

American Psychological Association Division 15: Educational Psychology

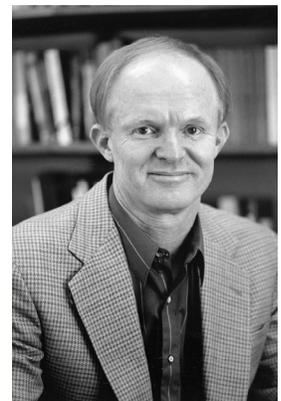


Newsletter for **E**ducational **P**sychologists **/15**

Spring 2005 Volume 28 Number 1

An Interview with Barry Zimmerman

by
Deirdre Hahn
Jenefer Husman
University of Arizona



In an effort to understand and record the history of both Division 15 and Educational Psychology as a discipline Deirdre Hahn, a graduate student at ASU, and I have spent the better part of a year interviewing past presidents of Division 15. These interviews are being published in the newsletter over the next few years. The interviews will also be available on the division's historian's website (currently available at: <http://d15-history.asu.edu/>).

We continue the interview series with Deirdre's interview with Barry Zimmerman. Dr. Zimmerman is a Distinguished Professor of Educational Psychology and Head of Learning, Development, and Instruction area at the Graduate School and University Center of the City University of New York. He has received the APA Division 16 (School Psychology) Senior Scientist Award for sustained and exceptional program of scholarship, the Sylvia Scribner Award of the American Educational Research Association for his exemplary research in learning and instruction, and the New York City Department of Health Award for preventive care of childhood asthma. Dr. Zimmerman was president of the Division from 1996 to 1997.

In this interview Dr. Zimmerman discusses his own path of scholarship and the path of scholarship that has shaped Educational Psychology as a whole. In addition to publishing more than 200 articles, many book chapters on social cognitive and self-regulatory processes in the learn-

ing of children and youth, Dr. Zimmerman has a unique view of the history of our field, in part, because of his efforts to pull together the history of the discipline, which produced *Educational Psychology: A Century of Contributions*.

DH: *Tell me about your first connections to Division 15, how did you get involved?*

BZ: One of the first things I did after obtaining my PhD. in the late 1960s was to join APA. Division 15 was the obvious home for educational psychologists, but I did not become active in leadership of the Division until the 1990s. I was privileged to serve as president from 1996 to 1997.

DH: *What was going on in your career before you became the president?*

BZ: Early in my career, I was very much attracted to the research and theory of Albert Bandura. At the time, he was not well known in educational circles. I learned from a graduate student in developmental psychology about his research on modeling, which struck me as a powerful

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**Newsletter for Educational Psychologists
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

As you can see from the front page, this issue contains another installment of the interviews of Past Presidents of Division 15 conducted by our historian Jenefer Husman and Deidre Hahn, a graduate student at the University of Arizona. Although somewhat longer than our usual feature, I have included the entire interview in this issue. I think this helps maintain the cohesiveness of the thoughts and points within the interview.

I also want to call your attention to the announcement of a new editor for this Newsletter. Lisa Bendixen at the University of Nevada, Las Vegas has been selected to replace me as editor. I will take responsibility for a final issue that should come out in July, and then turn over operations to her. If there is something you want published in July, send it to me, otherwise you can forward it to Lisa.

- *CAW*

From the Division Secretary

Due to personal issues I was not able to perform my duties to record and report useful minutes for our meeting in Hawaii this past summer. Therefore there are no accurate minutes to report for that meeting. Please accept my sincere apologies, and I will do better in Montreal and Washington DC.

Paul A. Schutz, Division 15 Secretary

AERA 2005 Preview Section

Monday April 11

12:00 p.m. – 2:00 p.m.

Studies in Motivation and Self-Regulation
Ritz-Carlton, Salon Carlton

Learner Characteristics and Personal Connections in Learning Environment Research
Delta Centre Ville, Salon 518

12:50 p.m. – 1:30 p.m.

