

A Missed Opportunity for Psychology to Impact Education

Robert J. Sternberg
APA President

In the coming years, there will be an opportunity for psychologists to impact education as there probably never has been before. If things go on their current trajectory, though, psychologists will let it pass them by.

The No Child Left Behind Act of the U.S. Government requires schools to be fully accountable for the achievement of all their children. The usual excuses for deficient performance will no longer apply. Schools that cannot raise the achievement of students who are lagging behind will be penalized. This measure sounds harsh. At the same time, the children who have lagged behind have been penalized for many years, and perhaps one of the most notable features of the act is that it spreads the costs around, rather than having them all fall upon the children.

Government funding agencies have already begun to formulate plans for research to support this act. And with a psychologist—Russ Whitehurst—as Assistant Secretary of Education, support in the United States Department of Education for rigorous psychological research on education is greater now than it ever has been. The National Science Foundation also supports programs of research applying psychology to education. There are already more programs to fund psychological research applied to education than at any time in the past.

Nevertheless, there are some hitches, at least from the standpoint of the field of psychology.

1. *Few psychology students are trained in educational psychology.* Despite the importance of education to the field of psychology and to the future of this country, only a very small minority of psychology students—undergraduate or graduate—ever take a course in educational psychology, or on applications of psychology to education. So we are not training sufficient numbers of students to take advantage of this new opportunity in funding or to make the difference they ought to make to education. The training many psy-



chologists receive has little or no relevance to the issues confronting education today.

2. *Educational psychology usually is to be found in schools of education rather than in psy-*

chology departments. Schools of education can do fine jobs in educating students. But their mission is different from that of psychology departments, and the kinds of training they offer typically are different from those offered by psychology departments. I am not belittling schools of education—quite the contrary. But certainly there should be room for faculty in and courses on educational psychology in departments of psychology as well as in schools of education. Do psychologists really want to leave the training of psychologists who will make a difference to education solely in the hands of education schools, rather than to share responsibility with these schools?

3. *Educational psychology is a relatively low-prestige field of psychology.* One reason that educational psychology is rarely taught in departments of psychology is that it is viewed as too low in prestige or purity to be worthy of being taught in a “purist” psychology department. This attitude is silly and counterproductive. Psychologists can do as rigorous research in educational psychology as in anything else. And the research can potentially have more impact, both short- and long-term, than research in many other areas of psychology. Psychologists often confuse field research, such as research in schools, with poor research. But some of the best research in any discipline is done in the field,

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President R. Sternberg

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Sessions for
- Division 15
- Cluster A

Minutes from April
2003 Executive Com-
mittee Meeting



Newsletter for Educational Psychologists

NEP / 15

American Psychological Association

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NEP/15 will publish minutes of official business meetings, committee reports, news items, and information on topics and issues of interest to the Division 15 membership. Items and articles for NEP/15 should be 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

This edition marks the end of my first full cycle as editor of the Division 15 newsletter. I feel I am just now getting the hang of it. I have worked out most of the kinks in using the three new programs that I needed to learn to do the job effectively. One to put the newsletter together, one to put it into a form that the printer can use, and one to get it transferred to the Division 15 website. That is right, each new edition of the newsletter is now available almost immediately through the Division 15 website at www.apa.org/about/division/div15.html. More than likely, this edition has already been posted. You can also get a number of the back issues if you are interested. In fact, I am not sure how much longer you will be getting a printed version. The Division has been considering the idea of posting an electronic version of the newsletter and notifying members through email that it is available. If you have an opinion about this decision please let me know.

Hopefully, this issue has reached your mailbox before you leave for the annual convention in Toronto. I have included information on both the Cluster A and Division 15 sessions planned for the annual convention. If you are not going, but would still like to read more of the excellent research that Division 15 is sponsoring, you can request papers from the authors. Of course, I can not put contact information here, but you can find it through the APA website (www.apa.org).

