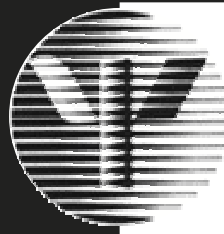


# APA



# NEP 15

## NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS

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### When an Article is (Sometimes) Worth a Million Words

Daniel H. Robinson \*  
The University of Texas at Austin

When an Article is (Sometimes) Worth a Million Words  
To be asked to identify THE article that influenced me most is a difficult task. However, after some thought, it became clear that there is a source I can point to that helped set the course for the majority of my research beginning in graduate school through today. It is "Why a Diagram is (Sometimes) Worth Ten Thousand Words" by Jill Larkin and the late Herbert Simon published in *Cognitive Science* in 1987. Now, some will recall reading their most influential article when it was just released but mine was at least two years old when I first read it. I believe I was reading one of Bill Winn's AERA papers and the Larkin and Simon article was listed as a reference. I was just starting up my second tour as a grad student at the University of Nebraska (the first was in the Fall of 1988, followed by three semesters at Arizona State University). To understand why I would be interested in, and so heavily influenced by, this article I must do some explaining.

As most grad students I presume, my research interests were kindled by magnanimous professors from whom I took classes. Ken Kiewra's Cognition and Learning course at Nebraska was the first to spark my interest in graphic forms of communication.

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### AERA Annual Meeting 2008 March 24 – 28, New York, New York

- Ψ Division C Program Highlights &
- Ψ Affirmative Action Sponsored Sessions

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## Note from the Editor

Special thank you's to Dan Robinson and Rayne Sperling for kicking off the new series on *Division 15* members sharing one of their "most meaningful" pieces. I hope you enjoy this addition. President Eric Anderman also alerts us to changes that will be occurring in the bylaws and the corresponding vote that will be taking place this summer. In addition, this issue also contains highlights for *Division C: Learning & Instruction* sessions for the upcoming *AERA* conference March 24-28 in New York. Thanks to Mitchell Nathan, *AERA* Division C Program Chair, for his help on that. Check the on-line program for locations, dates, and times of the sessions. I hope you have an enjoyable and productive conference in NYC!

- Lisa

## Message from our President

Dear Division 15 Members:

The Executive Committee of Division 15 spent some time this year revising some of our bylaws; these had not been updated in many years. Most of the changes are minor. We will be voting on these at the Division 15 Business Meeting at APA this summer in Boston. If you have any comments or questions, please feel free to send them to me. I will try to answer any questions and I will share any concerns with the rest of the Executive Committee.