Issues in Self-Regulated Learning (Paper Discussion)
Marriott Montreal Chateau Champlain, Salle de Bal Ballroom & Foyer

Self-Assessment of Self-Regulation (Paper Discussion)
Marriott Montreal Chateau Champlain, Salle de Bal Ballroom & Foyer

2:15 p.m. – 3:45 p.m.

Adaptive Expertise: How Do We Know If We've Seen It? (Poster Session)
Hilton Montreal Bonaventure, Montreal Ballroom, Section La Salle

But What About the Students? The Impact of Formative and Summative Assessment on Student Emotion and Motivation (Presidential Invited Session)
Hilton Montreal Bonaventure, Montreal Ballroom, Section Verdun

What Do We Know About Designing Learning Environments Aimed Toward Promoting a Sense of Agency?
Ritz-Carlton, Vice Royal I

4:05 p.m. – 5:35 p.m.

Motivation and Self-Regulation Posters (Poster Session)
Hilton Montreal Bonaventure, Fontaine, Section A

6:15 p.m. – 7:45 p.m.

Division C - Section 6 New Members
Hilton Montreal Bonaventure, Fontaine, Section A

Tuesday April 12

8:15 a.m. – 9:45 a.m.

Issues in Motivation and the Social Contexts of Learning (Poster Session)
Hilton Montreal Bonaventure, Fontaine, Section A

10:35 a.m. – 12:05 p.m.

The Interpersonal Dimension: New Studies in Social Motivation
Ritz-Carlton, Maritime

Effects of Beliefs, Knowledge and Attitude on Multi-Level Literacy Outcomes
Le Centre Sheraton, Dickens

Issues in developing large-scale educational technology initiatives and innovations
Marriott Montreal Chateau Champlain, Salon Terrasse

12:25 p.m. – 1:55 p.m.

Impact of Conceptions of Ability, Achievement Goals, and "Fun" in Physical Education
Fairmont The Queen Elizabeth, Richelieu

The Impact of Computer Use on Academic Achievement
Le Centre Sheraton, Garcia Lorca

2:15 p.m. – 3:45 p.m.

The Influence of Direct Strategy Instruction, Parental, and Teaching Behavior on Self Regulation
Fairmont The Queen Elizabeth, Harricana

Best Practices of Online Teaching and Learning
Marriott Montreal Chateau Champlain, Salon Terrasse

Educational Psychology and Teacher Education: Issues and Strategies
Delta Centre Ville, Salon 528

What Journal Reviewers Should Know to Do but Don't
Le Centre Sheraton, Salon 6

4:05 p.m. – 5:35 p.m.

Motivation Posters: Academic Goals, Social Goals and Autonomy
Hilton Montreal Bonaventure, Fontaine, Section A

Wednesday April 13

8:15 a.m. – 10:15 a.m.

Learning and Cognition in Hypermedia Environments I
Le Centre Sheraton, Kafka

Learning and Cognition in Hypermedia Environments II
Le Centre Sheraton, Musset

10:35 a.m. – 12:05 p.m.

Pedagogical Approaches to Teaching Educational Psychology

Delta Centre Ville, Salon 528

Exploring the Effects of Problem-Based Learning on Students' Cognitive Processes, Metacognition And Attitude
Fairmont The Queen Elizabeth , Gatineau

Sylvia Scribner Award (Invited Session)

Le Centre Sheraton, Salon 1 view

12:25 p.m. – 1:55 p.m.

Supporting Self-Regulation in Different Learning Environments

Fairmont The Queen Elizabeth, Harricana

New Directions in the Study of Interest and Engagement
Hilton Montreal Bonaventure, Montreal Ballroom, Section Hampstead

1:15 p.m. – 1:55 p.m.

Motivation Paper Discussions

Marriott Montreal Chateau Champlain, Salle de Bal Ballroom & Foyer

2:15 p.m. – 3:45 p.m.

The Influence of Motivation on the Quality of Cognitive Processes During a Computer Based Modeling Task Session

Fairmont The Queen Elizabeth, Harricana

Understanding Complex and Dynamic Learning Processes as Situated in Context: The Case of Self-Regulated Learning

Hilton Montreal Bonaventure, Montreal Ballroom, Section Lachine

4:05 p.m. – 6:05 p.m.