This issue also includes copies of the Executive Committee meeting that took place in Chicago during the annual convention of AERA. The Executive Committee meets twice each year, once during APA's convention and once in the spring during the convention for AERA. If you tend to skip over reading the minutes from these meetings, I would suggest you take a closer look. The minutes are a great place to get advance warning on some of the more important and more interesting events going on within the Division and within APA more generally. For instance, in this issue you can find out who is editing the new edition of the Handbook of Educational Psychology, who the new Division Historian is, and how some Division Presidents feel about the convention being in Hawaii next year. Along these same lines, let me encourage all Division 15 members who are in Toronto to attend and participate in the Division 15 Business Meeting on Saturday evening. This is another easy way to stay current with the events affecting Division 15. In addition, the Division is always wanting to get more of its members involved in the governance and committee work needed to keep the Division running smoothly and effectively. Coming to the Business Meeting is a good way to start this process.

- *caw*

just as some of the best is done in the lab.

4. *Relations between psychology departments and education schools within the same university often are not particularly good, and sometimes are positively awful.* In my experience of having visited hundreds of campuses, I have found bad relations between psychology departments and education schools often to range from mediocre to positively awful. Education schools often view the psychology departments as too snooty to want to have anything to do with them. Psychology departments often view the education schools as training people who will have weak research skills and who may not fit well into their sometimes overburdened psychology courses. Opportunities for collaboration often are simply lost because of bad relations.

5. *Psychologists have kept an exceedingly low profile in the school-reform movement.* Most of the decisions about education in this country, from the classroom level upward, are made by people with little or more often no psychological training. Economists, who often have no training in psychology, typically have more influence at the policy level than do psychologists. At the classroom level, things are no better. Because of all the courses teachers in training need to take, educational psychology is being taken by fewer and fewer of them. And psychologists play little role in decision making at the school and district level as well. Traditionally, they even have played little role in the national-policy arena, although the appointment of a psychologist such as Whitehurst, hopefully, will mark the beginning of a shift.

Can psychology make a difference to education? As an (admittedly egocentric) example of how psychology can make a difference to education, in our own work, we have found that psychological theories can be applied with rigor and value to research in education. For example, we have found that students learn better when they are taught at least some of the time in a way that enables them to capitalize on their own pattern of analytical, creative, and practical strengths (Sternberg, Grigorenko, Ferrari, & Clinkenbeard, 1999). We further have discovered that students who are taught analytically, creatively, and practically, on average outperform students who are taught in conventional ways that emphasize memory-based learning or even critical thinking (Grigorenko, Jarvin, & Sternberg, 2002; Sternberg, Torff, & Grigorenko, 1998). And most recently, we have found that it is possible to improve prediction of first-year college grade-point-average (GPA) by using tests of analytical, creative, and practical abilities in addition to high school GPA and SAT scores (Sternberg & the Rainbow Project Collaborators, 2002). Moreover, these new tests show less adverse impact as a function of

ethnic group than do the traditional tests.

All of the studies we have done are theory-based, have used conventional empirical methods of psychology for collecting data, and have yielded findings that potentially could affect the way instruction and assessment are done in the United States. My point, simply, is that psychologists *can* make a difference to education if they wish to. Although many have wished to (see, e.g., Sternberg & Williams, 2001), their numbers are not nearly enough.

Psychology departments have, for the most part, passed the buck when it comes to preparing their students to take an active role in the field of education. They have done so to the detriment of their own field and to the detriment of the millions of children who deserve the very best education we, as adults, can give them. We can continue to pass the buck, leaving it to others to do the work in education that needs to be done. Or we can start to take responsibility, as we should have long ago, for the future of education and for our field's impact upon it.

References

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- Sternberg, R. J., & Williams, W. M. (2001). *Educational Psychology*. Boston: Allyn Bacon.