Thanks very much, Eric Anderman  
President, Division 15

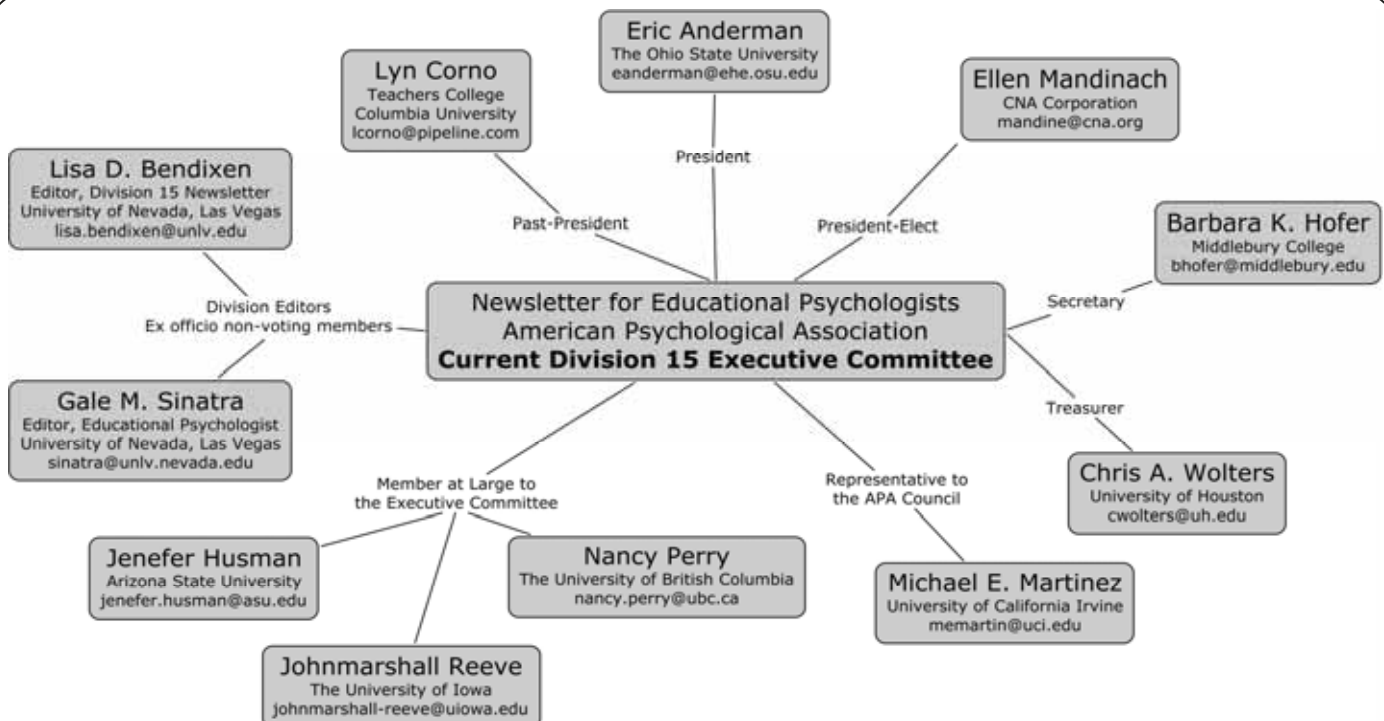
## Message from our Historian

The Division 15 website has moved to <http://www.ed.psu.edu/educ/apa-division-15>. We continue to update the website and in addition to the current content, I am interested in posting important news items and announcements for the membership to the website. I envision the website to be more than a location for Historical information and I will be working with the membership committee to discuss additional ways to use this division resource. If you have any additional comments or thoughts regarding the website, please contact me at Rayne Sperling, [rsd7@psu.edu](mailto:rsd7@psu.edu).



## Join the Division 15 Listserv!

Send a message to [listserv@lists.apa.org](mailto: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.



## When an Article is (Sometimes) Worth a Million Words by Daniel H. Robinson

Kiewra had devoted his young career at that time to studying note taking and in particular, a two-dimensional, row-and-column form of graphic organizer he called the matrix. Upon arrival at Arizona State, I took a Theories of Learning course from Ray Kulhavy who briefly discussed his interests in learning from geographical maps. These two professors were great lecturers and strong personalities and I'm sure I was drawn to their ideas partly due to content, and partly due to their delivery. But it was also their generosity in terms of their time and guidance that directed my path.

At Arizona State I joined a graph research team, headed by Professor Bill Stock and grad students John Behrens, Sam DiGangi, Sue Faykus, and Kathy Sedgewick. Behrens and Stock organized a symposium at the 1990 AERA meeting in Boston on graphic forms of communication. Because Sedgewick was unable to attend the meeting, I was invited by Stock to present her paper. Also presenting at the symposium were Bill Cleveland, Bill Winn, and Howard Wainer was the discussant. Well, needless to say, I was a better audience member than I was a presenter and what I saw and heard that day influenced my career. I e-mailed Bill Winn afterwards and he generously sent me several of his papers along with a nice note. It was in one of these papers that I found the Larkin and Simon reference a year later when I was back at Nebraska.

The paper itself is non-empirical. In fact, much of it was and remains of little interest to me personally. Solving engineering and physics problems was not what captured me. Instead it was the distinction between sentential and diagrammatic displays, informational and computational equivalence, and the notion of perceptual enhancement that allows diagrammatic displays to be more computationally efficient than sentential ones that so wonderfully tied in much of the literature I had been reading. You see, I was interested in spatial and graphic forms of representing knowledge but at the same time woefully meandering aimlessly in terms of where I could contribute to the literature. At Arizona State, I read Kulhavy's articles on conjoint retention that posited the recall advantage geographic maps allow when studied before text is due to the map being internally stored as an intact image that steps up when initial retrieval attempts in verbal memory fail (i.e., a second stratum cue). Of course, Allan Paivio's dual

coding theory was central to this notion, as was Allan Baddeley's theory of working memory, including the articulatory loop and visuospatial sketchpad.

Unlike many of Kulhavy's students, I thought that pursuing geographic map research would severely limit me in terms of my contribution to the field. I found myself constantly going back to Kiewra's research on matrices and exploring more of the graphic organizer research that Donna Alvermann and Sarah Guri-Rosenblit had conducted in the 80's. Behrens introduced me to the literature on visual displays of quantitative information and I found the works of John Tukey, Ed Tufte, Cleveland, and Wainer to be fascinating reading. I should also note that I dipped into the cognitive psychology literature perhaps more than an aspiring educational psychologist had the right to but I could not help being attracted to the spatial learning articles by Tim McNamara and Steve Kosslyn.

