research on design experiments and school reform, which stress the application of psychological and social science knowledge to the solution of complex educational problems. Finally, Joel Levin, our E.L. Thorndike Award winner for Distinguished Career Contributions to Educational Psychology, will speak on "Random Thoughts on the (In)Credibility of Educational-Psychological Intervention Research." All three of these invited talks promise to offer us a great deal of insight into the design and improvement of optimal learning environments.

A second theme of our divisional sessions will be a focus on issues in motivation and self-regulated learning. Andy Elliot, from the University of Rochester, will give the Richard E. Snow Award for Distinguished Early Career Contributions and will discuss "A Hierarchical Model of Approach and Avoidance Motivation". Our Distinguished Dissertation Award winner, Andrew Martin from Australia, will discuss issues of motivation and self-regulation in his talk entitled "Self-handicapping and Defensive Pessimism: Predictors and Consequences from a Self-worth Perspective". In my Presidential address, entitled, "Multiple Goals and Multiple Pathways to Learning and Achievement", I will focus on issues of the role of multiple goals and different developmental trajectories for achievement. Finally, we have several symposia and poster sessions focused on adaptive motivation, academic procrastination, and learning and cognitive development.

Finally, as some of you may know already, APA is experimenting with a different format for this year's convention. First, the convention is shorter than in previous years, it will take place over four days instead of the traditional five days. Second, and most importantly, the convention will have



a series of "cluster programs" that are organized by several divisions to represent themes and issues that cut across divisional interests. This year our division of Educational Psychology was placed in one of the two scientific clusters (out of a total of 10 divisional clusters) with Division 1-General Psychology, Division 3-Experimental Psychology, Division 6-Behavioral Neuroscience and Comparative, Division 7-Developmental, and Division 8-Personality and Social. This is where our division should be as one of the "scientific" divisions of APA (in comparison to the "clinical" divisions) and we hope to continue with this cluster group in the future.

Our cluster representative, Christopher Wolters, worked quite well with the other cluster representative to produce a cluster program that is interesting and exciting. First, in keeping with our divisional theme of self-regulation, one of the major themes of our cluster program is "Conscious and Unconscious Processes". The sessions in this cluster will feature invited addresses and panel discussions of the various physiological, cognitive, affective, and motivational processes involved in both conscious and unconscious thinking and learning. The second theme of our cluster program is the nature of stability, change, and early experience in development. Given the fallout from September 11, there will be a special panel on the origins and development of genocide and hate. There also will be a panel discussion on the role of early experience in development and learning and the implications of this work for educational interventions. Finally, there will be a keynote address by Jim Flynn, famous for his research on the "Flynn" effect in terms of the steady increase in intelligence over the years, which will focus on stability and change in intellectual functioning.

I think both the divisional program and the cluster program are outstanding and have much to offer us all. I look forward to seeing you all in Chicago, not only to enjoy all these sessions, but also to "shoot the breeze" and catch up with you and your own research. See you in August.

## In This Issue:

Message from  
President  
Paul Pintrich

Division 15 Program  
Schedule

2001 Outstanding  
Dissertation Award  
Abstract —  
Allison M. Ryan

Interview with  
Richard Ripple

Executive Committee  
Meeting Minutes

## Newsletter for Educational Psychologists

NEP / 15

### American Psychological Association

#### Division 15 Officers

Past-President: Patricia Alexander  
University of Maryland  
pa34@umail.umd.edu

President: Paul Pintrich  
University of Michigan  
pintrich@umich.edu

President-Elect: Philip Winne  
Simon Fraser University  
winne@sfu.ca

Secretary: Joyce Alexander,  
Indiana University  
joalexan@indiana.edu

Treasurer: Allan Wigfield  
University of Maryland College Park  
aw44@umail.umd.edu

Representative to the APA Council:  
Barry Zimmerman  
City University of New York  
bzimmerman@gc.cuny.edu

Members at large to the Executive Committee:  
David Lohman  
The University of Iowa  
David-lohman@uiowa.edu

Bonnie Meyer  
Pennsylvania State University  
bjm8@psu.edu

Sandra Graham  
University of California Los Angeles  
graham@gseis.ucla.edu

NEP/15 Editor: Anastasia S. Morrone  
Indiana University Purdue University Indianapolis  
amorrone@iupui.edu

NEP/15 is the official newsletter of Division 15—Educational Psychology—and is published in November, March, and July of each year. It is mailed from the US Post Office in Washington, DC 20002-4242. Mailing addresses are those used on the official APA roster. Corrections and changes of address should be sent directly to the APA Directory Office, 750 First St., NE, Washington, DC 20002-4242.

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

#### Editor's column:

This will be my last issue as editor of the Newsletter for Educational Psychologists (NEP/15). For the last four years, my goal as newsletter editor has been to facilitate communication among educational psychologists nationally by publishing announcements, executive and business meeting minutes, and extended abstracts of Division 15 presidential and award addresses. It was also my goal to highlight the contributions of educational psychologists. Previous issues of NEP/15 contain graduate student essays and reflections as well as three recent interviews conducted by William Herman with Wilbert McKeachie, Howard Kirschenbaum, and Richard Ripple. The interviews provide fascinating glimpses into the professional lives of these important educational psychologists. Finally, previous issues of NEP/15 now appear on the APA Division 15 web page, which provides yet another way for people interested in educational psychology to gain access to information about the important work of Division 15.

I would like to thank the last five Division 15 presidents (Claire Ellen Weinstein, Dale Schunk, Howard Everson, Patricia Alexander, and Paul Pintrich) for their support as I gathered information for each issue of the newsletter. I also thank Phil Winne for his encouragement as I settled into my role as newsletter editor.

I am very pleased to announce that Christopher Wolters from the University of Houston will assume the role of NEP/15 editor on August 22. He can be reached via e-mail at cwolters@uh.edu.

The upcoming year will have new challenges for me as I assume the responsibilities as Acting Executive Director of the Center for Teaching and Learning at IUPUI. I will also continue as a tenure-track faculty member in the School of Education at IUPUI and as an Executive Editor of the *Journal of Educational Research*.