AERA Awards Presentation and Presidential Address

Le Centre Sheraton, Grande Salle de Bal

Thursday April 14

8:15 a.m. – 9:45 a.m.

Cognitive, Social, and Motivational Processes (Poster Session)

Hilton Montreal Bonaventure, Fontaine, Section A

High-Stakes Testing as a Motivational Policy: Predictions and Outcomes Considered from a Self-Determination Theory Framework (Invited Session)

Fairmont The Queen Elizabeth, Saint-Laurent

10:35 a.m. – 12:05 p.m.

Bringing Cognitive Science Into the Classroom

Le Centre Sheraton, Musset

Reflections on Emotion Research: The Theoretical Integration of Affect, Motivation, and Cognition

Fairmont The Queen Elizabeth, Peribonka

Strategies and Solutions: A Symposium on Research in Educational Technology

Marriott Montreal Chateau Champlain, Huronie A & B

12:25 p.m. – 1:55 p.m.

Exploring the Mental Lives of Developing and Practicing Teachers

Le Centre Sheraton, Joyce

What Might Explain the Counterintuitive Correlations Between Goal Orientation Measures and Achievement Measures?

Ritz-Carlton, Salon Vert (Green)

Examining the Hinge: The Influence of Epistemological Beliefs in Conceptual Change

Le Centre Sheraton, Salon 6

Beyond Cognitivism: Where Are We Now?

Le Centre Sheraton, Salle de Bal Est

Jan Hawkins Award (Invited Session)

Le Centre Sheraton, Salon 1

1:15 p.m. – 1:55 p.m.

Issues in Cognitive Processes (Paper Discussion)

Marriott Montreal Chateau Champlain, Salle de Bal Ballroom & Foyer

2:15 p.m. – 3:45

Goal Orientation, Utility Value and Instrumentality as Predictors of Students' Motivation, Learning, and Achievement

Le Centre Sheraton Montreal / Jarry

Helping Beginning and Struggling Readers and Writers Develop Self-Regulated Strategies
Le Centre Sheraton, Salon 3

Ecological Perspectives on Adolescent Problem Behavior and the School Context
Marriott Montreal Chateau Champlain, Viger, Section A

4:05 p.m. – 6:05 p.m.
Learning in Multi-Media Environments
Le Centre Sheraton, Joyce

Refining and Elaborating Goal Theory
Ritz-Carlton, Maritime

Friday April 15

8:15 a.m. – 10:15 a.m.
Advances in Problem Solving: The Roles of Cognition, Motivation, and Context
Hilton Montreal Bonaventure, Le Salon Verriere

9:05 a.m. – 9:45 a.m.
Teaching Education Psychology Roundtable I
Marriott Montreal Chateau Champlain, Salle de Bal Ballroom & Foyer

Understanding Young Children's Language and Literacy Development
Marriott Montreal Chateau Champlain, Salle de Bal Ballroom & Foyer

10:35 a.m. – 12:05 p.m.
The Roles of Metacognitive Processes in Different Learning Environments
Fairmont The Queen Elizabeth, Harricana

Examining the Contribution of Epistemology and Moral Reasoning
Hilton Montreal Bonaventure, Montreal Ballroom, Section Verdun

Academic Emotions and Motivation Within Classroom Contexts
Hilton Montreal Bonaventure, Le Salon Verriere

Innovations in Self-Efficacy Research
Hilton Montreal Bonaventure, Montreal Ballroom, Section Cote St-Luc

Putting Mastery Goals Back Into Focus: Theoretical Developments and Educational Implications

Marriott Montreal Chateau Champlain, Huronie A & B

12:25 p.m. – 1:55 p.m.
The Social and Emotional Contexts of Learning and Achievement
Hilton Montreal Bonaventure, Le Salon Verriere

The Role of Technology in Assessing Learning
Hilton Montreal Bonaventure, Longueuil

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

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
- 2009: Toronto, ON, August 13 - 16

Division 15

Call for Paul R. Pintrich Outstanding Dissertation Award Applicants

Division 15 invites members, affiliates, or student members to apply for the 2006 Paul R. Pintrich Outstanding Dissertation Award. The recipient of this award receives a plaque of recognition, a \$500 stipend, and an invitation to present the dissertation at the subsequent APA annual meeting (winner(s) selected in 2006 will be invited to present at the 2007 conference). Applicants must meet the following eligibility requirements to be considered for the award:

Applicants must be a member, affiliate, or student member of Division 15. Applicants may apply for membership when submitting materials for the dissertation award. All materials must be received in one package.