After experiencing such saturation, again as I imagine most grad students go through, I was at an impasse and needed to break the logjam of ideas and possibilities in such divergent fields. The Larkin and Simon (1987) piece allowed me to do just that. Their eloquent distinction between sentential and diagrammatic representations could apply to graphic organizers. Much of Kiewra's work had compared matrix graphic organizers with outlines and text but there was no useful theory to explain the former's advantage as a study aid. According to Larkin and Simon, these representations could be considered informationally equivalent – they contained the same information, only represented differently. However, they were not computationally equivalent. Students who were provided graphic organizers could answer conceptual relation questions more quickly and accurately (Robinson & Schraw, 1994). Larkin and Simon also proposed that diagrammatic displays' advantage was not due to faster searches, but rather computational. Chris Skinner and I (Robinson & Skinner, 1996) later ran some studies following John Guthrie's notion of searching documents as literacy and found that graphic organizers facilitated both local and global (computational) searches. Moreover, and consistent with Larkin and Simon's conclusion, graphic organizers, and other spatial displays use efficient indexing to allow for perceptual enhancement, which I later referred to as reducing the need to untangle the cobwebs of textual representations.

As I think back to the clever title Larkin and Simon used, I really believe that they could have said more accurately that a diagram can sometimes be worth actually far fewer words than sentential displays, which allows for more efficient computational processing. Nev-

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ertheless, I would like to say, "thank you," to Jill Larkin and the late Herb Simon for writing the type of article that all of us aspire to write someday – one that truly inspires. My thanks also go out to Ray Kulhavy and Bill Winn, both of whom have since passed, but continue to influence my thinking.

#### References

- Larkin, J. H., & Simon, H. A. (1987). Why a diagram is sometimes worth ten thousand words. *Cognitive Science: A Multidisciplinary Journal*, 11, 65-100.
- Robinson, D. H., & Schraw, G. (1994). Computational efficiency through visual argument: Do graphic organizers communicate relations in text too effectively? *Contemporary Educational Psychology*, 19, 399-415.
- Robinson, D. H., & Skinner, C. H. (1996). Why graphic organizers facilitate search processes: Fewer words or computationally efficient indexing? *Contemporary Educational Psychology*, 21, 166-180.

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#### About this article:

Through a recent collaboration, Lisa Bendixen (Newsletter Editor) and Rayne Sperling (Historian) have added a new feature to the Newsletter. The newsletter will now contain brief reviews, essays, or commentaries written by scholars in our community. In these pieces, we request that the contributing scholars reflect upon a particular research article, review, chapter, proceeding, or book that was particularly meaningful to their work. We feel this provides an opportunity to celebrate some of the great work our research community does, and it also allows us to celebrate some of our history. We expect and welcome variance in the type of article chosen and the nature of the review provided. Dan Robinson agreed to write the first of these pieces as found in this issue of the Newsletter. We really appreciate his personal and reflective insights on the work published by Larkin and Simon (1987). We believe members of the division can relate to Dan's experience with the article he selected and may want to share one of their own 'most influenced me' pieces to the newsletter. We expect to publish one or two of these a year. Please let Rayne (rsd7@psu.edu) know if you are interested in contributing a piece to this series. Thanks Dan, for going first and providing a great model!

## Division 15 Early Career Research Grants

Division 15 (Educational Psychology) of APA announces the creation of an annual research grant program for early career professionals or researchers who are working in the area of educational psychology and who are members of the division. The purpose of the award is to provide financial support for educational psychologists who are in the early phase of their careers to support research activities that might not be readily sponsored by their institutions or organizations.

#### Qualifications

Applicants must be researchers in the area of educational psychology and must be a member of Division 15 of APA. The individual can be up to five years beyond the conferral of the doctoral degree. Applications will be considered from individuals who work in academic institutions, research and development organizations, or other research venues. For those who are not currently APA or Division 15 members, they should consult the division web site on how to become a member at <http://www.apa.org/about/division/memapp.html>.

#### Monetary Award

The award will be up to \$7,500.



#### How and When to Apply

Electronically submit the following documents as attachments via email:

- A page of contact information, phone, email, and title of the research.
- A statement of not more than four pages of the proposed research and the proposed use of the monies. This document should include a statement of the problem, the research questions, and methodology.
- A budget outlining how the monies will be expended.
- A current vita, including data of conferral of doctoral degree.

Names and contact information of three individuals who are familiar with your work. They can be in your department or elsewhere. Send the application electronically to Eric M. Anderman, at The Ohio State University (Eanderman@ehe.osu.edu).

#### When to Apply

Completed applications should be submitted by May 1, 2008.

#### Criteria

Applications will be evaluated based on the scientific merits of the proposed work – the theoretical grounding of the work, the importance of the research question, the soundness of the methodology, and the implications of the potential findings for practice in the area of educational psychology.

## Division 15 Annual Doctoral Student Research Seminar

Application Deadline: Friday, April 18, 2008

Division 15 announces its Eleventh Annual National Doctoral Student Research Seminar to coincide with the annual meeting of APA August 14-17, 2008 in Boston, MA. 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 to discuss their dissertation research. The seminar will be limited to a select number of students with no more than three from the same institution. Applicants must be enrolled as full-time doctoral students and, ideally, be in the preliminary stages of their dissertation.

