

American Psychological Association Division 15: Educational Psychology



Newsletter for **E**ducational **P**sychologists **/15**

Spring 2004 Volume 27 Number 1

My Mission as an Educational Psychologist

Robert J. Sternberg
Yale University

E. L. Thorndike Award Winner

I am most grateful for the opportunity to write a brief column for the Division 15 Newsletter as a result of having won the 2003 Thorndike Award. As a long-time member and then fellow of the division, and as past-president, I care deeply about the division and its future. I also feel honored to have received this award in recognition of the work my collaborators and I have done to advance the field. Without the support of my collaborators at Yale and elsewhere, and of numerous funding agencies (most notably, what is now the U.S. Institute of Educational Sciences of the U.S. Department of Education), I would not have won this or any other award.

One rarely gets the opportunity to speak about one's mission in one's work, and I would like to use that opportunity here, rather than speaking only of the Rainbow Project, the topic of my award address. I will of course mention Rainbow in the course of describing this mission.

At Yale, I direct the Center for the Psychology of Abilities, Competencies, and Expertise (PACE Center). The mission of our Center—and my mission as well—is to promote the development of abilities into competencies, and competencies, into expertise. We believe that everyone can learn and think much better than he or she does, if given the proper instructional interventions and the proper assessment to maximize cognitive, social, and educational development.

Much of our work at the PACE Center is guided by WICS—a theory of Wisdom, Intelligence, and Creativity, Synthesized (Sternberg, 2003). We believe

that, in school as well as in later life, creative skills and dispositions are needed to generate ideas; intellectual skills are needed to evaluate the quality of these ideas (analytical or “academic” intelligence) and to implement as well as to persuade others of the value of these ideas (practical intelligence); and that wisdom-related skills are needed to ensure that these ideas serve a common good, not just one's own self-interest. Knowledge underlies all these skills, in the sense that one cannot think without knowledge upon which to apply that thinking.

Conventional instruction and assessment tend to be oriented toward the development and evaluation of knowledge- and analytically-based skills. These are important skills, of course. Indeed, they are indispensable for success inside and outside school. They largely constitute the so-called *g* factor of intelligence, and it makes sense that they would correlate with many different aspects of success. But they do not tell the whole

(Continued on page 9)



Newsletter for Educational Psychologists

NEP / 15

American Psychological Association

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NEP/15 is the official newsletter of Division 15—Educational Psychology—and has a Spring, Summer, and Fall issue each year. It is mailed from the US Post Office in Washington, DC 20002-4242. Mailing addresses are those listed 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 sent to Christopher Wolters, 491 Farish Hall, College of Education, University of Houston, Houston, TX 77204-5029 or to cwolters@uh.edu.

From the Editor

If you pay attention to such matters, you will have noticed that the front page of the newsletter has been changed somewhat. There are also some changes in the layout and formatting used on some of the interior pages as well. After four issues and almost half my tenure as the editor of NEP, I felt like it was time for me to change things around a bit. Let me know what you think and let me know if you have suggestions for other formatting/layout changes.

I get asked more than a few times throughout the year if I can include a particular announcement in the newsletter. For example, recently I have been asked to include notices about new grants that are available, new books that are being published, and upcoming conferences that might be of interest to our members. I am more than happy to consider all of these announcements and to include all that I have space for in the appropriate issue of the newsletter. I generally must weigh three issues when making these decisions. One, is the notice something that might be of interest to members of Division 15? I try to take a broad view of what might be of interest and make an effort not to be too narrow or personal in my view of what is relevant to the membership. Two, will the notice be timely? The newsletter only comes out three times each year, and many of the announcements have deadlines or action dates that come before the next newsletter will be available. Three, is there space in the newsletter for the notice? Most times the answer to this is yes because I can add more pages when I want. However, I have to add pages in pairs (front and back) which means that sometimes I may have to exclude an otherwise acceptable notice because I do not have enough additional material to fill two full pages. I encourage all members to send me material that might, in light of these questions, be appropriate for the newsletter. I can not put it in the newsletter if you do not send it to me.