I has been a privilege to serve Division 15—Thank you.

Anastasia S. Morrone  
Acting Executive Director, Center for Teaching and Learning  
Assistant Professor, School of Education  
Indiana University Purdue University Indianapolis (IUPUI)  
902 W. New York Street  
Indianapolis, IN 46202-5155  
e-mail: amorrone@iupui.edu

**APA Division 15: Educational Psychology  
Program Schedule for August 2002 Convention,  
Chicago IL**

Thursday August 22, 8am – 9:50am  
McCormick Place, South Building-Level 5, Meeting Room S504d

Academic Procrastination: A Common Event That's Not Commonly Understood  
Chairs -- Joseph R. Ferrari, Timothy A. Pychyl  
Presenters  
Joseph R. Ferrari - Academic Procrastinators: Who Are They? Where Do They Come From?  
Steven J. Scher - Academic Procrastination: Affect, Achievement Goals, and Anxiety  
Bruce W. Tuckman - Academic Procrastinators: Their Rationalizations and Web-Course Performance  
Fuschia M. Sirois - Academic Procrastination: Costs to Health and Well-Being

Thursday August 22, 10am – 10:50am  
McCormick Place, South Building-Level 5, Meeting Room S501a

Outstanding Dissertation Award  
Andrew J. Martin - Self-handicapping and Defensive Pessimism: Predictors and Consequences From a Self-worth Perspective

Thursday August 22, 7pm – 8:50pm  
Hilton Chicago and Towers Fourth Floor, Conference Room 4E

Executive Committee Meeting

Friday August 23, 7am-7:50am  
Hyatt Regency McCormick Place Hotel, Hotel-Second Floor, Regency Ballroom D

Graduate Student Breakfast With Educational Psychology Researchers  
Cochairs -- Heather A. Davis, Jessica Summers

Friday August 23, 9am – 9:50am  
McCormick Place, South Building-Level 5, Meeting Room S505a

Invited Address  
Erik DeCorte - Designing Learning Environments That Foster the Productive Use of Knowledge and Skills

Friday August 23, 10am – 11:50am  
McCormick Place, South Building-Level 5, Meeting Room S502a

Exploring Patterns of Adaptive Learning: Studies Inspired by Carol Midgley  
Chair - Timothy Urdan  
Presenters  
Julianne C. Turner - What is the Role of Affect in Goal Theory?  
Eric M Anderman - Why Do Students Cheat?: A Goal Orientation Perspective  
Helen Patrick - Early Adolescents' Motivation and Interaction in Math Class  
Avi Kaplan - Achievement Goals and Intergroup Relations in Cooperative Settings  
Discussant - Jacquelynne S. Eccles

Friday August 23, 12pm – 1:50pm  
McCormick Place, Lakeside Center-Level 3, Hall D1

Academic Achievement, Education, and Cognitive Development  
Posters session with Division 7 (Developmental)

Friday August 23, 2pm – 2:50pm  
McCormick Place, South Building-Level 5, Meeting Room S501d

E. L. Thorndike Award  
Joel R Levin - Random Thoughts on the (In)credibility of Educational-Psychological Intervention Research

Saturday August 24, 7am – 7:50am  
Hyatt Regency McCormick Place Hotel, Hotel-Third Floor, Hospitality Suite 1

Graduate Student Breakfast With the Presidents of Division 15  
Cochairs - Heather A. Davis, Jessica Summers  
Participants: Patricia A. Alexander, Paul R. Pintrich, Philip H. Winne

Saturday August 24, 1pm – 2:50pm  
McCormick Place, Lakeside Center-Level 3, Hall D1

Motivation, Cognition, and Learning in Educational Contexts  
Poster Session

Saturday August 24, 5pm – 5:50pm  
Hyatt Regency McCormick Place Hotel Conference Center-First Floor, Room CC10A

Business Meeting  
Chair - Paul R. Pintrich

Saturday August 24, 6pm – 6:50pm  
Hyatt Regency McCormick Place Hotel Conference Center-First Floor, Room CC10A

Presidential Address  
Paul R. Pintrich -- Multiple Goals and Multiple Pathways to Learning and Achievement

Saturday August 24, 7pm – 8:50pm  
Hyatt Regency McCormick Place Hotel Conference Center-First Floor, Room CC10A

Social Hour

Sunday August 25, 9am – 9:50am  
McCormick Place, Lakeside Center-Level 2, Meeting Room E253a

Richard E. Snow Award for Early Contributions  
Andrew J. Elliott - A Hierarchical Model of Approach and Avoidance Motivation

Sunday August 25, 10am – 10:50am  
McCormick Place, South Building-Level 5, Meeting Room S505a

Invited Address  
Ronald Marx - Systematic Research on Systemic School Reform: Interdisciplinary Approaches to Complex Problems

Sunday August 25, 11am – 12:50am  
McCormick Place, South Building-Level 1, Meeting Room S104a

Learning and Teaching Beyond the Curriculum  
Chair - Mechthild Kiegelmann  
Presenters  
Michaela Glaser-Zikuda - Emotions That Accompany Learning in the Classroom  
Leo Gurtler - Humor in Educational Contexts  
Gunter L. Huber - How Do School Principals Acquire Administration Skills?  
Philipp Mayring - Cognitive and Emotional Aspects of Learning - Analyses With Mixed Methodologies  
Discussant - Richard M. Sorrentino

## The Development of Young Adolescent Achievement Beliefs and Behaviors: The Role of the Peer Group and Classroom Context

Allison M. Ryan  
University of Illinois, Urbana-Champaign

The changes, challenges, and opportunities that characterize the passage from childhood into adolescence are many. This stage of life is replete with physical, cognitive, school and social changes. Amidst these complex changes, young adolescents must make decisions about their commitment to academics. The commitment young adolescents develop for school and the effort they put into school have far-reaching consequences and in many ways establish their life trajectories. Thus, it is a source of great concern that for many children, early adolescence marks the beginning of a downward trend in academics (Carnegie, 1995; Dryfoos, 1990; 1994). Many explanations have been offered to account for these negative changes. Some researchers have suggested such declines are the results of the "storm and stress" that accompanies the developmental changes of adolescence. However, recent theories have stressed the context in which these developmental changes unfold as critical to understanding the changes during this stage of life (Anderman & Maehr, 1994; Eccles et al., 1993; Maehr & Midgley, 1996; Midgley, 1993; Simmons & Blyth, 1987). In my dissertation I examined how two major contexts in adolescents' lives, the classroom and the peer group, influence the development of academic motivation and engagement during early adolescence. My dissertation consisted of two empirical studies.