Selections will be based on: (a) the quality of the submitted work and (b) the student's fit with Division 15, the interests of the other applicants, and the expertise of participating faculty. The seminar is free and Division 15 will provide some meals and refreshments. Students will also receive a stipend intended to assist with the cost of travel, registration, and Division 15 membership.

**Applications must be received by Friday, April 18, 2008 and include the following:**

\* A 1-2 page letter from the student including: 1) 100 word statement of research interests, 2) statement of interest in/connection to Division 15, 3) explanation of how the student can benefit from and contribute to the seminar, 4) dissertation timeline from proposal defense to dissertation defense, and 5) career goals (e.g., type of position) and job search timeline.

\* A 3-5 page double-spaced research proposal in APA style that describes the student's dissertation study. The proposal should include a working title, introduction, brief theoretical framework, statement of the problem, methodology, and proposed analyses.

\* A vita that includes the student's name, address, telephone and e-mail, education, professional experience, publications, and conference presentations.

\* A letter of recommendation from the student's advisor describing the student's qualifications.

**Materials should be submitted via email ([mbuehl@gmu.edu](mailto:mbuehl@gmu.edu)) with the student's letter, research proposal, and vita in a single Word document. The recommendation letter should be sent under separate cover.**

**Questions and materials should be directed to:**

Michelle M. Buehl, [mbuehl@gmu.edu](mailto:mbuehl@gmu.edu)  
George Mason University  
4400 University Drive, MSN 4B3  
Fairfax, VA 22030



## Graduate Student Dissertation Research Awards

Deadline: Thursday, May 1, 2008, 5 p.m.

Division 15 (Educational Psychology) of APA invites graduate students who are members of the division to apply for a dissertation research award. The purpose of the award is to provide financial support for educational psychology doctoral students who are preparing to collect their dissertation data.

### Qualifications

Applicants must be graduate students who have submitted or defended a dissertation proposal to their committee and who are also members or student affiliates of Division 15. For graduate students who are not already a member or affiliate of the division, the website link to join Division 15 is: <http://www.apa.org/about/division/memapp.html>. [This website features a membership application to be mailed to APA, though membership in APA is not a qualification criterion. Cost of annual membership for a student affiliate is \$10, a fee that includes an annual subscription to the division-associated journal, *Educational Psychologist*.]

### Number of Awards

Two awards will be given each year.

Announcement of the award winners will be made at the annual APA convention in Boston, August 14 – 17, 2008 during the business meeting of the division.

### Monetary Award

Each award is associated with a \$1,000 monetary stipend.

### How and When to Apply

A completed application should contain the following three components:

A brief summary of your dissertation work that includes a separate title page with full contact information, an Abstract, and contact information for your dissertation chair.

A 3 - 4 page summary that includes the title of your study, statement of the problem, research questions, and proposed methodology (double-spaced, maximum 1000 words, prepared for blind review).

Your vita.

Electronically submit the above components (in one email with three separate e-mail attachments, saved as .doc files) to committee chair Michele Gill at [mjgill@mail.ucf.edu](mailto:mjgill@mail.ucf.edu). Include in the body of the email your Division 15 status (e.g., "member since April 2006"). Electronic submissions must be received no later than 5 p.m. on **May 1, 2008**. Incomplete applications will not be considered for the award.

### Criteria

We encourage applications from all institutions—large and small, and from all domains relevant to the empirical study of educational psychology. Submissions will be evaluated based on the importance of the research question, match with Division 15 goals, and quality of the proposed methodology. You do not need to submit a proposed budget or letters of recommendation.

## AERA 2008 Division C: Program Highlights

Mitchell Nathan, Division C Program Chair

- Ψ Division C Business meeting
- Ψ Sylvia Scribner Award
- Ψ Jan Hawkins Award
- Ψ Poster sessions (and reception?)
- Ψ Division Invited Talk: Dr. Arthur Glenberg, "Embodiment for Education"
- Ψ Division Invited Talk: Dr. Ricardo Nemirovsky, "Tangible Media and Mathematical Imagination"
- Ψ "College Retention of Students of Color: Issues and Insights" (Affirmative Action Committee)
- Ψ "Women in Academe: Perspectives on Race and Gender in University Life, Promotion, and Tenure" (Affirmative Action Committee)
- Ψ Dr. Ellen Winner, "Learning in the Visual Arts: Is There Transfer?" (Section 2)
- Ψ Dr. Sam Wineburg and Chauncey Monte-Sano, "Famous Americans: The Changing Pantheon of American Heroes and What it Means for Historical Consciousness" (Section 2)
- Ψ Elizabeth B. Moje, Chair, "Literacy and Learning for Civic Engagement In and Out of School" (Section 1)
- Ψ Rafael Lara-Alecio, Chair, "Experimental Investigations of Instruction and the Language of Instruction with Spanish-speaking English-language Learners" (Section 1)
- Ψ Jeremy Roschelle, Chair, "Mapping 'Geography of Opportunity' in a Large Scale Randomized Experiment on Enhancing Mathematics with Technology (Section 3)
- Ψ Constance Yowell, Chair, "Learning, Meaning, and Civic Engagement in the Digital Age: The MacArthur Digital Media Initiative" (Section 7)