The Division now has another method of alerting members to these sorts of announcements. There is now an official Division 15 listserv. In fact, I am hoping that many of you are reading this electronically after following a link provided via that same listserv. Contrary to what some seem to believe, the newsletter editor is in no way responsible for the material that is allowed to be posted (or not posted) through the listserv. Others have the responsibility for monitoring and filtering information so that the list will be used appropriately. When you join the list you get a return message describing how and under what conditions one can post to the list. I encourage all members of Division 15 to join this listserv (see announcement on page 11) and to use it to increase our communication with one another. Can a more sophisticated, elaborate and useful Division 15 website be far behind?

- CAW

Substance Use and Academic Experiences During Adolescence: Integrating Developmental, Motivational, and Contextual Perspectives

Alison L. Bryant
University of Missouri - Columbia

Division 15 Dissertation Award Winner

Reviews of research on risk and resilience suggest that adolescents who have difficulty in some arenas of their life are likely to also have difficulty elsewhere (Dryfoos, 1990; Gottfredson & Hirschi, 1994). In particular, adolescents who have difficulty in school are more likely to engage in risky health behavior, yet we have little understanding of the mechanisms that underlie this relation. Students with low grades and low motivation, who skip school and act out in the classroom are more likely than those with more positive school experiences to use alcohol, cigarettes, and marijuana (Bryant, Schulenberg, Bachman, O'Malley, & Johnston, 2000; Hawkins, Catalano, & Miller, 1992). Links between adolescents' academic and substance use experiences may be explained by a number of different factors. Adolescents' goals, expectations, and values are interrelated across both substance use and academic contexts and are influenced by previous experiences. Parents and peers influence adolescents' decisions regarding schooling and substance use directly by providing guidance, and indirectly through adolescents' interpretation of their beliefs and behaviors (Eccles & Harold, 1996; Steinberg, 1996). Examining multiple aspects of adolescents' academic experiences, including both behaviors and motivation will help to identify key points where schools may be most useful in preventing substance use problems.

Although numerous studies identify school failure as a risk factor for adolescent substance use, few have examined theoretical links or empirical models explaining mechanisms that underlie these experiences. To address these gaps, the studies in this dissertation illustrate how adolescents' psychosocial background, motivational beliefs, and perceptions of family and peer environments explain patterns of alcohol, cigarette, and marijuana use. The three empirical dissertation studies summarized below address why youth with school problems are likely to have substance use problems as well and broaden our understanding of the development and prevention of school problems and health risks during adolescence.



Academic Experiences and Attitudes and Contextual Factors as Predictors of Change in Substance Use Among A Nationally-Representative Sample Of Adolescents

In this first empirical study (see Bryant, Schulenberg, O'Malley, Bachman, & Johnston (2003)), I examined alcohol, cigarette, and marijuana use among a sample of adolescents ($N = 1,283$) from the Monitoring the Future study (PI's: J. Bachman, L. Johnston, P. O'Malley, & J. Schulenberg), a nationally representative panel study of youth. Students were followed biennially from age 13 to age 19 and information regarding school misbehavior, academic achievement, loneliness, motivation, school bonding, college plans, and parental and peer influences was collected. Growth curve modeling using hierarchical linear modeling (HLM) was used to consider age 13 substance use and change in substance use during the 6 year period. HLM results indicated that high levels of school misbehavior and perceived peer encouragement of misbehavior, and low levels of academic achievement, school bonding, and perceived school difficulty were associated with more substance use. Protective effects of school bonding and perceived status of academic success on increased cigarette use were somewhat stronger for low-achieving rather than high-achieving youth.

Examining Individual and Contextual Effects on Changes in Adolescent Substance Use: The Influence of Motivation, Peers and Family

In this study, I adopted the same model as in the previous study to examine change in adolescent sub-

stance use among adolescents from an urban environment and the results were largely similar. This study (see Bryant & Zimmerman (2002)) uses data from the Flint Adolescent Study (PI: M. Zimmerman) and examines 10th grade alcohol, cigarette, and marijuana use and change in use between 10th and 12th grades in a predominantly African-American sample of 698 adolescents from an urban environment. Psychological distress and truancy, motivation and school attitudes, and adolescents' perceptions of parental and peer school and social support were included as factors explaining differences among adolescents in 10th grade substance use and changes in their use using HLM. HLM results indicated that high truancy, few college plans, and high peer substance use and low peer school support were salient factors associated with higher levels of substance use among adolescents and increased rates of change in use over time. In addition, results suggested that psychosocial, motivational, and parental and peer factors help to explain why low achieving youth are more likely to use alcohol, cigarettes, and marijuana. Interactions included findings that youth who perceive that their academic experiences differ from their peers are at risk for increased substance use over time.