The first study used multi-level analysis techniques to investigate peer group influences on changes in students' motivation and performance over their first year in middle school. Peer groups varied widely in their academic characteristics and young adolescent students tended to affiliate with other students who have academic characteristics similar to themselves. For example, high achievers tended to belong to a peer group with other high achievers and low achievers tended to belong to a peer group with other low achievers. However, controlling for the fact that students select friends who have similar academic characteristics, students' peer groups were influential regarding changes in students' intrinsic value for school (liking and enjoying) as well as achievement (report card grades) during their first year in middle school. While on average, all students showed a decrease in achievement from sixth to seventh grade, when students had a peer group that consisted of high achievers, their level of achievement showed less of a decline. When students spent time with low achieving students, their level of achievement showed a greater decline. In line with this finding, students who hang out with friends who dislike school will show a greater decrease in their own liking of school over the course of the school year compared to students who hang out with friends who do like school (Ryan, 2001).

The second study used growth curve analysis to examine the relation of individual characteristics and features of the middle school context to changes in student help seeking in mathematics classrooms from fifth through seventh grade. In general, students increasingly avoided seeking help with their academic work over the transition from elementary to middle

school. Students from low-income backgrounds showed the greatest increase in help avoidance. There were no ethnic differences in help seeking at any time point. At all time points males and low achievers reported the avoiding seeking help the most. When students moved into a middle school classroom that they perceived as emphasizing competition and comparison (relative ability goal structure), their help avoidance increased. In contrast, when students moved into a middle school classroom that they perceived as emphasizing personal improvement (task-focused goal structure), their help avoidance remained stable.

In conclusion, my dissertation research on the nature and influence of peer group and classroom contexts provided insights into changes in academic functioning during early adolescence. First, an appreciation of the importance of the peer group and the positive potential of the peer group is important for educators working with young adolescents. Further, results indicated that an emphasis on personal improvement and mastery in schools and classrooms creates an environment that facilitates help seeking whereas an emphasis on competition and comparison undermines help seeking.

### References

- Anderman, E. & Maehr, M. L. (1994). Motivation and schooling in the middle grades. Review of Educational Research, 64, 287-309.
- Carnegie Council on Adolescent Development (1995). Great transitions: Preparing adolescents for a new century. New York: Carnegie Corporation.
- Dryfoos, J. G. (1994). Full service schools: A revolution in health and social services for children, youth, and their families. San Francisco: Jossey-Bass Publishers.
- Dryfoos, J. G. (1990). Adolescents at risk: Prevalence and prevention. New York: Oxford University Press.
- Eccles, J., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experience in schools and families. American Psychologist, 48, 90-101.
- Maehr, M. L., & Midgley, C. (1996). Transforming school cultures. Boulder, CO: Westview Press.
- Midgley, C. (1993). Motivation and Middle Level Schools. In P.R. Pintrich and M.L. Maehr (Eds.), Advances in motivation and achievement: motivation and adolescent development (Vol. 8; pp. 191-217). Greenwich, CT: JAI Press.
- Ryan, A.M. (2001). The peer group as a context for the development of young adolescents' motivation and achievement. Child Development, 72, 1135-1150.
- Simmons, R. G., & Blyth, D. A. (1987). Moving into adolescence: The impact of pubertal change and school context. Hawthorn, N.Y.: Aldine de Gruyler.

**SPECIAL INSERT**  
**An Interview with Richard E. Ripple**



*Newsletter for Educational Psychologists (NEP/15)*  
*Volume 25, Number 2*  
*American Psychological Association*

**Richard E. Ripple**, former Chair of the Department of Education (1987-1992), has been professor of educational psychology at Cornell University, Ithaca, New York, since 1961. His undergraduate degree was completed at the University of Wisconsin in Milwaukee and the M.S. and Ph.D. degrees were taken at the University of Wisconsin in Madison. Prior to joining the professorial ranks at Cornell University, he worked for ten years as a teacher, administrator, and researcher at all levels in the public schools and military settings. Professor Ripple served as a Senior Fulbright Scholar at the University of Exeter in England in 1967-68. He has also taught at the University of Hawaii; Monash University, Melbourne, Australia; University of Southern California; University of the Witwatersrand, Johannesburg, South Africa; University of Hong Kong; and the University of Texas in Austin. (E-Mail: rer2@cornell.edu)

**Interviewer:** William E. Herman is an Associate Professor in the Department of Psychology, State University of New York College at Potsdam. He earned his Ph.D. in educational psychology at the University of Michigan in 1987. Professor Herman served as a Senior Fulbright Scholar at Moscow State Pedagogical University in 1993 and taught graduate courses for five summers (1989-1993) in Taiwan (Republic of China). (E-Mail: hermanwe@potsdam.edu)

**Question #1: Explain your role in helping to bring Jean Piaget to Cornell University in 1964. What was this conference like and how does this event fit into the history of psychology in the United States of America?**

The early 1960's were intellectually rich times and it is difficult to be brief, but I'll try. Oscar Mink (now at U. of Texas) and I were trying to understand how children learned Archimedes' Principle. I recalled reading Piaget's work in the original French while completing my language requirement for the Ph.D. at the University of Wisconsin, and thought that his work might apply. Since we were both assistant professors and therefore knew no fear, we considered getting

Piaget to come to Cornell to assist us. A colleague in science education on campus, Verne Rockcastle, was en route to Europe so we asked him to call on Piaget and invite him over on our behalf. In short, Verne did and Piaget agreed. In the meantime, Mink and I, with the help of another science education colleague (Phil Johnson) had obtained an NSF grant to support a conference at Cornell University and one at the University of California at Berkeley with Piaget's visit as the centerpiece.