## AERA Division C: Affirmative Action Sponsored Sessions

### Paper Session I: College Retention of Students of Color: Issues and Insights

Kelly Rodgers, University of Texas at San Antonio  
([Kelly.rodgers@utsa.edu](mailto:Kelly.rodgers@utsa.edu))

Title: *Black Students at Predominantly White Institutions: A Motivational & Self-Systems Approach to Understanding Retention*

Abstract: This multimethod study questions the applicability of traditional models of retention, such as that proposed by Bean and Eaton (2000), by proposing revisions to the authors' psychologically-based model, estimating a path model to reflect these revisions, arriving at a revised theoretical model of retention for Black students attending PWIs. The facets of the revised model are further examined qualitatively via semi-structured interviews with a sample of Black students.

Maricela Oliva, University of Texas at San Antonio  
([Maricela.oliva@utsa.edu](mailto:Maricela.oliva@utsa.edu))

Title: *An Essential Imperative: Texas Policy and Practice to Improve Latino College-Going and Success*

Abstract: Underrepresented student access and success in higher education is a pressing concern for a number of states, including Texas. Within the state, Latino students are the most underrepresented in colleges and universities despite state policy initiatives like *Closing the Gaps* that seek to improve college-going. While Texas policy initiatives show evidence of improving college access for Latinos, enrollments continue to lag target goals. This presentation will discuss Latino college-going rates, the challenge to increase college-going among this group, and state strategies that offer promising venues for action.

Marvin A. Titus, University of Maryland  
([mtitus@umd.edu](mailto:mtitus@umd.edu))

Title: *The Short-Term Effects of College Completion on the Wage Earnings of Students from Low-Income Families*

Abstract: Using a counterfactual analytic framework, this study examines the short-term economic returns for low-income students who complete college. This research draws on concepts from human capital theory, utilizes a national dataset, and employs propensity score matching techniques. Findings from this investigation show that in the short run, the marginal increase in wage earnings for students who complete a four-year degree and are from low-income families is less, compared to individuals from high-income families.

Tracy Lachica Buenavista, California State University, Northridge ([tracy.buenavista@csun.edu](mailto:tracy.buenavista@csun.edu))

Title: *Invisibility Exposed: The Relationship between Filipino Retention Issues and Campus Racial Climate*

Abstract: Pilipinos represent 1.5-generation college students: 2nd-generation college students whose higher education experiences more resemble that of 1st-generation college students. Many Pilipino students have

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parents with foreign degrees and experiences that do not necessarily translate into the social capital traditionally associated with 2nd-generation college students. Further, due their racialization as Asian “model minorities,” there is a lack of university recognition for their position as students of color in need of academic support. Consequently, Pilipino retention issues in higher education are virtually unknown by those in the institution, with exception to the students who feel the impact of invisibility. In my presentation, I examine Pilipino sociocultural contexts and that of the university, and demonstrate how these sociocultural contexts often conflict to shape Pilipino student retention.

Chair: Sharon L. Nichols, University of Texas at San Antonio ([Sharon.nichols@utsa.edu](mailto:Sharon.nichols@utsa.edu))

Discussant: Stella Flores, Vanderbilt University ([stella.m.flores@vanderbilt.edu](mailto:stella.m.flores@vanderbilt.edu))

### **Paper Session II: Women in Academe: Perspectives on Race and Gender in University Life, Promotion, and Tenure**

Diane R. Dean, Illinois State University ([drdean@ilstu.edu](mailto:drdean@ilstu.edu))

Title: *Understanding barriers and assets that impact successful engagement in the academe*

Abstract: This paper presents research on minority women faculty's experiences with and attitudes towards participating in a university-wide initiative on student and faculty engagement. It first examines the self-reported factors that have motivated faculty towards participating in this program, regardless of gender or ethnicity, and the assets that have contributed to their success. It then compares this data to the experiences and attitudes of minority women faculty, considering the extent to which systemic, social, and individual factors may make such work attractive and effective for some, but not for others.