Encourage Your Colleagues and Students to Join Division 15 of APA

Membership benefits include:

- Free subscription to *Educational Psychologist*
- Free subscription to NEP/15
- Discounts on some Division 15 sponsored publications
- Colleagueship with a worldwide network of educational psychologists

See back cover for more information

Cluster A Program Summary

This track of programming was organized and sponsored by

- Div. 1: General Psychology
- Div. 2: Society for the Teaching of Psychology
- Div. 3: Experimental Psychology
- Div. 6: Behavioral Neuroscience and Comparative Psychology
- Div. 7: Developmental Psychology
- Div. 15: Educational Psychology

Location: All sessions on both days will take place in Meeting Room 701A located in the South Building, on the Meeting Room Level of the Metro Toronto Convention Centre.

Friday, August 8 — The Rational Mind	Saturday, August 9 — The Emotional Mind
<p><u>10:00- 10:50AM – Keynote Address</u></p> <p><i>Mapping Bounded Rationality</i> Daniel Kahneman, Princeton University</p> <p>Chair: MaryLou Cheal, Arizona State University</p>	<p><u>11:00 - 11:50AM – Keynote Address</u></p> <p><i>You Make Me Sick: Revulsion and Disgust</i> Paul Rozin, University of Pennsylvania</p> <p>Chair: Patricia L. Pliner, University of Toronto</p>
<p><u>11:00AM - 12:50PM – Developing the Rational Mind</u></p> <p><i>Early scientific thought: Knowing, guessing, and experimenting</i> David Klahr, Carnegie Mellon University</p> <p><i>How students change over time as psychological thinkers</i> Jane Halonen, James Madison University</p> <p><i>Social capital and the rational habit of mind</i> Daniel P. Keating, University of Toronto</p> <p><i>Role of technology in developing good thinking</i> Roxana Moreno, University of New Mexico</p> <p>Moderator: Virginia A. Mathie, James Madison University</p>	<p><u>12:00 - 1:50PM – Origins of Passions and Humors: From Affective Functioning to Motivation</u></p> <p><i>The inseparability of emotion and cognition: What temperament teaches us about behavior</i> Nathan Fox, University of Maryland</p> <p><i>Emotions in adolescence: A neurobiological and comparative perspective</i> Linda P. Spear, Binghamton University</p> <p><i>Interpersonal regulation and expression of emotion</i> Richard M. Ryan, University of Rochester</p> <p><i>Pleasure vs. gratification</i> Martin Seligman, University of Pennsylvania</p> <p>Moderator: Martin Seligman, University of Pennsylvania</p>
<p><u>1:00- 1:50PM – Keynote Address</u></p> <p><i>Rational mind: Thin colonies of reason amid a savage world</i> Edward A. Wasserman, University of Iowa</p> <p>Chair: Thomas R. Zentall, University of Kentucky</p>	<p><u>2:00 - 2:50PM – Keynote Address</u></p> <p><i>Reunification of the rational mind with the emotional mind</i> Daniel N. Robinson, Georgetown University (emeritus), Oxford (current)</p> <p>Chair: Roger Thompson, Franklin & Marshall College</p>

Division 15

2003 Program Summary

Thursday, August 7th

11:00 - 11:50AM - Poster Session

Metro Toronto Convention Centre -- Exhibit Hall, North Building

Studies in Teaching and Learning

Students' Conceptions of Psychology and Its Relation to Other Disciplines

D. Estes, R. Houston, K. Korell, & C. Cunningham

Becoming Innovative: Preservice Teacher Attitudes Toward Technology and Innovation

R. Hartshorne, H. Davis, S. Hayes, & G. Ring

Tacit Knowledge and Predictors of Success in Medical Education

B. Whalen-Schmeller

Emotional Adjustment of Young Adolescents With Comorbid Learning Disabilities

R. Martinez

Role of Emotional Intelligence in College Adjustment

B. Chapman, & B. Hayslip

Parental Involvement and Elementary Student Academic Achievement: A Meta-Analysis

W. Jeynes

Mentor--Mentee Working Alliance: Does It Predict Programmatic Success?