Students must be from an accredited college or university and have their dissertation approved by their doctoral committees prior to application.

Departments/programs may endorse no more than three students per year for the award.

The dissertation must be in an area of educational psychology research.

The dissertation must have been completed within the past two calendar years. *This year's submissions must have completed their dissertations between January 1, 2004 and December 31, 2005.*

Deadline for Applications: **December 31, 2005.**

For application materials, guidelines, and evaluation criteria, please contact either:

Heather A. Davis
School of Educational Policy and Leadership
The Ohio State University
(614) 292-0449
davis.2087@osu.edu

Jessica J. Summers
Department of Educational, School, & Counseling Psychology
(573) 884-9733
summersje@missouri.edu

New Editor for *Educational Psychologist*

Gale M. Sinatra, Associate Professor of Educational Psychology at the University of Nevada, Las Vegas will become editor of *Educational Psychologist* beginning with Volume 41, 2006. The new editor began processing manuscripts January 1, 2005. Please submit manuscripts via e-mail as Word or Word Perfect attachments to :

Gale M. Sinatra, Editor
Educational Psychologist
4505 Maryland Parkway
Box 453003, Las Vegas, NV 89154-3003

E-mail submissions are preferred.

New Editor for NEP/15

Lisa D. Bendixen, Assistant Professor of Educational Psychology at the University of Nevada, Las Vegas has been selected as the next editor for Division 15's Newsletter for Educational Psychologists. She will begin her term as editor with the Fall 2005 edition of the newsletter. Inquiries and information for the newsletter can be directed to her beginning in August, 2005 at libendixen@ccmail.nevada.edu.

Join the New Division 15 Listserv!

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) -216-7602 American Psychological Association Division of Member Services.

Announcements

Division 15 Annual Graduate Student Doctoral Research Seminar

Division 15 announces its Eighth Annual National Graduate Student Doctoral Research Seminar to coincide with the annual meeting of APA August 18-21, 2005. The purposes of the seminar are to allow informal exchange of ideas about research and to demystify the process of becoming a researcher. Selected students will attend conference presentations, participate in social events, and meet with distinguished researchers. Students will also work with faculty in small groups to discuss their dissertation research and receive guidance and suggestions. The seminar will be limited to 15 students with no more than three from the same institution. Applicants must be enrolled as full-time graduate students. Ideally, students will be conducting preliminary work on their dissertation.

Selections will be made on the basis of: (a) the quality of the submitted work, (b) how well the work fits the interests of other applicants and the expertise of participating faculty. The seminar is free and Div. 15 will pay for some meals and refreshments. Students will receive a stipend, plus the cost of registration and Div. 15 membership for one year.

Applications must include 3 hard copies and a disk version of the following:

- * A 1-page letter from the student explaining how she or he could benefit from and contribute to the seminar. This letter should also state the student's current stage in the dissertation process and when the student expects to defend the dissertation.
- * A 3-5 page research proposal that describes the student's dissertation study, including an introduction, brief theoretical framework, statement of the problem, methodology, and proposed analyses.
- * A 2-page vita that includes the student's name, address, telephone, fax, and e-mail, education, professional experience, publications, and conference presentations.
- * A letter of recommendation from the student's advisor describing the student's qualifications.