Bonita Butner, University of Missouri—Kansas City ([butnerb@umkc.edu](mailto:butnerb@umkc.edu))

Title: *Removing the Veil: Promotion and Tenure at Research-Oriented Institutions*

Abstract: Gaining tenure and being promoted have historically been the measure of success for faculty. Yet, the process is often veiled in secrecy. How does one move from Assistant Professor to Associate Professor? How does one navigate the social and political environ-

ment of the academy? This paper will address the personal experiences of one faculty member and her understanding of the factors that contribute to successful promotion and tenure.

Crystal Gafford Muhammad and April Abbott, East Carolina University ([MUHAMMADC@ecu.edu](mailto:MUHAMMADC@ecu.edu))

Title: *Sapphire, Jezebel, & Mammy: The Faces of Black Womanhood in the Academy*

Abstract: In this paper the authors analyze and present counternarratives using the biographies of several African American women in the academy. Using the frames of critical race feminist theory and the archetypes of Black womanhood from Black feminist literature, the authors find that even through the stories told, Black women are motivated to put on an acceptable face in order to be successful in their careers.

Anna Green, Atlanta Metropolitan College ([drgreen29@hotmail.com](mailto:drgreen29@hotmail.com))

Title: *African American Women Scholars: To Promote or Not to Promote, That is the Question*

Abstract: The context for understanding the barriers and pitfalls, as well as the achievements and accolades that African American women scholars endure is rooted in the institutional climate of their academic departments, their ability to engage in scholarship and collaborative research and the socialization process that includes racial and gender support. These factors are not isolated and the literature on mentoring have offered some suggestive ways regarding recruitment, retention and overall academic success in an environment that is not welcoming nor forgiving at times. This paper will address these issues and more by offering some program and policy changes that may include and not exclude the voices of African American women scholars throughout the academy.

Chair: Sharon L. Nichols, University of Texas at San Antonio ([Sharon.nichols@utsa.edu](mailto:Sharon.nichols@utsa.edu))

Discussant: Nana Osei-Kofi, Iowa State University ([oseikofi@iastate.edu](mailto:oseikofi@iastate.edu))



## Minutes APA Division 15 Board Retreat November 16-17, 2008 Sherborn, Massachusetts

Executive Committee members present: Eric Anderman (president), Lyn Corno (past-president), Ellen Mandinach (president-elect), Chris Wolters (treasurer), Barbara Hofer (secretary), Johnmarshall Reeve (member at large), Jenefer Husman (member at large), Nancy Perry (member-at-large), Michael Martinez (APA Council representative)



Members of the Executive Committee convened at the home of Lyn Corno for a retreat focused on strategic planning, organizational issues, and the development of new initiatives. President Eric Anderman opened the meeting by explaining that a primary goal of the meeting is to decide how best to use division funds to serve and build the membership. Prior to discussing these issues, the board focused on reports from officers and representatives, and on completing old business.

The group reviewed potential bylaw changes and decided unanimously not to proceed with the proposed plan for a 2-year presidency at this time. Instead the board will focus on solving the problems of organizational continuity and building the division by clarifying the roles of president-elect and past-president, as well as through continuing the annual retreat, which now sustains the activities of the board between conferences. Corno agreed to draft changes in the policies and procedures manual, in consultation with Anderman, regarding lists of duties of officers, with tasks and timelines. This would also be circulated to nominees in ad-

vance so that the duties of the positions would be clear to those considering running for office. In refining the list of presidential duties, we discussed the burden placed on the president in being expected to run the division meeting and give a speech immediately afterwards and decided that in the future the past-president will give the speech. Additional bylaw changes were discussed and Hofer agreed to send a copy with the proposed changes to the group after the meeting for further review; final changes must be approved by the membership.

President Anderman made a report of recent division business. The Dissertation Award Committee has asked to change the language of the evaluation criteria, removing "soundness of hypotheses" on the basis that not all dissertation research has hypotheses. Anderman reported on Rayne Sperling's involvement with the SRCD-APA task force on math and science learning. We discussed the importance of Division 15's engagement in other issues regarding education within APA, and Anderman will contact the president to note that the division has expertise in this area. Tamara Murdock will be attending the upcoming Psychology in the Schools committee in place of representative Roger Azevedo.

Anderman thanked past-president Corno for getting committees in order and reported that he has made most of his presidential appointments.

Treasurer Chris Wolters reported on the transition in roles, completed after Jonna Kulikowich, outgoing treasurer, finished payments of 2007 conference bills and awards. APA has taken over some financial responsibilities, as agreed at the retreat last year. Wolters reported that the division has roughly \$450,000, between checking and investment accounts. Currently there is more in the checking account than agreed upon, and he will move the extra into the investment account. There was a discussion of the possible need for financial advising, which APA does not provide. APA Council representative Michael Martinez agreed to find out who has advised APA and will get the name to Wolters. Wolters noted that he wanted points of comparison with other divisions, and Corno recommended he contact Keith Cooke in APA division services. The board gratefully acknowledged the contributions of members who have worked on publications that have been lucrative for the division and agreed that it was important to get the specific information about division royalties from the *Handbook of Educational Psychology* to the editors, Patricia Alexander and Phil Winne. The primary source of funding for the division continues



to be *Educational Psychologist*, currently edited by Gale Sinatra.