L. Solomon, C. Owen, J. Lamb, & D. Curtin

Promoting Students' Autonomy, Engagement, and Learning During Directed Instruction

H. Jang, & J. Reeve

Student--Teacher Matching and Students' Evaluations of Teaching Effectiveness

J. Gross, K. Edinger, D. Heffron, & B. Lakey

Effects of Peer-Assisted Literacy Strategies on the Social Standing of First Grade Readers

J. Mitchell

1:00 - 1:50PM – Dissertation Award Address

Metro Toronto Convention Centre -- Room 103B, North Building

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

Alison L. Bryant

2:00 - 3:50PM - Symposium

Metro Toronto Convention Centre -- Room 713B, South Building

Youth Development in Schools--The IEA Civic Education International Data Workshop

Judith V. Torney-Purta & Roumiana Nikolova

Judith V. Torney-Purta, Chair

3:00 - 3:50PM - Richard E. Snow Early Career Award in Educational Psychology Address

Metro Toronto Convention Centre -- Room 703, South Building

In Memory of R. Snow: Dynamic Assessment in the Analysis of Aptitude--Treatment Interactions

Elena L. Grigorenko,

7:00 - 8:50PM - Executive Committee Meeting

Fairmont Royal York Hotel - Algonquin Room, Main Mezzanine

Friday, August 8th

7:00 - 7:50AM - Conversation Hour

Crowne Plaza Toronto Centre Hotel - Oakville Room

Graduate Student Breakfast With Educational Psychology Researchers

Heather A. Davis, Chair

11:00 - 11:50AM - Poster Session

Metro Toronto Convention Centre -- Exhibit Hall, North Building

Motivation, Social Relationships, and Learning

Foreign Language Learning: Familiar Motivational Structure?

K. Fiori, K. Cortina, J. Smith-Darden, & C. Rhee

Foreign Language Learning: Different Languages---Same Motivation?

J. Smith-Darden, C. Rhee, K. Cortina, & K. Fiori

Intrinsic Motivation and Perceived Competence: Which Comes First?

M. Omura, & J. Reeve

Middle School Teachers' Conceptions of Their Relationship With Students
H. Davis, & S. Ashley

Self-Concept of Children With Emotional and Behavioral Disorders
A. Karagiannakis, & R. Lavers

Who Cares? Characteristics of a Caring Professor by College Freshman
T. Freeman, & L. Anderman

Role-Model Influence in Predicting Belongingness Among African American Students
T. Freeman, C. Jackson, K. Strand, K. Matthews, J. McNally, & L. Wright

Sources of School Belonging for Students With Learning Disabilities
W. Hagborg

Self-Perceptions of Children With High Levels of Externalizing Behaviors
M. Groulx, L. Burak, L. Zinck, & N. Heath

Academic Motivation, Achievement, and Vocational Interests Among Urban Adolescents
S. Monoi, J. Long, D. Knoblauch, B. Harper, & P. K. Murphy

Temporal Orientation and African American Students' Academic Engagement and Performance
W. Brown, & J. Jones

Achievement Motivation: Identifying Critical Differences in Students' Future Goals
B. Huff, J. Husman, M. Heerman, J. Gorin, & J. Hong

Self-Compassion and Learning Goals
Y. Hsieh, K. Neff, & K. Dejithirat

Further Examination of the Dimensions of Curiosity
T. Reio

Durability of the Will to Learn: A Longitudinal Study
K. Yamamori

Possible Selves and Volition: Understanding Academic Motivation in Adolescents
J. Sargent, & E. Johnson

Stability of Goal Orientation as a Function of Feedback and Calibration of Achievement in a Multiassignment Undergraduate Course
P. Winne, K. Muis, & D. Jamieson-Noel

2:00 - 3:50PM - Symposium

Metro Toronto Convention Centre -- Rooms 201E/F, North Building

Applying Psychological Principles to Teaching Self-Regulation and Learning Strategies