Psychosocial, Motivational, And Contextual Profiles Of Youth Reporting Different Patterns Of Substance Use During Adolescence

This study examined various patterns of substance use and profiles of academic beliefs and behaviors during adolescence among a predominantly African American sample of 733 youth from a metropolitan area. In contrast with the previous chapters, this study involved a pattern-centered (which considers patterns among people instead of variables) rather than a variable-centered approach. Youth from the Maryland Adolescent Growth in Context Study (MAGICS) (PI: J. Eccles) were classified into high, moderate, or no substance use groups based on their alcohol, cigarette, and marijuana use in 11th grade and classified as users, initiators, desistors, and nonusers based on their use in both 8th and 11th grades. Nonusers did not differ in 8th grade from 11th grade moderate users and initiators over time. Eighth graders who reported misbehavior and having low-achieving friends were more likely to be high 11th grade users and users at both grades. Direct achievement effects were not found; however, interactions indicated achievement was protective when paired with having fun at school, high task value, and low levels of socio-economic status (SES); and was a risk factor when paired with popularity, low fun at school and high SES. Cluster analyses indicated that the most prevalent group of

substance users reported high grades, social reasons for going to school, and having friends who do well in school. Pattern-centered approaches can help prevention researchers and community members to gain some perspective on the variety of experiences among youth, and help us to move to more multi-faceted approaches to interventions.

Conclusions

This dissertation focused on the motivational and contextual processes that link school difficulty with substance use and should provide key insights to schools and to families as to how to recognize patterns of risk and resilience and how to prevent negative school- and health-related outcomes. Substance use has multiple meanings for different groups of adolescents. This variable- and pattern-centered research indicated that youth who report heavy use of substances are more likely to have academic profiles of risk early in adolescence, whereas those who delay use or use substances moderately are less likely to have profiles of risk. Intervention efforts to prevent school apathy and substance use that address motivational and contextual mechanisms and processes, cut across many domains, and meet the specific needs of youth are likely to be the most effective (Hawkins, 1997; Lerner & Galambos, 1998).

Selected References

- Bryant, A. L., Schulenberg, J., O'Malley, P. M., Bachman, J. G., & Johnston, L. D. (2003). How academic achievement, attitudes, and behaviors relate to the course of substance use during adolescence: A six-year, multi-wave national longitudinal study. *Journal of Research on Adolescence, 13*, 361 – 397.
- Bryant, A. L., Schulenberg, J., Bachman, J. G., O'Malley, P. M., & Johnston, L. D. (2000). Understanding the links among school misbehavior, academic achievement and cigarette use during adolescence: A national panel study of adolescents. *Prevention Science, 1*, 71-87.
- Bryant, A. L. & Zimmerman, M. A. (2002). Examining the effects of academic beliefs and behaviors on changes in substance use among urban adolescents. *Journal of Educational Psychology, 94*, 621 – 637.

Note. Beginning in Fall 2004, Alison Bryant will be at College of Holy Cross, Worcester MA.

AERA 2004 Preview Section

Monday April 12

12:00 p.m. - 2:00 p.m.

Advances in Learning Strategies Research
Marriott - Balboa, South Tower, 3rd Level

Assessing and Describing Self-Regulated Learning in Different Learning Contexts
Hyatt - Windsor B, 3rd Level

Deepening Our Understanding of Processes and Outcomes of Collaborative Learning: Defining and Investigating More and Less Productive Efforts
Hyatt - Molly B, 2nd Level

1:00 p.m. - 1:40 p.m.

Motivation in Education (Roundtable)
Hyatt - Elizabeth Ballroom E, 2nd Level

2:15 p.m. - 3:45 p.m.

A Closer Look at Achievement Goals
Hyatt - Maggie, 3rd Level

Emotions in Students' Goal Striving, Learning Processes, and Academic Achievement
Marriott - Santa Rosa, South Tower, 1st Level

4:05 p.m. - 6:05 p.m.

Advances in Self-Regulation Research (Poster Fair)
Hyatt - Elizabeth Ballroom G, 2nd Level

Reflections on the Contributions of Paul R. Pintrich
Hyatt - Manchester Ballroom B, 2nd Level

Self-Regulated Learning and Monitoring (Roundtables)
Hyatt - Elizabeth Ballroom D, 2nd Level

Sylvia Scribner Award
Hyatt - Gregory B, 2nd Level

6:15 p.m. - 7:45 p.m.