Recall that this was the era of the curriculum reform movement in American education, spurred on by the post-Sputnik success of the Russians and the Cold War. Piaget's work had achieved prominence as a result of its use as a developmental psychology basis for the reform of British education in the wake of the Lady Plowden Report. The timing was right in America and Britain; these were the halcyon days of the relationship between education and psychology.

Well, it worked! We had a four-day conference at Cornell for invited leaders in educational psychology and subject matter specialists east of the Mississippi River. Then Piaget, Rockcastle, and I flew out to Berkeley and we replicated the conference at the University of California for a similar set of psychologists and educational reformers west of the Mississippi. The proceedings of both conferences were audio taped. Verne Rockcastle and I edited the tapes of Piaget's presentations as well as those of subject matter specialists and educational psychologists. *Mirabile dictu: Piaget Rediscovered* was born. We made it available to the educational and psychological communities at modest cost through an advertisement in the *American Psychologist*. Since then it has become something of a classic in educational psychology. Perhaps this is because my editing of Piaget's remarks reflected my understanding of his sometimes convoluted forms of expression. The formula was something like... without dumbing him down, if I can understand Piaget's remarks then the probability increases that others will! In any event, *Piaget Rediscovered* had a wide distribution, and I still receive requests for it at my Kennedy Hall office at Cornell.

**Question #2: Can you share some anecdotes and observations regarding Jean Piaget's demeanor, reactions to American psychologists, and method of teaching/lecturing?**

Anecdotes about Piaget's visit abound! Some appear in *Piaget Rediscovered* and others remain vividly lodged in my memory. The stories originated when I flew from Ithaca to meet Piaget at the airport in NYC on a rainy April night. Knowing in advance that he professed not to speak English, I had engaged a French-speaking graduate student from the language department at Cornell to serve as an interpreter (my Ph.D. French not being up to the conversational task of welcoming one of the great psychologists of our time from Switzerland!). We witnessed

Piaget breeze through customs with his international passport. He was the picture of a French Santa Claus with his beret, a knapsack over his back, and an unlit pipe in the corner of his mouth. He proved to be as personally jolly and affable as this image promised. He had no luggage other than the knapsack, and when he discovered that we had to change terminals for the trip back to Cornell, he wanted to know if we could rent bicycles for that purpose! All this on a rainy night at a busy NYC airport! Well, we convinced him to use the taxi that we had waiting, but the groundwork was laid for a set of personal experiences that were refreshingly down to earth for the rest of the visit. We almost lost him amongst the tall Redwoods in Muir Woods on the California portion of the trip!

The Cornell conference format was set up so that Piaget would make his presentation (in French) in short bursts, followed by the English translation provided by the graduate student. Well, the crowds were overflowing for his presentations. Everything went like clockwork on the first day with one serious exception. The French translator was proficient enough, but the psychological nuances of terms like "equilibration," "schema," and the like did not translate very well. The mistake I had made was to engage someone who knew French, but who did **not** know psychology! Averting a near disaster, I put in a hasty call to Eleanor Duckworth in Boston. She responded immediately and saved the day (the next three days, actually, as well as the time in Berkeley). Eleanor knew French, psychology, education, and Piaget! Because of Eleanor, we went from goat to hero in a single day! Through it all, Piaget remained characteristically unflappable... clearly enjoying himself.

So Rockcastle, Duckworth (we had learned our lesson!), Piaget, and I flew out to California for the Berkeley portion of the plan. The journey was not without memorable events. At the airport holding area in San Francisco while waiting for the helicopter to ferry us over to Berkeley, our names were being called out as our turn to board arrived. The agent would sing out...Duckworth, Rockcastle, Ripple. Then a long pause, and finally, "Pee-get" (his creative translation of Piaget's name). Piaget was immediately on his feet and shouting, "J'objet, j'objet." After calming him down we helicoptered over to Berkeley and used a shuttle to get to the campus. It was a lovely California spring day and on campus we passed many students in amorous union at various grassy points along the way. Observing this, Piaget was moved to remark, "Biologie pratique!" This was a fun guy! Having breakfast with him at the faculty club, he observed two veteran white-haired professors at another table (who looked exactly like Piaget to my eyes). He confided to me in one of his rare English usages, "I hope I never look like those two!" Yes, the anecdotes abound, but I'll stop with those.

Both at Cornell and at Berkeley, Piaget's messages were the now familiar ones: cognitive stages of development (with the accompanying horizontal and vertical decalage), equilibration as the dominant process driving us through these

stages, schemata as organized mental structures, the naturalness or spontaneity of the learning process, the futility of trying to accelerate learning or the speed of movement through the cognitive stages, the conservation experiments, the INRC relationships, etc. (all captured in Piaget Rediscovered). Please note that this was not a particularly "politically correct" message for the audience. As a society we were bent on beating the Russians to the moon. This implied speeding up the process by which students learned the depths of science and math as well as other subject matters. Still, Piaget's message resonated with most of the educational and the psychological communities. Why? Perhaps because of the forcefulness of his arguments, the romantic innocence they preserved for children and the learning process, the persuasiveness of his research/demonstrations, and a host of other reasons that emerge at the intersection of science and culture. The issues of spontaneity versus acceleration in cognitive development and learning remain with us even today.

**Question #3: How did your encounter with Jean Piaget influence your later teaching of Piagetian concepts like schemas, stages of cognitive development, and moral development? Did Piaget influence your research as well?**

It would be impossible to overestimate the influence that Piaget had on my life, my career, my teaching, and my research. Aside from his prepossessing personal presence (e.g., I have photos of him playing pendulum games with my then seven year old daughter!), there was just the sheer fun of being with him. More professionally, the experience with him informed my teaching in ways that I did not anticipate. Piaget was now humanized by personal stories as well as by the psychological content of his theories in my teaching. Students love stories, especially if they are good ones that make learning become more real to them.

My own research has moved on to studies of creativity across the life span, adult development and learning, and (more recently) student development in the college years. Still, the powerfully penetrating ideas espoused by Piaget retain their informative relevance. His epistemology was a forerunner of the current movement of constructivism in education and in human development. Perhaps his work even anticipated post-modern thought.

