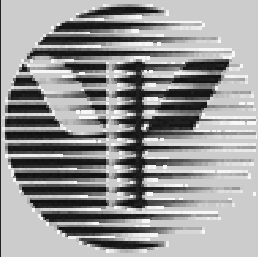


American Psychological Association Division 15: Educational Psychology



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

Summer 2005 Volume 28 Number 2

An Interview with Past President Anita Woolfolk Hoy

by
Jenefer Husman
Arizona State University



As part of our efforts to collect the history of both the Division and Educational Psychology as a discipline, my graduate students and I have been interviewing the past presidents of Division 15. Excerpts from two of those interviews have been published in the Division Newsletter. This quarter we are presenting an “interview” with Dr. Anita Woolfolk Hoy. Dr. Woolfolk Hoy is a Professor of Psychological Studies in Education at The Ohio State University. In addition to serving as the President of Division 15 she has also served as Vice-President for Division K (Teaching & Teacher Education) of the American Educational Research Association. Dr. Woolfolk has published numerous research articles in the areas of teacher behavior, student perceptions of teachers, teachers’ beliefs, student motivation, and the application of educational psychology to teaching. Her text, *Educational Psychology* (Allyn and Bacon) is in its 8th edition and is the most widely read introduction to educational psychology in the field.

Dr. Woolfolk Hoy’s lifelong dedication to conducting strong research and communicating the value of educational psychology research to teachers and administrators is clear in her interview. Through both her research and her work on her text *Educational Psychology* Dr. Woolfolk Hoy has shaped thousands of students’, faculty, and researchers’ view of what defines Educational Psychology.

JH: *Tell me about your first connections to Division 15?*

AWH: I had always enjoyed the Division 15 presentations at APA, but my first official connection to the division was in 1990 in Tom Shuell asked me to serve as program chair for the 1991 annual meeting. That year I also was elected to be the Member-at-Large of the Executive committee (1991-1993). Participating in the Division 15 Executive Committee meetings at APA and AERA proved great fun. The committee was and is a dedicated and highly capable group. Four years later I agreed to be nominated for president and was elected to serve for the 1995-1996 term.

JH: *What was going on in your career before becoming the Division 15 president?*

AWH: Before 1990 I had been more active in AERA, especially Divisions C and K. In fact, from 1992 to 1994, I was Vice President of AERA for Division K. By the time I became President of Division 15, I had moved from Rutgers University (New Jersey), to my present position at The Ohio State University. The 4th, 5th, and 6th editions of my text, *Educational Psychology*, were published in these years too, from 1990 to 1995. It was a busy time.

(Continued on page 9)

**Newsletter for Educational Psychologists
American Psychological Association
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Past-President: James M. Royer
University of Massachusetts
royer@psych.umass.edu

President: James G. Greeno
University of Pittsburgh
jimgrno+@pitt.edu

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angelao@rci.rutgers.edu

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Pennsylvania State University
jmk35@psu.edu

Representative to the APA Council:
Claire Ellen Weinstein
University of Texas
ce.weinstein@mail.utexas.edu

Members at large to the Executive Committee:
Eric Anderman
University of Kentucky
eande1@uky.edu

Judith Meece
University of North Carolina
Meece@email.unc.edu

NEP/15 Editor: Christopher A. Wolters
University of Houston
cwolters@uh.edu

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

This is my last edition as Editor of the Division 15 Newsletter. Including this edition, I have overseen nine issues of NEP/15 beginning with the Fall 2002 issue. I did not do much in the way of creating text for each edition, but only organized it and got it ready to be published. Hence, I would like to thank all the people who contributed to the newsletter over the past several years. I appreciate your help in completing these issues. I would also like to thank Division 15 more generally for the opportunity to take on this position. It has been a real learning experience and, at times, a lot of fun. Finally, I should thank the staff at APA who also have been very helpful in my time as editor.

In addition to Jenefer Husman's interview with past-president Anita Woolfolk Hoy, the main feature of this issue is the conference program for Division 15 for the annual conference in Washington DC. I have included complete information for all the sessions with primary sponsorship by Division 15. If you are planning to be in Washington for the conference, please support Division 15 by attending the excellent slate of sessions the program committee has put together. You can also show support by contacting authors directly and requesting copies of their presentations.

- *CAW*

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.

APA Division 15 Conference Preview Section

Thursday August 18th

9:00 AM - 10:50 AM

**Toward a More Complex View of the Teacher's Role
in Student Motivation**

Convention Center, Rm. 103A

Co-chairs

Tamera B. Murdock, U. of Missouri—Kansas City
David A. Bergin, U. of Missouri

Title/Participants

*Perceived Organization Structure for Teacher Liking:
Third Person Perception in Development of
Teacher—Student Relationship.* Heather A. Davis,
Ohio State U., R. Williams, A.M. Lease, S. Axel-
berb, A. Boustead.

*Teachers' Perceptions of Incivility in the Classroom:
Some Kinds of Collaborative Learning Are Better
Than Others.* Jessica J. Summers, U. of Missouri,
David A. Bergin.

*Teachers' Strategies for Student Engagement: Compar-
ing Research to Demonstrated Knowledge.* Helen-
rose Fives, Texas Tech U., Dana Manning.

*Teacher—Student Relationship in Academic Motivation:
A Critical Review and Synthesis of Research.* An-
gela Miller, U. of Missouri—Kansas City

Discussant

Kathryn Wentzel, U. of Maryland

1:00 PM - 2:50 PM

Teaching As Persuasion---Is the Metaphor Viable?