McKeachie Award Invited Address
Hyatt - Emma A, 3rd Level

Tuesday April 13

8:05 a.m. - 10:15 a.m.

Cognitive Measurements to Advance the Design of Optimal Learning Environments
Marriott - Torrance, South Tower, 4th Level

Is Metacognition Fundamentally Social? (Interactive Symposium)
Marriott - Coronado, South Tower, 4th Level

Motivation and Critical Thinking
Marriott - Rancho Las Palmas, South Tower, 4th Level

Motivation of Adolescent Students
Marriott - Point Loma, South Tower, 1st Level

9:05 a.m. - 9:45 a.m.

Role of Technology, Culture, and Community in Teaching Educational Psychology (Roundtables)
Hyatt - Elizabeth Ballroom E, 2nd Level

10:35 a.m. - 12:05 p.m.

Advances in Motivation Research (Poster Fair)
Hyatt - Elizabeth Ballroom G, 2nd Level

Self-Regulation and Achievement: A Non-USA View
Hyatt - Manchester Ballroom B, 2nd Level

12:25 p.m. - 1:55 p.m.

Advances in Educational Research (Poster Fair)
Hyatt - Elizabeth Ballroom G, 2nd Level

A Person-Oriented Typology for Educational Adaptation and Risk
Marriott - Cardiff, South Tower, 3rd Level

Assessment of Non-Cognitive Constructs
Marriott - Santa Rosa, South Tower, 1st Level

Research on Motivation in the Classroom
Marriott - Torrey 2, North Tower, Lobby Level

2:15 p.m. - 3:45 p.m.
Educational Psychology Journals: Who's Publishing, Who's Editing, and the Decline in Intervention and Experimental Research
Hyatt - Regency Ballroom D, 4th Level

The Case for Learner-Centered Practices Across the K-12 and College Levels (Interactive Symposium)
Marriott - Columbia 3, North Tower, Lobby Level

Using Computers in Learning Environments
Marriott - Mission Hills, South Tower, 3rd Level

Using What We Know from Cognitive Science to Transform Learning in the Classroom
Hyatt - Gregory A, 2nd Level

4:05 p.m. - 6:05 p.m.
Recent Advances in Expertise Research
SDCC - Meeting Room 8, Upper Level, West

Theory Action: Research on the Role of Field Experiences in Educational Psychology
Hyatt - Gibbons, 4th Level

Under Pressure or Under-Interested? A Multiple Goals Approach to Understanding Academic Cheating in High School
Hyatt - Gregory B, 2nd Level

Wednesday April 14

8:05 a.m. - 10:15 a.m.
Cognitive, Social, and Motivational Processes (Poster Fair)
Hyatt - Elizabeth Ballroom G, 2nd Level

10:35 a.m. - 12:05 p.m.
Advances in Spatial Learning Strategies
Marriott - Laguna, South Tower, 1st Level

Issues Cognition and Motivation I (Poster Fair)
Hyatt - Elizabeth Ballroom G, 2nd Level

12:25 p.m. - 1:55 p.m.
Motivation in Education (Poster Fair)
Hyatt - Elizabeth Ballroom G, 2nd Level

Rediscovering the Philosophical Roots of Educational Psychology
Hyatt - Emma B, 3rd Level

Synergies Between Cognitive Psychology and Educational Research (Structured Poster Session)
Marriott - Atlanta-Chicago, North Tower, Lobby Level

2:15 p.m. - 3:45 p.m.
Remembering Paul R. Pintrich: A Legacy of Research on Goals, Self-Regulation, and Epistemological Thinking (Interactive Symposium)
Hyatt - Regency Ballroom A, 4th Level

4:05 p.m. - 6:05 p.m.
AERA Awards Presentation and Presidential Address
Hyatt - Elizabeth Ballroom D, 2nd Level

Thursday April 15

8:05 a.m. - 10:15 a.m.
The Role of Affect Text Processing/Comprehension: Implications for Theory, Research, and Practice
Hyatt - Manchester Ballroom G, 2nd Level

The Role of Interest and Curiosity in Learning
Hyatt - Cunningham C, 4th Level

Sociocultural Influences on Motivation and Learning: Big Theories Revisited. Part A
SDCC - Meeting Room 6F, Upper Level, West

10:35 a.m. - 12:05 p.m.