Michael Martinez, APA Council representative, reported on the recent issue of how psychologists interact with detainees. Controversy hinged on whether the ethical stand of APA should prohibit psychologists from being physically present in any situation where inhumane treatment might occur. The majority voted that psychologists should be able to exercise this judgment. Martinez also reported that a ballot would be arriving soon regarding representation on Council by divisions of ethnic groups.

Corno, chair of the Nominations committee, reported there are openings this year for secretary, president, one member-at-large, and the council representative. The committee has until the middle of February to produce a slate, and the call has been out in newsletters, the Monitor, and the listserv. The group discussed the importance of building a pipeline for divisional leadership.

The board discussed work before the Publications committee, including selecting a new editor for EP and a new editor for the newsletter. The committee currently has three fellows as members; the board agreed to add two additional non-fellow positions to the committee (as has been the case in practice). Anderman distributed a note from an EARLI executive committee member who is proposing a joint series with Division 15. The group discussed the Psychology in the Classroom series, and Anderman agreed to ask the publications chair for a copy of the signed contract with the publisher, as well as the letter of agreement between the editor and the division. He will ask the publications chair to get a progress report on the status of the series and whether the work specified as due this fall has been completed. The group agreed that it would be important to have a third editor with more substantive relevant background and Anderman will pursue this. Given the financial and legal issues involved in publications, Anderman will ask the publication committee to keep minutes and submit them after each meeting.

Wolters provided an update on his research on educational psychology graduate programs, a project that was funded by the board for \$3000. About 50 programs responded to the initial survey and he will seek additional respondents, and will submit the results for presentation at APA and provide a report in the newsletter. Wolters

noted that unlike school psychology there are no standards and guidelines for ed psych graduate training, nor do all programs even use the term "educational psychology". He suggested it might be useful to hold annual meetings of ed psych chairs; similar activities happen in other fields. The group agreed that Wolters should make his presentation about the research at this year's business meeting. Anderman will be presenting his address the following year, thus we have an opportunity to create alternative programming this year and think this will be of broad appeal to members.

Anderman reported that Heather Davis attended the Board of Educational Affairs in place of Jessica Summers and that she will send a written report. He also noted that the BEA has developed web site that has demonstrations of classical experiments in psychology that can be used as a teaching tool.

The Graduate Student Affairs Committee had been expected to send documents for review at this meeting regarding a proposed survey and a mission statement for the committee. Anderman will contact them about getting materials for the April meeting.

The group discussed the continued issue of who receives funding to attend APA, and whether members of the Publications Committee, given their extensive work and the expectation to meet at the conference, should receive a reimbursement of the conference registration fee at APA. This was approved unanimously. Noting the increased costs of attending APA and the importance of also having board members present for the meetings held at that time, the group voted unanimously to reimburse executive committee members for conference registration beginning in 2010, a date that is after the current tenure of all sitting members of the board.

The final report from Anderman was in regard to negotiation of a contract for *Educational Psychologist*. Anderman has worked closely with the Publications Committee chair Patrick Kyllonen, and with the APA legal counsel they have reviewed submitted contracts from the two publishers selected by the board from the RFP process. Anderman reported that the Taylor and Francis contract is an excellent contract and financially good for the division and they are recommending it. He noted that anyone who subscribes will have electronic access, there is a substantive guaranteed royalty, the current Editorial Manager submission system will continue, the editor will receive a sizeable stipend as well as funds for an annual luncheon

with the board, and the publisher will fund a student award. Taylor and Francis will fly the editor and a division representative to an orientation meeting and this will happen again each time there is a new editor. The division retains full copyright and the publisher will digitize back to volume 1. The board unanimously approved accepting the contract, pending ratification by the Publications Committee, which was discussing the contract simultaneously, and also commended Anderman and Kyllonen for their work on this process.

On the second day of the retreat the group focused on strategic planning and goals. Anderman explained that

with the new contract for *EP*, the division could afford to commit \$40,000 a year to new initiatives. The group brainstormed a number of possibilities for future development of the division:

- *Building visibility within APA:* We need to publicize what the division and its members do, via articles in the *Monitor* on hot topics in education (which they have requested) and also in the division spotlight section, and by making better use of the APA public relations network. We could also work with APA lobbying toward the provision of more federal funding for ed psych research.