Questions and materials should be directed to:

Rayne Sperling, rsd7@psu.edu
The Pennsylvania State University
Educational Psychology
232 CEDAR Building
University Park, PA 16802-3109

DEADLINE: April 20, 2005

APA 2005 Convention

August 18-21
Washington DC

Contact Information

APA's convention website
www.apa.org/convention05

Division 15 Program Chair

P. Karen Murphy
epkm15@psu.edu
www.personal.psu.edu/faculty/p/k/pkm15/

27th Annual Running Psychologists' APA 5k 'Ray's Race and Walk'

APA Division 47: Exercise and Sport Psychology presents its annual race and walk at the 2005 Washington, D.C. Convention of APA to be held at 7 a.m., Saturday morning, August 20, in Anacostia Park along the southern edge of the Anacostia River. Buses will be provided at the major hotels to take participants to and from the race. Maps and additional information will be available at Division Services at the convention. Awards will be given to the overall men's and women's winners and to the top three finishers in each 5-year age group from under 25 to over 75. Pre-registration (\$20/\$10 for students) will run until August 12 which means that the entry form and fee must be received by that date. Entry fee includes a commemorative t-shirt, raffle chances, and post-race refreshments. PLEASE pre-register to help us avoid too many convention and day-of-race registrations.

For information and to complete the entry form please visit the following website: www.psyc.unt.edu/apadiv47/pdf/RaceApp2005.pdf.

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method of teaching. Teaching was a “hot” issue in educational psychology at the time, and Bandura’s social learning theory offered a unique perspective on that topic. As a new faculty member at the University of Arizona, I had the good fortune to meet another new faculty member, Ted Rosenthal, who had been a student of Al’s. Ted was a clinical psychologist, and we were both affiliated with

“...even young children could induce the abstract concepts from the activities of skilled models ...”

an early childhood research center that was directed by an enlightened leader named Ron Henderson. Although modeling had been studied primarily with aggression and simple motoric responses at the time, Ted and I became intrigued with the question of whether modeling procedures could be used to teach children to form abstract concepts or rules. We discovered to our delight that even young children could induce the abstract concepts from the activities of skilled models, such as peers, older siblings, or adults. These findings suggested to us that many important forms of human knowledge could be acquired by observing and emulating the behavior patterns and underlying abstract beliefs of competent others.

After some initial success in teaching elementary school children to ask abstract classes of questions about common phenomena, such as questions about causality, we turned to teaching Piagetian conservation rules. In the early 1970s, young children’s ability to conserve quantity, weight, and number attracted considerable attention among developmental psychologists. These concepts were thought to be resistant to instruction. Ted and I decided to conduct a series of modeling studies on this issue, and we found that conservation rules could not only be taught readily but also transferred to new tasks. We introduced transfer tests into our studies to demonstrate that modeling did not produce merely response imitation but rather a deeper, more abstract concept or rule. Al Bandura was very supportive of our research on “cognitive modeling,” and he encouraged us to pursue the topic, which we did for a number of years. Ted and I eventually published a book in 1978 discussing our modeling research along with that of others entitled *Cognition and Social Learning*. We suggested that a social learning account provided an attractive alternative to stage formulations for explaining

developmental changes in children’s cognition. In 1979, Russ Whitehurst, who is currently serving as Assistant Secretary of Education, and I edited a textbook entitled, *Functions of Language and Cognition*, in which authors from a variety of functional perspectives (ranging from radical behavioral to information processing) contrasted their approach to that of stage theorists.

During the 1980s, I shifted my research focus to the emergence of children’s self-regulatory competence. I was troubled by conceptions of education that sought to convey knowledge and skill to students without teaching them to become self-directive of future learning efforts. Al Bandura had written a seminal article in 1977 in which he described self-efficacy as an important motive linked to people’s ability to function effectively on their own. To explore the role of self-efficacy during learning, I conducted a study with Jeffrey Ringle in 1981. Our study employed models who expressed either optimism or pessimism about solving a difficult problem, and we discovered that these vicarious experiences influenced learners’ perceptions of self-efficacy regarding their own capabilities and their willingness to persevere during problem solving. Around this same time, I was very fortunate to meet Dale Schunk who had studied modeling processes and students’ self-efficacy beliefs with Al Bandura at Stanford. We discovered that we shared a similar vision of academic self-regulation, and we decided to collaborate. My collaboration with Dale grew into a close friendship that has been one of the high points in my career. We identified a number of other researchers whose research on self-regulatory processes intersected with ours, such as Mike Pressley, Steve Graham, Karen Harris, Barbara McCombs, Lyn Corno, Mary McCaslin, Paul Pintrich, Claire Ellen Weinstein, and Scott Paris. In the mid-80’s, we organized a symposium for members of this core group to present their views of self-regulated learning at AERA, and their papers were published later in a special issue of *Contemporary Educational Psychology* that I edited in 1986. In 1989, Dale and I co-edited a book wherein the core group authors described self-regulated learning from the perspectives of the major theories, such as behavioral, social cognitive, Vygotskian, volitional, and constructivist. This book, entitled *Self-Regulated Learning and Academic Achievement*, was the first published on the topic of academic self-regulated learning