Learning About Competence and Engagement: A Convergence of Multiple Perspectives and Methodologies
Marriott - Columbia 2, North Tower, Lobby Level

New Directions in Motivation and Cognition Research (Poster Fair)

Hyatt - Elizabeth Ballroom G, 2nd Level

Sociocultural Influences on Motivation and Learning: Big Theories Revisited Part B
SDCC - Meeting Room 6F, Upper Level, West

What Should Pre-service Teachers Know About Recent Theory and Research in Motivation? (Interactive Symposium)

SDCC - Meeting Room 8, Upper Level, West

11:25 a.m. - 12:05 p.m.

Relationship Between Self-Regulated Learning and Individual Differences (Roundtables)

Hyatt - Elizabeth Ballroom E, 2nd Level

12:25 p.m. - 1:55 p.m.

Motivation and Culture: Exploring Achievement Goal Theory in Diverse Populations
SDCC - Meeting Room 11A, Upper Level, West

Teachers' and Students' Emotions the Social Context of Classrooms

Hyatt - Manchester Ballroom B, 2nd Level

1:15 p.m. - 1:55 p.m.

Comprehension and Achievement (Roundtables)
Hyatt - Elizabeth Ballroom E, 2nd Level

2:15 p.m. - 3:45 p.m.

Developments in Learning Research (Roundtables)
Hyatt - Elizabeth Ballroom E, 2nd Level

Jan Hawkins Award

Hyatt - Manchester Ballroom E, 2nd Level

Issues in Cognition and Motivation (Poster Fair)

Hyatt - Elizabeth Ballroom G, 2nd Level

Motivational Consequences of Collaborative Contexts: Converging Paradigms

Hyatt - Emma C, 3rd Level

Refining and Revising Achievement Goal Theory

Hyatt - Edward B, 2nd Level

Research in 2nd Language Learning Strategies in Academic Settings

SDCC - Meeting Room 8, Upper Level, West

4:05 p.m. - 4:45 p.m.

Experimental Methods for Educational Interventions

Hyatt - Manchester Ballroom A, 2nd Level

Exploring Issues of Epistemology in Contemporary, Non-majority Communities of Practice

Hyatt - Emma B, 3rd Level

Research on Self-Efficacy and Beliefs (Roundtables)

Hyatt - Elizabeth Ballroom E, 2nd Level

Friday April 16

9:05 a.m. - 9:45 a.m.

Motivation in Education (Roundtables)

Hyatt - Elizabeth Ballroom D, 2nd Level

10:35 a.m. - 12:05 p.m.

Current Investigations of Learning

Hyatt - Windsor B, 3rd Level

Psychology's Contribution to Education

Hyatt - Manchester Ballroom E, 2nd Level

12:25 p.m. - 1:05 p.m.

*Cognitive Load Theory as a Framework
Integrating Studies on Multimedia Pres-
entation, Levels of Expertise and Task
Complexity*
Marriott - Torrance, South Tower, 4th Level

*Learning and Apprenticeship with Multiple
Semiotic Domains: The Interplay Be-
tween Individuals, VRs and the Environ-
ment*
Hyatt - Emma C, 3rd Level

*Why Do the Statistics Guidelines in the APA
Publication Manual (2001) Differ from the
Recommendations of the APA Task Force
on Statistical Inference (1999)?*
Marriott - Solana, South Tower, 1st Level

Working with Exceptional Learners (Roundtables)
Hyatt - Elizabeth Ballroom D, 2nd Level

2:15 p.m. - 3:45 p.m.

*Methodological Considerations in Testing
a Model of Academic Development*
Marriott - Solana, South Tower, 1st Level

*Self-Regulated Learning Strategies and Academic
Performance*
Hyatt - Betsy B, 2nd Level

Note: Sessions not otherwise labeled are symposia or paper sessions. A more complete listing of individual papers and authors can be found using the electronic program available through the American Educational Research Association website at <http://convention.allacademic.com/aera2004/schedule.html>.

2005 APA SCIENTIFIC AWARDS PROGRAM: CALL FOR NOMINATIONS

The APA Board of Scientific Affairs (BSA) invites nominations for its 2005 scientific awards program. The Distinguished Scientific Contribution Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology.

The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Award for the Applications of Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and the names and addresses of several scientists who are familiar with the nominee's work.