**Question #4: Today many textbooks in educational and developmental psychology juxtaposition Piaget's theory with the more socio-cultural ideas of Lev Vygotsky. What is your take on Vygotsky's theory as either a rival or logical extension of Piaget's theory?**

Well, let's look at the two of them (Piaget and Vygotsky). Interestingly, both were born in the same year—1896 (although Piaget lived until his 80's and Vygotsky passed away in his 30's!). Both were constructivists. Neither was explicitly instructive about providing specific answers to educators about how to teach. I can still recall Piaget's comment that the best classroom is where the teacher isn't!

Their differences go beyond the relative importance they each attach to the roles of play and of language in cognitive development. There is an inherent appeal to Vygotsky's social constructivism, his notions of scaffolding, the zone of proximal development, the more knowledgeable other, etc. These are all attractive developmental and educational ideas that make good logical and observational sense.

Despite their similarities, then, these are indeed rival theories. Vygotsky's social interaction theory, his emphasis on the social and cultural aspects of cognitive development, resonates in a world where "diversity" is prized. According to Vygotsky, the emphasis of cognitive development is from the outside-in. According to Piaget, the emphasis of cognitive development is from the inside-out. Adaptation, equilibration, assimilation, accommodation, "genetic epistemology"...all give us a clue. Perhaps the increased popularity of Vygotsky's theories and the continued importance of Piaget are a reflection of the shifting importance our society places on the outside-in and inside-out perspectives. The interaction of these internal and external influences probably gets us closer to the truth of cognitive development.

**Question #5: I can see how your interest in Piaget could also be related to the other cognitive topics such as teaching, learning, intelligence, creativity, problem solving, life-span development, etc. The majority of your published scholarly work and research relates to the topic of creativity. How did your interest in creativity develop into what I think is cross-cultural research today on the Asian continent?**

My interest in the study of creativity dates back to my graduate student days at the University of Wisconsin. These were the salad days for interest in creativity. J. P. Guilford's APA Presidential Address on the Three Faces of Intellect was the touchstone. With regard to cognitive abilities in general and creative thinking in particular, I began working on a rough model that guided my activities. In general the model suggested an ordinal categorization of phenomena that moved from conceptualization and operational definition, followed by measurement attempts, then developmental characteristics, and finally intervention and manipulation strategies.

As an educational psychologist, my initial work was with the last part of the model. I spent a good share of my time developing instructional techniques, curricula, and teacher training procedures to improve creativity in students and teachers. As my own interest shifted to a more life-long developmental focus, I began working on a concept of "ordinary creativity" and tracing its development across the life span. The cross-cultural aspect of that line of inquiry emerged spontaneously as I was invited to international venues during sabbatical leaves from Cornell. My research focus took shape as inquiry into the developmental trajectories of creative thinking across the human life span in a cross-cultural context.

Invitations and circumstance took me to various venues in the U.S. and to places like England, South Africa, Australia, the Philippines, Hong Kong, Taiwan, and China. I was fortunate enough to enlist the help of colleagues in each of those cultures to assist me in data gathering. In Hong Kong, Hon Wing Lee and Jimmy Chan became my Chinese voice in Cantonese, in Taiwan it was Hon Wing Lee in Mandarin, and in the PRC (China) it was Yue Xiaodong. In the Philippines Clarita Carlos, a political scientist at the University there was my "Tagalog" confederate. The Asian focus you asked about was basically the result of an invitation that I received from the University of Hong Kong to spend the 1981-82 year as a professor in the Psychology Department. Since that time I have returned to Asia on six different occasions to continue the research.

**Question #6: How is your approach to studying "ordinary creativity" similar and distinctive from the work of well-known people in the field such as E. Paul Torrance?**

Actually, I patterned some of my studies after Torrance. His thinking, and that of Guilford before him, served as an inspiration to many researchers. My own focus was on fluency, flexibility, and originality in thinking. Like Torrance, I refer to these abilities as the components of creative thinking. I argue that the potential for creative thinking exists to a greater or lesser degree in everyone. Ordinary creative thinking is proposed as a point of view in which creativity results from ordinary people thinking in identifiably unique ways when they encounter everyday problems in real-life situations. In my view, this perspective on an educational psychology of ordinary creativity is consistent with educational efforts aimed at promoting the development of all human abilities by arranging for optimal learning situations. It has the additional advantage of demystifying the concept of creativity.

Without going into the details of the methodology, my efforts were directed at tracing the cultural similarities and differences in the shape of the curve for creativity across six points in the life span...from ages 9 to 90. I will confess that with the passage of time, I became more personally interested in Asian cultures and in creativity during later maturity (i.e., the elderly). Although we did not find expected similarities in the shape of the curve for creativity across cultures, some of the results of our studies were interesting and surprising.

**Follow-up Question: What did some of these research findings look like?**

Well, as you might suspect, there are many findings; and they are documented in my published works. Aside from emphasizing the importance of cultural factors in influencing the shape of the curve for creativity across the life span, there are several generalizations of some note. For example, the curve for creativity in later maturity (after age 60) does

not fall as far or as rapidly as previously thought... a kind of "Grandma Moses" effect emerged. And this is more true for originality than for either fluency or flexibility. It's as though in later maturity there is a kind of cognitive selectivity going on. Middle age (40-60) appears to be a peak period for creativity to become manifest. This comes after a relatively lesser plateau in early adulthood (18-25) and adulthood (26-39). Interestingly no gender effects were noted, nor did children (9-12) score particularly high in any culture. Clearly, the roles of knowledge and experience seem to be important in having content to be creative about.