- *Building more awareness of educational psychology:* This could include designing a brochure on educational psychology, for those considering graduate school. We need to revamp the division web site so there is helpful information on career options and graduate training. We could also work on responding to relevant articles in the press, e.g., the current article on medication for ADHD needs a response on the educational implications.

- *Building linkages to educational psychology programs:* The board agreed we would like for every ed psych program in the country to be affiliated with the division in some way. We need to start developing a stronger identity, with linkages to programs and chairs.

- *Building membership:* The membership is aging (average is 60) and numbers are declining. We could build membership by targeting new faculty and graduate students. We could target programs that Wolters identified in his survey and send the new division brochures to graduate students with a letter from the president regarding division services. We could work with journals to build membership, and could target recruit-

ment on relevant educational boards. APA has a membership services office and we need to make better connections with them. We can also build alliances with related organizations (e.g., EARLI, AERA, ICLS, etc.). We need to work on this with membership lists in hand and think about how to involve a broader base. We could use pages in *EP* to communicate with members and potential members. We could also trade page space with other journals.

- *Recognizing that individuals have limited conference funds, try to make our conference more attractive in a limited market.* In addition to building the program, we need to create a better welcome to new members, and to think about how to improve the conference experience for all division members. We could work on developing the reception as a more welcoming activity, for example.

- *Supporting early career development of Division 15 members:* One topic of discussion tabled from last year was the establishment of research awards. Another was whether we might create a faculty mentoring program, similar to the graduate student program; we acknowledged the importance of differentiating the activities of these events.

- *Organizing a conference on the teaching of educational psychology:* As discussed in previous meetings, this would build on the success of the 1996 conference.

- *Providing funding for members to organize other conferences* on topics of relevance to educational psychologists.

We took the following actions:

The group agreed to refer membership development ideas to the new membership committee, chaired by Karen Murphy.

We agreed on the importance of the division web site. We need both a content person and a webmaster. Nancy Perry will investigate as to what APA can do in this regard and what the costs are.

Wolters agreed to report back to the board on his survey questions regarding perceptions of Division 15 among educational psychology programs.

We unanimously voted to allot up to \$25,000 for the establishment of research awards for early career research in the area of educational psychology, up to \$7,500 each.

Anderman will lead this and the board will select the first group, rather than establishing another committee at this time. We will reimburse conference registration if individuals are accepted to present the results of their research at APA. Everyone applying has to be a member at the time of application, and the application process will include a proposal narrative, a budget, a c.v., and a list of references. Ellen Mandinach agreed to draft the ad for the program, and to develop a draft of procedures for selection.

We agreed on the importance of programming for early career faculty, and Jenefer Husman agreed to write a proposal for the April meeting.

We discussed whether the teaching of educational psychology conference should be a separate event, perhaps held in early summer, or a pre-conference event like SRCD's teaching conference, and voted to hold it as a pre-conference event in 2009. We hope this will also strengthen conference attendance and think this

makes it more affordable for members rather than requiring separate travel. We can also benefit from APA support on logistics and could apply for CE credit, if this seemed desirable. The group discussed whether to hold this in alternate years with the methodology pre-conference that will be piloted in 2008, but deferred decisions, pending the outcome of the initial events. We will seek underwriting of support, in addition to providing division funds. Registration fee will be low, with reduced costs for members.

Perry and Reeve agreed to work on the development of an RFP for small conferences and workshops proposed by members.

We concluded the meeting with appreciation to Lyn Corno for her generous hospitality in hosting the retreat.

Respectfully submitted,  
**Barbara Hofer**, Secretary

## Submissions to *Educational Psychologist*

Gale M. Sinatra, Professor of Educational Psychology at the University of Nevada, Las Vegas is the editor of *Educational Psychologist (EP)* and invites members of Division 15 to submit manuscripts to EP for blind, peer review. EP is currently the highest ranked journal in educational psychology according to the Web of Science Impact Index figures. EP publishes scholarly essays, reviews, critiques, and theoretical and conceptual articles, but does not publish results of empirical studies. Please submit manuscripts through the following webpage:

[www.editorialmanager.com/ep](http://www.editorialmanager.com/ep)



American Psychological Association :: Division 15 :: Educational Psychology

# APA NEP 15

## NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS

Lisa D. Bendixen, **NEP 15 Editor**, and Florian C. Haerle, Assistant to Editor, University of Nevada, Las Vegas.

**NEP 15** is the official newsletter of Division 15 - Educational Psychology - and has a Spring, Summer, and Fall/Winter 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 Lisa D. Bendixen, via email [Lisa.Bendixen@unlv.edu](mailto:Lisa.Bendixen@unlv.edu).

# NEEP 15

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

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

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

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\_\_\_\_\_

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

Phone number ( ) \_\_\_\_\_

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† Non-APA Member \$25.00  
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† Student Member \$10.00  
**(include proof of student status)**

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