The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. For the 2005 program, nominations of persons who received doctoral degrees during and since 1995 are being sought in the areas of: behavioral and cognitive neuroscience, social, perception and motor performance, applied research (e.g., treatment and prevention research, industrial/organizational research, educational research), individual differences (e.g., personality, psychometrics, mental ability, behavioral genetics).

To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and up to five representative reprints.

To obtain nomination forms and more information, you can go to the Science Directorate web page (www.apa.org/science/sciaward.html) or you can contact Suzanne Wandersman, by phone, (202) 336-6000; by fax, (202) 336-5953; or by e-mail at swandersman@apa.org.

The deadline for all nominations is June 1, 2004.

(Continued from page 1)

story. There are many conventionally smart people who do not display optimal levels of creativity in their work or who lack wisdom. For example, the smart but unwise people tend to show common fallacies in their thinking—unrealistic optimism and senses of egocentrism, omniscience, omnipotence, and invulnerability.

We believe it is important to intervene at three levels—assessment of abilities, instruction, and assessment of achievement. The reason is that our society socially and economically stratifies people, in part, on the basis of scores on assessments of abilities and achievement, performance on which is mediated by effects of instruction. The two kinds of assessment are quite similar to each other, because abilities, like achievement, represent developing competencies and expertise. Children who are less strong in knowledge-based and analytically-based skills, regardless of other strengths, will be penalized at all three levels, and hence will risk entering or remaining in lower socioeconomic strata of the society.

With regard to assessment of abilities, our two “showcase” projects at present are the Rainbow Project and the Aurora Project. The Rainbow Project, a collaborative endeavor supported by the College Board, is designed to augment the SAT with measures of creative and practical skills. In Phase 1, conducted at 15 high schools and colleges across the United States, varying widely in levels of educational attainment, we found that our test significantly and substantially increased prediction of freshman grades at the same time that it also substantially reduced ethnic-group differences relative to the SAT. Thus, the Rainbow measures may provide useful supplementation to the SAT in selecting students for college. Phase 2, which will be larger than Phase 1, and also conducted longitudinally with a broader array of measures, should tell us whether our results are generalizable. The Aurora Project, supported by a private donor, Karen Jensen, is a related project for children in grades 5-6. Its primary purpose is identifying gifted children, where “giftedness” is defined broadly by the WICS model and not just by conventional notions of abilities and achievement.

With regard to instruction, our two showcase projects are ones on teaching for successful intelligence and teaching for wisdom. The former project, supported by the National Science Foundation and Institute of Educational Sciences, is an upscaled version of previous instructional interventions we devised. We have developed instruction at the fourth-grade level in language arts, mathematics, and science, administered to many thousands of students of all socioeconomic levels and ethnic groups across the United States. There are three

conditions—teaching for successful intelligence, teaching for analytical thinking, and teaching for memory. All three interventions were designed to be as strong as possible, based on modern theories of cognition. We have found that, on average, teaching for successful intelligence represents the strongest intervention, because it enables all children to capitalize on strengths and to compensate for or correct weaknesses. Our second project on teaching for wisdom, supported by the W. T. Grant Foundation, is now being implemented across the country. It comprises a program infused into teaching of American history. Students learn their history in a way that encourages the development of wisdom-related skills. They learn many skills, among them, dialogical thinking—understanding and valuing points of view other than their own. They might learn, for example, that what one group of people calls “settlers” another group of people might call “invaders.”

With regard to assessment of achievement, we have two showcase projects. One, the Advanced Placement Project, funded jointly by the Educational Testing Service and the College Board, has shown that teaching for successful intelligence can improve performance on both conventional Advanced Placement tests in psychology and statistics and on an augmented test that assesses creative and practical as well as knowledge-based and analytically-based skills. The other project, funded by the Institute of Educational Sciences, considers the meaning of gifted achievement throughout the life span. The motivating idea is that what it means to be gifted differs at different points in the life span. In a young child, giftedness might be evaluated primarily in terms of superior academic achievement in school. In later life, achievements take on a very different character. The person who is a superb student is not necessarily the same one who excels in his or her profession. For example, someone might be very strong at acquiring the knowledge of his or her profession, without being equally strong in being able to apply this knowledge or to create new knowledge.