**Question #7: Tell me more about how you created a sound-version of the Rorschach where subjects attempted to be verbally creative with distinctive sounds in cross-cultural research. How did you develop such a measurement strategy?**

We had several logistical problems in doing this research. For example, we wanted to develop a measurement instrument that would minimize the effects of culture, age, and gender. And we had the logistical problem of needing to transport the "equipment" long distances to different continental venues. We settled on the idea of recording sounds with identical directions and specific time limits. We adapted the familiar and unfamiliar sounds from some of Torrance's work and put them in a research format. All that was required was to tape record the entire package and carry the cassette tapes wherever we went. When a different language was required for the directions, we enlisted a native speaking colleague to tape over the directions and insert the required indigenous language. It was a "have tape, will travel" research arrangement! All respondents of all ages in all cultures in both genders responded to the same sounds with the same directions in the same format and identical time limits.

**Question #8: In one of your publications you proposed: "Creativity is a combination of abilities, skills, motivations, and attitudes. Much like athletic ability, which is really a combination of many different abilities, it is more useful to think of many 'creativities'" (Ripple, 1999, p. 629). What practical suggestions could you offer as teaching strategies that might promote creative thinking?**

**Reference:**

**Ripple, R. E. (1999). Teaching creativity. In M. A. Runco & S. Pritzker (Eds.), *Encyclopedia of Creativity: Vol. 2*. (pp. 629-638). San Diego, CA: Academic Press.**

Right! A multi-factored concept of creativity is as apt as a multi-factored concept of intelligence. Just as there are many and different ways to be "intelligent," so there are many and different ways to be "creative." This comports well with observation and with common sense.

Attempts to promote the improvement of creative thinking

should recognize this wide variety of "creativities." Available strategies range from "brainstorming" to the instructional techniques and programs generated by Torrance, Covington and Crutchfield, and others. The development of interventions to enhance creativity has become something of a cottage industry. Conceptually, they fall into two categories: (1) remove the obstacles to the expression of existing creative abilities; and (2) work directly on the improvement of the abilities themselves through specific techniques, programs, and instructional materials. So...in my view, anyone interested in working in this area should possess a "creative attitude" and utilize the available techniques, programs, and materials (or develop new ones tailored to specific situations, and populations). And it is always useful to remember the dictum that context is everything!

**Question #9: I can think of a few things you mentioned in public lectures that might be instructive and perhaps even inspirational to other educational psychologists: (1) You have mentioned your voracious appetite to read as much as you can in your field and other related areas in order to keep current. (2) You once said, "If I'm going to think deeply about a topic, I'm also going to write about it for publication." (3) Your travels seem to have led to valuable professional contacts, rich first-hand experiences, and a deeper understanding of cultural influences on human behavior. Could you comment on my personal observations and suggest any other strategies that might help aspiring educational psychologists strive for success in teaching, scholarship, and service?**

You've said it well. Read widely, write prolifically, and be open to diversely rich personal and cultural experiences. Capitalize on those experiences. Become interested in some problem or issue, and then pursue that topic with a passion moderated by organization, discipline, and consistency.

I try to follow that advice. Recently, circumstances have led to my current post as Faculty in Residence at the Mews, a residence hall at Cornell University. We live, dine, and continuously interact with some 300 freshmen and women. My research interest in creativity continues, but my experiences at the Mews have opened up an entirely new area of inquiry. Although every generation has its own agenda, my observations lead me to speculate that the half-life of generational change is getting shorter. This generation of college students, sometimes called the "Millenials," is vastly different than its immediate predecessor. And this change has occurred faster than has been the case previously...even seniors and freshmen at Cornell as cohorts are not on the same generational page! I have been on a steep learning curve during the year that I have spent in the Mews. Although I am not yet prepared to elaborate on any of these generational differences, perhaps in a year or so I might be. In the meantime I continue reading, writing, and experiencing.



### 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, 2003.**

### 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, 2003.**

For further information and/or to request forms, please call or write to:

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

**\*\*\*NEW\*\*\***

## ***Educational Psychology: A Century of Contributions***

**Barry J. Zimmerman and Dale H. Schunk (Editors)**

The first comprehensive book-length treatment of this topic - looks at the historic contributions of 16 leading psychologists, as well as others, who influenced the field of educational psychology from its philosophical moorings in the late nineteenth century to its current scientific status at the dawn of the twenty-first. It presents information regarding these individuals' ideas and scientific discoveries, along with a sense of the historical context in which they lived.

The book is divided into three sections that correspond to three eras in the history of the discipline:

- the founding period (1880s to 1920),
- the rise to prominence period (1920 to 1960),
- the modern period (1960 to the present).

Each section begins with an overview chapter describing the period in terms of key social, political, and historical events affecting educational theory, research, and practice. In addition, the overview chapters discuss major theoretical, methodological, and instructional contributions of the period and how they changed the course of educational psychology.

The biographical chapters describe the scholar's major contribution in terms of theory, research, and practice and his or her legacy and impact. These descriptions portray these individuals as real human beings responding to historical events and social influences of their time in personal and collective ways that changed the nature and direction of the field.

*Educational Psychology: A Century of Contributions* is a cohesive collection appropriate for graduate and advanced undergraduate students in educational psychology.

**Publisher:** Lawrence Erlbaum Associates

**Year:** 2002

#### **List Prices:**

Paper : \$49.95

Hardcover: \$125.00

***When ordering this book,  
LEA will provide a discount of  
35% to Division 15 members!***

*Minutes of the Executive Committee Meeting  
Division 15 American Psychological Association meeting  
Monday, April 1, 2002*

Present: Joyce Alexander, Patricia Alexander, Lyn Corno, Heather Davis, Rich Mayer, Stacy Morrone, Angela O'Donnell, Tommy Newland for Robert Atkinson, Gary Phye Paul Pintrich, Rena Subotnik, Jessica Summers, Judith Torney-Purta, Allan Wigfield, Phil Winne, Christopher Wolters, Shirley Yu, Barry Zimmerman.

1. APA Guests from Central Office.

Rena Subotnik from APA's Education Directorate and the new director of Center for Psychology in the Schools and Education visited and reported on two current initiatives in the Education Directorate. First, the Directorate is continuing its focus on the preparation of psychologists. A new direction is on the application of psychology to education. Last time the Higher Education Act was reauthorized there was much focus on the acquisition of sufficient content knowledge on the part of teachers. The upcoming reauthorization will likely focus on teachers' delivery of content knowledge (pedagogical knowledge and skill), particularly as it is taught in schools of education. There will be a call for evidence-based strategies to be used in education schools and ultimately to test teachers for certification purposes. This will likely push educational psychology content into the forefront of policy decisions. APA Division 15 members will be invited to review the efforts of a group whose work has been sponsored by the US Dept. of Education. Discussion ensued. As a Division, we will try to keep an open mind and look at these materials. They may have much impact on teacher preparation and we need to be aware of this and see this opportunity for review as an opportunity for involvement.