Strategies-for-Achievement Approach for Teaching Study Skills

Bruce W. Tuckman

Using the Model of Strategic Learning to Teach Strategic Learning

Claire Ellen Weinstein & Tammy Tomberlin

Improving Self-Regulatory Skills in Remedial Mathematics for College Students

Barry J. Zimmerman, Magda Campillo, & Yasemin Jones

Attributional Approach to Motivational Interventions for At-Risk Youth

Sandra Graham

Bruce W. Tuckman, Chair

Philip H. Winne, Discussant

4:00 - 4:50PM - Invited Address

Metro Toronto Convention Centre -- Room 202B, North Building

Technology and Education: The Tail That Wags the Dog

Susanne P. Lajoie

Saturday, August 9th

7:00 - 7:50AM - Conversation Hour

Crowne Plaza Toronto Centre Hotel - Niagara Room

Graduate Student Breakfast With Division 15 Presidents

Jessica Summers

10:00 - 10:50AM - Poster Session

Metro Toronto Convention Centre -- Exhibit Hall, North Building

Cognition and Learning

Contribution of a Virtual Biology Lab to Student Learning

A. Nagarajan, & A. O'Donnell

Promoting Understanding Through Collaborative Questioning and Use of Graphic Organizers

A. O'Donnell

Investigating the Effectiveness of a Metacognitive Strategy for Debiasing Reasoning

W. Sa

Relationships Between Written Expression Achievement and the Cognitive Assessment System

J. Johnson, A. Bardos, & K. Tayebi

Struggling With Self-Study: Schematic Dissonance and Learning Outcomes

J. Pizzolato

Social and Cognitive Processes of Group Work

A. Bush, A. Woodruff, T. Tomberlin, J. Summers, & M. Svinicki

Relationship Between Yeshiva Students' Cultural Beliefs and Self-Regulated Learning Strategies

B. Hollander, & F. Blumberg

Learning in a Second Language: A Hong Kong Chinese Study

F. Salili

College Student Awareness of Current GPA

W. Herman

Phonological Awareness and Orthographic Knowledge in English and French Reading

Y. Yuen, L. Wade-Woolley, & J. Kirby

Goal Orientation and Study Tactics: Patterns in How Students Approach Studying

D. Jamieson-Noel, K. Muis, & M. Linn

Effect of Increasing Domain Knowledge on Memory Task Performance

C. Kuo, J. Alexander, K. Johnson, C. Kendrick, & K. Zakaria

Exploring Graduate Learners' Monitoring and Task Understandings in Writing Tasks

V. Venkatesh, L. Wozney, & A. Hadwin

Learning Skills and Study Strategies Inventory for Learning Online

S. Corliss, C. E. Weinstein, A. Beth, D. Palmer, Y. J. Cho, & J. Husman

Teacher Knowledge Modeling: Assistance as a Function of Student Thinking

J. Seymour, & R. Lehrer

5:00 - 5:50PM - Business Meeting

Fairmont Royal York Hotel - Confederation Rm 3

6:00 - 6:50PM – Division 15 Presidential Address

Fairmont Royal York Hotel - Confederation Rm 3

Dialectics of Self-Regulated Learning

Philip H. Winne

7:00 – 8:50PM - Social Hour

Fairmont Royal York Hotel - Confederation Rm 5

Sunday, August 10th

10:00 - 11:50AM - Symposium

Metro Toronto Convention Centre -- Room 705, South Building

Interpersonal Contexts of Teaching, Motivation, and Learning

Teachers as Facilitators: What Autonomy-Supportive Teachers Do and Why Their Students Benefit

Johnmarshall Reeve

Making Connections: The Role of Relationship Quality in Motivation and Learning

Heather A. Davis

Comparison of Experienced and Beginning Teachers' Support for Self-Regulated Learners

Nancy E. Perry, Lynda J. Phillips, & Lynda R. Hutchinson

Effects of Cooperative Learning on Individual Goal Orientations: The Dark Side of Constructivism