DH: *Were you involved with these people through Division 15 as well?*

BZ: Our initial efforts to highlight research on self-regulation of learning during the mid-1980s were born outside of Division 15, but as the efforts of the core group

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gathered steam, there were increasing expressions of interest within the Division. In 1990, I was approached to edit a special issue of the *Educational Psychologist* on research by the core group of researchers on self-regulation for members of Division 15. Claire Ellen Weinstein and Mike Pressley played an especially important role in raising the visibility of self-regulation research within the Division.

DH: *Was that the work you continued when you were president, or when you were president-elect?*

BZ: Although I continued my research on self-regulation during my presidency, my presidential goals focused on the needs of the Division. There was a concern in the Executive Committee about a decline in division membership. To address this issue, I sought to expand conceptions of the boundaries of Division 15. My first presidential goal was to broaden the scope of research topics that defined the field. Larry Steinberg, Sanford Dornbush, and Bradford Brown had just published an impressive book entitled *Beyond the Classroom*. I thought it was very important for educational psychologists to become aware of this new body of research that was emerging on the role of family and peer group processes on students' academic outcomes. I appointed Kathryn Wentzel to chair a committee to increase the visibility of this research within the division. Her committee organized a special issue of *Educational Psychologist* summarizing the implications of research on family and peer group influences, and they invited Bradford Brown to the APA convention in Chicago to present his research on peer-group influences on academic learning. He gave a marvelous talk that was well attended by non-division members as well as division members. My second presidential goal focused on trying to expand our membership beyond the borders of the U.S. to include colleagues from abroad. I appointed the late

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Paul Pintrich to chair a standing divisional committee whose mission was to increase the number and the visibility of international members of the Division. This committee sought to increase foreign attendance during the APA convention by scheduling symposia designed to highlight research being conducted outside the U.S. Paul

recruited Monique Boekaerts from the University of Leiden to organize the symposia, and as a result of their efforts, there has been increase in collaboration by Americans with researchers living abroad. For example, Monique, Paul, and Moshe Zeidner from Israel jointly edited a *Handbook of Self-Regulation* in 2000, which has been a major contribution to the field.

My third presidential goal was to publish a centennial book on Educational Psychology. The emergence of educational psychology as the first applied field in psychology can be dated from the late 1890s. I wanted to provide Division 15 members, especially graduate students, with a greater sense of the contributions of the seminal psychologists who developed the field. I asked Dale Schunk to co-edit with me a book entitled *Educational Psychology: A Century of Contributions*. We formed a special committee involving David Berliner, Claire Weinstein, Anita Woolfolk Hoy, Richard Mayer, Bill McKeachie, Mike Pressley, Joanna Williams, and the late Richard Snow, and we asked them to identify list the key educational psychologists according to three eras: the founding period (from 1890 to 1920), the rise to prominence (from 1920 to 1960), and the modern era (from 1960 to the present). There was agreement on the importance of 16 contributors, and we then selected the authors to write chapters on these seminal contributors. We advised the authors to describe these pioneering scholars personally as well as professionally in terms of the challenges of their time. We wanted to show how their contributions changed the course of educational psychology in terms of theory, research and practice. The authors of these chapters did a wonderful job of capturing the contributors biographically along with the challenges they faced during their particular era. The reviews of the book have been extremely favorable.