APA's President-elect Sternberg will focus his presidential initiatives on expanding the range of students who are successful in school based on the knowledge gained by psychological science. He has already organized a presidential task force that will advise future directions.

The APA Education Directorate has also organized a group of deans who are psychologists to help advise on psychological issues in Education.

The Education Directorate is looking for a collection of prototypes of outstanding collaborations between educational psychologists and practitioners (teachers). APA is wondering how they can facilitate the translation between research and practice in the field. **ACTION:** All Division 15 members are encouraged to send their collaboration success stories to Phil Winne (president elect of Division 15; e-mail winne@sfu.ca) so he can coordinate efforts.

The current U.S. Presidential administration has a strong interest in moving educational research to a model that might parallel current experimental programs with randomized designs, etc. The coordination of information can only help this effort, for NSF will have large 5- and 10-year grants starting in 2003 (including new "science of learning" centers which are intended to be interdisciplinary). Because these centers have to be interdisciplinary (engineers, etc), psychology could be the glue that ties these disciplines together for a common focus on the psychology of teaching and learning. **ACTION:** Pintrich will invite Ken Wang (one of the program officers) to come and talk about these centers at the APA meeting in Chicago.

A second Educational Leadership Conference will be held in September to help spread these messages. Linda Forrest is on the Board of Educational Affairs and she would be a good source of information.

2. A motion was made by Winne/Wigfield to approve the minutes of the August 2001 Executive Committee meeting. Motion passed.

3. Pintrich presented the President's report. The nominating committee has put forth the following names for election for next year. President-elect: Mike Royer, Judith Torney-Purta. Secretary: Lynley Hicks Andermann and Paul Schutz. Member-at-large: Judith Meece and Julie Turner. Council Representative: Karen Murphy and Clair Ellen Weinstein. Many thanks to all

who allowed their names to be forwarded. The vote will occur in late April and we usually find out the results right before APA each year. The new officers will assume their duties directly after the end of the meeting in August.

Pintrich has also been trying to get some of the new committees active by adding members and spending lots of times on e-mail responding to various issues. Pintrich did write comments about the Bill on Scientific Issues.

4. The treasurer's report was delivered by Wigfield. Wigfield reported that, though the Division is financially healthy, expenses were higher this year than in the past because APA is now doing membership administration for us. The Division currently has assets over \$238,000. Winne suggested that we should put \$120,000 in an interest bearing account. **ACTION:** Wigfield will bring suggestions to the APA August meeting for approval.

5. Zimmerman delivered the Council Representative report. APA is having some financial difficulties right now. They have experienced a sudden loss of income due to a variety of factors related to 9/11. They are not currently asking for a dues increase, however, hoping this is temporary. Zimmerman is going to introduce a wording change in the objectives statement of APA. They currently have nothing in their objectives about education. Sternberg and others have agreed that adding education to the missions of social welfare and health for APA is a good idea. He will craft an agenda item for the bylaw change for presentation at the August meeting. Pintrich thanked Zimmerman for his outstanding service to the Division as Council Representative.

6. The Educational Psychologist report was presented by Corno and Winne. The journal is doing better lately with larger numbers of unsolicited manuscripts being submitted. Volume 37 (3) has been sent to Erlbaum full of new unsolicited manuscripts and should be out this fall. Rich Mayer noted that the Social Science Citation Index Impact Rating for Educational Psychologist is high. In fact EP comes out in the top 10 journals in both psychology and education. The Editors were congratulated for continuing the fine tradition of quality work in EP.

Winne reported about recent correspondence with Erlbaum regarding electronic access to EP. For \$1,100 a year, Erlbaum will allow all Division 15 members to have electronic access beginning with Volume 37. Winne recommends that we approve. He feels this is a great service for our members. A motion by Winne/P. Alexander to appropriate \$1100 for electronic access to EP was passed unanimously. Announcements will be put in the NEP newsletter and the journal itself as soon as details are worked out.

7. Wolters and Yu discussed the program committee report. We have our own hours for the division and we have almost the same number of hours as last year. In addition, we are sharing program cluster hours with Divisions 1, 3, 6, 7, & 8 (General, Experimental, Behavioral Neuroscience and Comparative, Developmental, and Personality and Social). These cluster hours include planned programming on the Automaticity of Higher Mental Processes, Consciousness, The Origins and Change of Genocide and Hate, The Effects of Early Experience, and Measures of Intelligence.

Wolters and Yu do raise one issue for discussion. Apparently, all the "small" Divisions get the same numbers of program hours, but several of the "small" Divisions are having difficulty filling their hours - we are not. Yu and Wolters are going to investigate ways to negotiate for more hours next year, as we could offer alternate modes of presentation to individuals or we could add panel discussions or more symposia. Winne wonders if there might be a system where each Division gets a minimum and then extra hours based on last year's attendance. This might be a particular issue for the Hawaii-based conference.

Wolters will be attending a meeting very soon to set cluster programming for next year. The group generated interesting topics for cluster programming including the use of standards in the preparation of future teachers and educational psychologists, undergirding the teaching process with research, and the use of multiple methodologies to investigate complex problems. With this early date, the next president-elect will have to appoint their program chair very early.

A special thanks to Yu and Wolters for a great program in Chicago.

8. Davis and Summers reported on the Graduate Student Committee Seminar. All 11 applications look like qualified candidates. Many of the students (5-7) from last year will be returning to this APA conference to present. Since APA is only four days this year, the seminar will have sessions on all four days. There will be social events each evening. Both Division 7 and the Science Directorate are inviting the students to their social events as well. Applicants will be notified next week. Summers and Davis are thanked for their commitment to bring new members into the Division and setting up a great seminar

9. The Richard E. Snow Award for Early Contributions committee announces that Andrew J. Elliott is the 2002 award winner.