Jessica Summers

Intimacy and Status Social Goals and Problem Behavior Among Adolescents

Alison L. Bryant & David Bergin

Heather A. Davis & Jessica Summers, Cochairs
Mary McCaslin, Discussant

12:00 - 12:50PM - Poster Session

Metro Toronto Convention Centre -- Exhibit Hall, North Building

Measurement in Educational Psychology

Global Descriptive Evaluations Demonstrate Medical Student Progress in Clinical Rotations

M. Battistone, B. Pendleton, C. Milne, M. Sande, P. Hemmer, T. S. Shomaker, & M. Battistone

Validity and Reliability of Student Ratings: Comparison Between Paper--Pencil and Online Survey

T. Chang

Test--Retest Reliability of the Motivated Strategies for Learning Questionnaire

C. VanZile-Tamsen, & J. Livingston

Computer Experiments With Multiple Intelligence Can Predict Individual Student Outcomes

D. Reynolds, & A. Gambatesa

Psychometric Evaluation of the Student Worry Questionnaire in College Students

A. Rosado, & K. Kieffer

Development of a New Measure of Study Skills and Habits

R. Reese, & K. Kieffer

Teacher Efficacy Scale for Classroom Diversity : A Validation Study

A. Kitsantas, M. Debroux, & N. Concha

2:00 - 2:50PM - Invited Address

Metro Toronto Convention Centre --Room 713A, South Building

Learning Technologies: Pitfalls and Promises

Marcia Linn

**American Psychological Association
Division of Educational Psychology
Minutes of the Executive Committee Meeting
Chicago, 21 April 2003**

Present: Patricia Alexander, Lynley Anderman, Lyn Corno, Heather Davis, Jenefer Husman, Richard Mayer, Barbara McCombs, Angela O'Donnell, Maria Pennock-Roman, Gary Phye, Paul Pintrich, Mike Royer, Paul Schutz, Rena Subtnik, Jessica Summers, Judith Torney-Purta, Clare Ellen Weinstein, Phil Winne, Allan Wigfield,

1. Meeting was called to order by President Phil Winne at 5pm.
2. Minutes were approved from the August 2001 meeting.
3. Winne discussed the overwhelming amount of information and issues that are coming from APA. Particular issues include the displeasure being expressed by some for the APA conference next year in Honolulu. 15- 20 Division presidents say it is a bad idea but the contract has been signed. There is concern about attendance given the expense associated with airfare and hotel expense in Honolulu. Gale Sinatra and Greg Schraw are the program chairs for that meeting. In addition, Divisions 15, 16, 17 are parts of the coalition for psychology in education. Pat Alexander is the representative from Division 15 for that coalition.
4. Weinstein's Council Representative report suggested that the major issues being addressed by Council are relatively stable: Financial problems, membership retention and recruitment, governance structures and functions, and a sense of shared purpose and commitment between the scientist/academics and the practitioners, broadly defined. Most of the actions considered at the last meeting and already on the tentative agenda for the August meeting focus on issues related to these 3 general issues.
5. Wigfield's treasurer report suggests the Division is financially sound. He indicated that most of the income is coming from royalties. After a discussion about the substantial balance in the divisions account, a motion was made to put all but \$25,000 in a Vanguard account. This motion passed and it was decided to continue to discuss how the money is to be used in Toronto. A motion was also made to keep the current price of dues the same. This motion also passed.
6. Husman presented the Historian report, being new to the position she requested input from the Executive Committee regarding "what role should the historian take?" And what are the memberships traditions? One suggestion was to have a list of the past award recipients for all awards and put it on the web page for each award. Each list could have additional information besides just the name of the recipient.

7. The publications committee reported that they met in Chicago during APA, prior to the Executive Committee meeting. Two items of business were conducted. The first dealt with a recommendation to expand the publications committee and the second item involved the discussion of a proposal from Pintrich and Alexander for a second edition of the Handbook of Educational Psychology. Both items received positive consideration and both recommendations were carried to the Executive Committee for action. The Executive Committee acted positively on both recommendations.