DH: *That's great -- which leads me to the next question, how do you define Educational Psychology as a discipline?*

BZ: From my perspective, educational psychology should not be limited to a particular location or application task but rather should focus on the underlying processes. Students learn outside of schools as well as within, and they seek to master diverse tasks as part of their personal development, such as musical or athletic skill as well as academic skill. I know of educational psychologists whose primary interest is in sport, music, health, or family processes. I met many of these individuals as a result of their research on self-regulation. For example, when I left graduate school, I did not expect to find myself later in my career at Columbia University Medical School consulting as an educational psychologist on the team of re-

searchers interested in enhancing young children's self-regulation of their asthma symptoms. My skills as an educational psychologist who studied self-regulatory processes complemented the skills of other members of this intervention team composed of pediatricians, pulmonologists, allergists, and health educators. My experiences are not unique. I have served as chair of the behavioral science committee of the American Thoracic Association, and I became acquainted with many educational psychologists working in medical schools.

DH: *That's exciting because I wonder about choices for our field. I am going to ask you some specific questions about Division 15. You were president from 1996 to 1997. Can you discuss how you came to be the president?*

BZ: I knew Dave Berliner for many years. We both started our careers in the late 1960s, but I was not active in Division leadership during the 1970s and 1980s. In recent years, I became more involved on Division committees, especially during Dave's term of office, and I was subsequently nominated to run for the presidency, to which I agreed.

DH: *From your perspective, what was the state of Division 15 before and during your presidency?*

BZ: The Division was in excellent shape when I assumed office thanks to the enlightened leaders who preceded me. There had been a number of Divisional book projects that had been authorized that increased the visibility of the Division among educators. Furthermore, the royalties for these projects were donated to the Division, swelling its financial resources. Barbara McCombs and Sharon McNeely edited a successful series of manuals for teachers that were written by prominent scholars from Division 15. Dave Berliner co-edited the *Handbook of Educational Psychology* with Bob Calfee, and the royalties from this project were also donated to the Division. A new edition of this book is being prepared currently under the editorship of Pat Alexander and Phil Winne. The royalties for the history book, *Educational Psychology: A Century of Contributions*, have also been donated to the Division, which continues the revenue stream for future division projects. Anita Woolfolk Hoy was my immediate predecessor as president of Division 15, and she was a tremendous help in briefing me regarding the details of the office. Because she had organized the operation of the Executive Committee and subcommittees so well, little reorganization was needed.

DH: *What is the relationship of the discipline of educational psychology to APA? How has APA shaped Educational Psychology as a discipline?*

BZ: That is an interesting question. During my term as the Division 15 representative to the APA council, I discovered that the organization has played a very limited role in the field of education until relatively recently. Historically, the topic of education in APA has been limited to doctoral education in psychology. Little attention had been given to the role of psychology in the development of curriculum and instruction in schools. Claire Ellen Weinstein spoke forcefully about getting APA more involved with primary and secondary education during her tenure as Division representative on the APA Council. Recently the APA Council authorized the formation of an Interdivisional Coalition for Psychology in the Schools and Education, which has significantly increased APA's role in influencing policy and practice in academic settings. Many new and exciting projects are being formulated and launched by this coalition. During my term on the APA Council, I became aware that the mission statement for APA did not include education as a focus of the organization. The health and welfare missions had been recognized but not education. I discussed this oversight with Bob Sternberg, who was APA President at the time, and I presented a motion to amend the constitution to include education in the mission statement. This motion was approved, and we are already seeing its benefits.

DH: *Based on what you just talked about and those relationships, how do you see Division 15 distinguishing itself in the future?*

BZ: The Division will continue to distinguish itself within APA based on its strong commitment to research and its focus on issues related to teaching and instruction. The closest Divisions are Division 7 (Developmental), which has limited interest in teaching and instruction, Division 16 (School Psychology) and Division 17 (Counseling Psychology), which focus more on human services such as individualized testing and counseling, rather than issues related to instruction. What defines educational psychology uniquely is its use of validated psychological methods to study educational problems and to develop educational interventions that can improve the quality of students' functioning.