10. The Thorndike Award Committee announces that Robert J. Sternberg is the 2003 winner. Joel R. Levin is the 2002 award winner and will give his speech this August.

11. The Fellows committee reported their nominations for fellows status. The Executive Committee voted to approve the slate. After approval is received from APA, an announcement will be made in August.

12. The Dissertation Award Committee announces that Andrew J. Martin is the award winner for 2002.

Congratulations to all the winners and a special thanks to all committee members for your hard work.

13. Torney-Purta presented the Board of Educational Affairs report. Rena Subotnik had reviewed many of the important issues. Torney-Purta encourages more Division 15 members to be involved in the Educational Leadership conferences because priorities are set for the coming years. APA is wanting to move beyond the Learner Centered Principles by incorporating more theoretical viewpoints. We may want to be involved in this discussion. In addition, the BEA is discussing "standards" or "best practices" in the training of educational psychologists. We will clearly need to be involved in this issue and Angela O'Donnell's committee on the Teaching of Educational Psychology will be particularly helpful for informing what gets discussed. Finally, the Division needs more nominees to get on slates for the Board of Educational Affairs.

14. Tommy Newland presented to report from the Electronic Communication Committee for Robert Atkinson and Frank Pajares. The committee brought web design possibilities for the web pages. Discussion ensued as to the exact purpose of the web site. Is this an attempt to increase our membership, provide service to members, or communicate with the general public? The decision was that the primary focus should be about facilitating communication with division members and service to the membership. There should be links to "How to join the Division"? "What is Division 15?" "What is educational psychology or the difference between educational psychology and school psychology?" Rich Mayer may be able to find a copy of a pamphlet the Division created a while back. There should be links to Division publications and the newsletter. It may also be helpful to look at how Division 7's web site is set up. There should also be a listserv that only the presidents and secretary have access to send out messages. This "communication list" would facilitate finding members to serve on committees and participate in committees or special tasks like reacting to standards, etc. **ACTION:** The committee is requested to prepare mock up pages for presentation at the business meeting in August. The committee is thanked for its hard work and great initial designs.

15. Other Committee reports.

O'Donnell reports for the Standards for Teaching of Educational Psychology committee that they are working on creating a cross list of content of educational psychology and available models of teaching standards. The committee members will meet at APA.

Morrone notes that the *NEP* Newsletter has been going well but that her term will end in August. A new newsletter editor will need to be appointed in July. Discussion ensued about moving the newsletter to electronic format. It was suggested that an e-mail reminder should go out to all Division members when the newsletter is posted. The e-mail should list highlights of the newsletter. Members should have option of downloading and printing a PDF file or reading on web.

Zimmerman noted that the Centennial History book is going to be coming out in Fall. The editors and authors will be seeing page proofs soon. Erlbaum will publish the book. There will be special pricing for division members. The next newsletter should have an overview of the book with ordering information. The authors may want to put together a symposium for next year's convention. In addition, a full-page advertisement should appear in the *Educational Psychologist*.

16. Corno motioned to adjourn. Winne seconded. All approved.

Respectfully submitted,

Joyce Alexander, Ph.D.  
Secretary, Division 15

### Outstanding Dissertation Award

Division 15 (Educational Psychology) of the American Psychological Association is seeking nominations for the year 2002 outstanding dissertation award. Dissertations eligible for this year's award are ones that have been successfully defended during calendar years 2000 and 2001 (from 1/1/00 to 1/1/2002). Nominations must be received by Wed. Oct. 16, 2002 to be eligible for consideration. Nominations are accepted on a continuing basis and those not meeting the Oct. 16, 2002 deadline will be eligible for consideration in 2003, provided the dissertation was successfully defended in calendar years 2001 or 2002.

The recipient of the Annual Dissertation Award received a plaque of recognition, automatic acceptance to present the dissertation at the next APA annual meeting (2003), 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, cover letter, and evaluation criteria and a nomination form can be obtained from the chair of the Dissertation Award committee. Inquires and nominations are to be submitted to:

**Name:** Maria Pennock-Roman, PhD  
**Phone:** (814) 861-3904  
**E-mail:** mariyin@aol.com

**Address:** Chair, Dissertation Award Committee  
MPR Psychometric & Statistical  
Research & Consulting  
539 Matilda Ave.  
P.O. Box 1142  
Lemont, PA 16851-1142

### Research On Ethical Issues In Human Studies

The National Institutes of Health (NIH) invite research grant applications (R01) to investigate ethical issues in human subjects research. The purpose of this program announcement is to solicit research addressing the ethical challenges of involving human participants in research in order to inform and optimize protections for human participation in research. In pursuing NIH-funded human research, investigators, institutions, and IRB members must adhere to several general ethical principles, including: Respect for Persons — individuals should be treated as autonomous agents and persons with diminished autonomy are entitled to additional protections; Beneficence — efforts must be made to maximize possible benefits and minimize possible harms; and Justice — individuals or groups of individuals should not be unduly burdened as a result of participating in research and individuals or groups of individuals should not disproportionately benefit as a result of participating in research. Further information regarding the PA can be found at the following link:

<http://grants.nih.gov/grants/guide/pa-files/PA-02-103.html>

# NEP/15

NEWSLETTER OF EDUCATIONAL PSYCHOLOGY  
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

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Mailing address: \_\_\_\_\_  
\_\_\_\_\_

E-mail address: \_\_\_\_\_

Phone number (    ) \_\_\_\_\_

APA Dues-Paid Member                      \$9.00  
(APA ID# \_\_\_\_\_)

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

Student Member                      \$10.00  
**(include proof of student status)**

Send completed application and membership fee to  
(Make checks payable to *DIVISION 15-APA*):

Mr. Keith Cooke  
American Psychological Association  
Division of Member Services  
750 First Street, NE  
Washington, DC 20002-4242

FIRST CLASS MAIL  
US POSTAGE  
**PAID**  
WASHINGTON, DC  
PERMIT #6348