- a. Corno and Winne reported on the disposition of unsolicited manuscripts over this 14-month period. Considering only manuscripts for which the review process has been completed, the rejection rate was 70% (7 of 10). Based on an acceptance rate of 30%, the quality of manuscripts submitted is comparable to cognate journals. In total they have filled 3 issues in Vols. 37 and 38 with unsolicited manuscripts.
 - b. McCombs reported no additional books were published since 2001 in the "Psychology in the Classroom" series. She expressed concern about the future of the publication give the current publisher. As an action item she suggest the committee needs to decide whether to update current books and/or develop remaining 8 books in original list of 20 books in the Series. There was Discussion related to the potential need for a new editor or co editor of the series and if we should find a new publisher. It was decided that there should be a follow-up meeting with APA Publication Staff on the status of decisions made in October and the discussion on the fate of the series would be discussed at APA.
 - c. Pintrich and Alexander made a motion for \$29,164 to continue the work on the new Handbook of Educational Psychology. A discussion occurred in which the co-editors were praised and thanked for there progress on the Handbook and it was suggested that the amount they were asking for was note enough. A motion was made give them \$35,000 to cover expenses and the motion passed.
8. Anderman and Anderman, Program Committee Report indicated that they received a total of 55 total submissions to Division 15 for the 2003 conference, including 52 individual proposals and 3 proposals for symposia. Of these, a total of 47 proposals were accepted (86% acceptance rate), including 44 poster submissions, and three symposia. Division 15 was allocated 14 substantive and seven non-substantive hours, based on our current membership numbers. The invited addresses this year will be presented by Marcia Linn (UC Berkeley) and Susanne Lajoie (McGill University).

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9. Davis and Summer, reported that the Div 15 Doctoral Seminar committee had a total of 10 applicants to participate in the seminar. Universities represented in the had an applicant pool include the University of Alabama, the University of Missouri, the University of Indiana, Hofstra, the University of Florida, Arizona State University, Simon Fraser University, and the University of Texas at Austin. The committee met during the week of AERA to make its selection. Selection of participants will be based on evidence of a coherent program of research, progress towards dissertation, and match between the research interests of the participant and Division 15 members. In addition, they reported that five of the seven students who participated in last year's seminar would be returning to present their research.

10. Pennock-Roman reported that the Dissertation award winner was Alison L. Bryant. The title of her dissertation was Substance use and academic experiences during adolescence: Integrating developmental, motivational and contextual perspectives. She received her degree from the University of Michigan and is currently at the University of Missouri-Columbia.

11. The Richard E. Snow Award Committee consisting of James Royer (Chair), and members Robert Calfee, Ernest Goetz, Gregg Schraw, Tom Shuell, and Carolyn Jagacinski decided that Elena Grigorenko of Yale University should receive the this years R. E. Snow award.

12. The Thorndike Award Committee consisted of Jere Brophy, Shawn Glynn, Jim Greeno, John Guthrie, Marty Maehr, Richard E. Mayer (Chair), Phil Winne (ex officio). The committee followed its established procedure ("Guidelines and Procedure for Selecting the Recipient of the Thorndike Award") and based its decision on the Division's approved criteria ("Criteria for Recipient of the Thorndike Award"). The winner will be announced in August at the 2004 Annual Convention of APA.

13. The Fellows Committee reviewed materials from four nominees and unanimously recommended elevation to Division 15 Fellow status for all four: Given their sterling accomplishments, strong support letters, and unanimous enthusiasm within our Committee, their elevation to Fellow status is highly likely, but nothing should be assumed until the APA Membership Committee and Board take official action. The Committee has identified several additional promising candidates whom we wish to invite to submit their materials for next year, but we will be pleased to receive any suggestions from Executive Committee Members.

14. Executive Committee also discussed the Grants Program Committee and decided to put that on the agenda for their meeting at APA.

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,
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(517)-353-6470, jereb@msu.edu

Richard E. Snow Award for Early Contributions

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

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

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

**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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- Student Member \$10.00
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Send completed application and membership fee to
(*Make checks payable to DIVISION 15-APA*):

Mr. Keith Cooke
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