DH: *Let me bring you back to when you were president and the three years around it—president-elect, president and past-president. Were there any specific controversies or events going on at that time--either in politics, in government, in research--that impacted Division 15 and decision-making?*

BZ: There were concerns about declines in the quality of educational research, especially at AERA. Although Divi-

(Continued from page 10)

sion C has continued to maintain high standards, the standards of other Divisions' at AERA were not as impressive. Russ Whitehurst, the Assistant Secretary of Education in the Bush Administration, has been critical of the quality of research being presented at AERA, and he has advocated more controlled intervention research designed to provide evidence of best educational practices. Joel Levin also discussed the quality issue in educational research in his E. L. Thorndike Award address at a recent APA convention. Division 15 has stood as an important counter weight to this unfortunate trend, and as a result, the reputation of our journals has remained high.

DH: *Is the Division Presidency mainly an administrative position?*

BZ: Clearly many of the duties of the office are administrative, but the primary role is leadership. Presidents devote much of their speaking and writing in order to give Division 15 members a sense of the current direction of the field and the possible paths that lie ahead. During my term of office, I sought to give Division members a greater sense of the broad scope of our mission and history of our discipline, especially to graduate students. Appointing the best people to the various Division 15 committees was a daunting administrative task, but once in place, these individuals did an impressive job of shaping future direction of the Division.

Penn State University Symposium on Family Issues

"Early Disparities in **School Readiness**: How do Families Contribute to Successful and Unsuccessful Transitions into School?" will be the focus of Penn State University's 13th annual Symposium on Family Issues, to be held October 13-14, 2005. The 2005 symposium is innovative, not only for its emphasis on family contributions to school readiness, but also for integration of psychological, sociological and policy perspectives.

The intent of the symposium is to better understand disparities in children's acquisition of the many inter-related competencies (e.g., executive function, language skills, and social skills) that culminate in school readiness, paying particular attention to the roles families play in exacerbating or minimizing those disparities. Sixteen scholars from major universities and institutions will explore the topic from different disciplines and encourage discussion from attendees. Lead speakers will include George Farkas (Penn State), Susan Landry (U. of Texas Health Science Center), Annette Lareau (Temple), and Susan Campbell (U. of Pittsburgh). Information and registration at <http://www.pop.psu.edu/events/symposium> or contact Carolyn Scott (814)863-6806, css7@psu.edu

DH: *You talk a lot about other people being involved at the time. It wasn't just about you, but an international coalition of people involved, so how have your interactions with your colleagues, peers and students changed since you were president?*

BZ: As the president, you get a chance to see what is happening outside of your own constituencies, and it gives you a broader perspective on the field. You become acquainted with many dedicated people, such as the international members of the Division. As a result of our outreach efforts, there has been an increase in international collaboration, in such areas as research projects, edited books, and the launching of new journals.

DH: *Is there anything I haven't asked you that you think would be important for people to know?*

BZ: My first recommendation to graduate students to enhance their future careers in educational psychology is first to educate themselves broadly – by reading research and theory outside of the field of educational psychology as well as within it. If I had relied only on my classes in educational psychology during graduate school, I would not have learned of Al Bandura's work. Very few educational psychologists knew about him when I graduated, but within 30 years, he would receive the E. L. Thorndike award for seminal contributions to our field. My second recommendation is to train yourself broadly in terms of quantitative and qualitative methods of research so that you can exercise greater flexibility in pursuing research topics. For example, if you lack psychometric training, you must rely on other people's instruments to test your ideas, which may not be well suited to that purpose. My third recommendation is for students to attend APA convention and to attend sessions sponsored by other divisions as well as by Division 15. There are often interesting research interventions in other fields that can be adapted to your own research goals.

DH: *I think that just about does it, thank you very much for doing this.*

BZ: It has been my pleasure to speak with you, Deirdre. I think you are doing a very important task. Chronicling the oral history of the Division is an important task, and if it is not done in a timely basis, valuable information will be lost.

NEP/15

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