In sum, our mission is to help every individual optimize on his potential. At the PACE Center, we are doing our best to make this dream a reality. We believe that the main vehicle for realizing our mission is through schools. We hope to work with as many schools as possible to facilitate children’s learning and to help the children achieve their goals in life.

2004 Annual Convention Information

July 28 - August 1, Honolulu Hawaii

Presidential Citation

Dr. Bill McKeachie, a longstanding and active fellow of Division 15 will be presented with a citation from APA president Diane Halpern as part of the closing session in Hawaii. Dr. McKeachie is Professor Emeritus of Psychology and former Director of the Center for Research on Learning and Teaching at the University of Michigan where he has spent his entire professional career. His primary activities have been college teaching, research on college teaching, and training college teachers. He is Past President of the American Psychological Association; Division 15 of APA, the American Association of Higher Education; and the American Psychological Foundation. He is also Past Chairman of the Committee on Teaching, Research, and Publication of the American Association of University Professors, and of Division J (Psychology) of the American Association for the Advancement of Science.

Plenary Session Highlights Include

An American Legacy: 50th Anniversary of Brown v. Board of Education - Harvette A. Grey, Diane F. Halpern, John P. Jackson, Jr., M. Brewster Smith, Minnijean Brown Trickey, and Jacqueline Jordan Irvine.

Asian Alternatives to American Psychology - Kwang Kuo Hwang, Anthony Marsella, Paul Pedersen, Weining C. Chang, Junko Tanaka-Matsumi, Uichol Kim, and Frederick T. L. Leong.

A Man of Consequence: The Legacy of B. F. Skinner - Invited Address by M. Jackson Marr, Georgia Institute of Technology.

Reading Problems: Insights From Scientific Psychology - Invited Address by Maureen K. Powers, Gemstone Foundation, Mission Viejo, CA

Highlights from the Division 15 program will be available in the summer edition of the Newsletter for Educational Psychologists.

The 26th Annual Running Psychologists' APA 5K "Ray's Race and Walk" Saturday, July 31, 2004

The annual event will be held on the Kapliani Trail near Waikiki Beach, walking distance from the major hotels. More details will appear in the APA Monitor on Psychology, the Division 47 web site (www.APA47.org), and in your convention packet. If you pre-register, you will be notified via email or post.

Contact Information

APA's convention website
www.apa.org/convention

Division 15 Program Chairs
Gale Sinatra & Gregory Schraw, UNLV
<http://education.nevada.edu/EP/faculty/>

Visitor/Convention Bureau for Oahu
www.visit-oahu.com/

APA Sponsored Leisure Activities
www.apa.org/convention04/leisure.html

Future APA Convention Sites

2005: Washington DC, August 18 - 21
2006: New Orleans, LA, August 10 - 13
2007: San Francisco, CA, August 16 - 19
2008: Boston, MA, August 14 - 17

Division 15 Announcements

Join the New Division 15 Listserv!

Here's how to join.

Send a message to listserv@lists.apa.org. In the body of the note type the following: subscribe div15 firstname lastname substituting your own first and last names instead of those words. Do not include anything else in the note, and do not put anything in the subject line.

Alternatively, you can send a note to Keith Cooke at kcooke@apa.org asking to be added to the Division 15 listserv.

Any questions can also be directed to Keith Cooke, (202) -336-6197 American Psychological Association Division of Member Services.

Division 15: Educational Psychology Outstanding Dissertation Award

Division 15 (Educational Psychology) of the American Psychological Association is seeking nominations for its Outstanding Dissertation Award. The recipient of the annual Outstanding Dissertation Award receives a plaque of recognition, automatic acceptance to present the dissertation at the next APA annual meeting and a cash stipend. Nominees must be a member, student member, or affiliate of Division 15. Applicants who are not members or affiliates may apply for membership when submitting materials for the award.

Nominations are accepted on a continuing basis. The guidelines for submission, evaluation criteria, and information about additional nomination materials can be requested from the chair of the award committee.

Heather A. Davis
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Membership benefits include:

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See back cover for more information

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)

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

Jere Brophy,
213B Erickson Hall
College of Education
East Lansing, MI 48824-1034
(517)-353-6470, jereb@msu.edu

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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

Name: _____

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↑ APA Dues-Paid Member \$9.00
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↑ Non-APA Member
(affiliate of the Division only) \$25.00

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

Mr. Keith Cooke
American Psychological Association
Division of Member Services
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