Convention Center, Rm. 150B

Chair

Helenrose Fives, Texas Tech U.

Title/Participants

*For Whom and Under What Conditions Is the Teaching
As Persuasion Metaphor Viable?.* Gale M. Sinatra,
UNLV

*Teaching As Persuasion Online? Transferring the Peda-
gogy to Online Setting.* Tara Stevens, Texas Tech
U., Helenrose Fives.

*Exploring Preservice Teachers' Initial and Informed
Reactions to Teaching As Persuasion.* Michelle M.
Buehl, U. of Memphis, Dana Manning.

Viability of the Persuasion Metaphor for Educators With

Varying Levels of Teacher-Efficacy. Kelli J. Higley,
Penn State U., Maeghan N. Edwards, Jill A. Gushka.

Discussant

Patricia A. Alexander, U. of Maryland

3:00 PM - 3:50 PM

**2004 E.L. Thorndike Award for Career Achievement
in Educational Psychology**

Convention Center, Rm. 147A

Chair

James M. Royer, U. of Massachusetts

Title/Participant

What Is Educational Psychology Today? Michael
Pressley, Michigan State U.

4:00 PM - 4:50 PM

**Cognition, Learning, and Assessment in Educational
Contexts (Poster Session)**

Convention Center, Halls D & E

Title/Participants

*Effects of Achievement Goals on Taiwanese Children's
Self-Regulation.* Shu-Shen Shih, National Chengchi
U.

*Evidence Supporting the Direct and Inferential MEdia-
tion (DIME) Model of Reading Comprehension.* Jen-
nifer G. Cromley, U. of Maryland, Roger Azevedo.

*Effects of Individual Prior Knowledge on Collaborative
Knowledge Construction.* Bernhard M. Ertl, Ludwig
Maximilian U., Birgitta M. Kopp, Heinz Mandl.

*Parental Involvement and Urban Elementary School
Children's Achievement: A Meta-Analysis.* William
H. Jeynes, California State U.—Long Beach

*Giftedness As Domain-Specific Mastery: Shifting Per-
spectives and Psychological Implications.* Dona J.
Matthews, CUNY- Hunter College, Joanne F. Foster.

*Effects of Expressive Writing on Exam Performance and
Physical Health.* Jonathan J. Dalton, U. of Mary-
land, David Glenwick.

Impact of Ethnicity and ADHD on School Functioning.
Rosemary E. Vile Junod, Lehigh U., George J.
DuPaul, Katy E. Tresco, Asha K. Jitendra.

Women and Minorities in Math, Science, and Technol-

(Continued on page 4)

(Continued from page 3)

- ogy Careers.* Colin Cooper, Bowie State U., Estelle Young, David Bushnell, Jennifer L. Bauer.
- Effects of Communication on Parental Involvement in a High School of the Arts.* Arlene E. Edwards, Emory
- Memorization Versus Understanding: Students' Perceived Strategy Use in Mathematics.* Eunsook Hong, UNLV, John Sas, Maggie Sas.
- Personality and Environmental Correlates of Burnout in Special Education Teachers.* Constantinos M. Kokkinos, Democritus U., Angelliki M. Davazoglou.
- Curiosity: At the Threshold of Guiding Future Educational Research.* Thomas G. Reio, U. of Louisville, Joseph Petrosko.
- Resource Effective Assessment Strategy to Identify Academically At-Risk Students.* Marjorie J. Hogan, U. of Toronto, James D.A. Parker, Peterborough, Judith Wiener, Amber Oke, Laura M. Wood.
- Psychological and Relational Antecedents of Academic Achievement, Esteem, and Interest.* Martin Dowson, U. of Western Sydney, Dennis M. McInerney.
- Conative Dimensionality and Math Performance in Elementary Special Education Students.* Luke S. Duesbery, U. of Oregon, Leanne Ketterlin-Geller, Julie Alonzo, Gerald Tindal.
- Relationship of Teachers' Preventive Coping Resources to Burnout Symptoms.* Christopher J. McCarthy, U. of Texas, Richard G. Lambert, Jeremy Capello, Maria K. Tortorice.
- Test-Retest Reliability of the NNAT for a Referred Population.* Jon C. Thompson, Virginia Beach City Public Schools, Clifford V. Hatt, Kurt Metz.
- Relations Between Grades and Standardized Test Scores at Primary Levels.* Sharon E. Paulson, Ball State U, Valerie A. Lambert.
- Organizing Framework for Research in Educational Psychology.* Clayton D. Austin, U. of Florida, Patricia Ashton.
- Representation and Analogical Problem Solving of Expert and Novice Teachers.* Tracy M. Hogan, Fordham U., Mitchell Rabinowitz.
- College and Stupidness: Levels of Absentmindedness Over the Semester.* Laura M. Bentler, U. of Wisconsin—La Crosse, Sarah J. Carlson, Emily E. Discher, Elizabeth E. Seebach.
- Enhancing Adolescents' Valuing of HIV—Pregnancy Prevention Curricula.* Eric M. Anderman, U. of Kentucky, Rick S. Zimmerman, Matthew Waitkus, Derek Lane, Pamela K. Cupp.
- Nationwide Study of Cognitive and Learning Behavior Patterns.* Lauren E. Angelo, U. of Pennsylvania, Clare Waterman, Paul A. McDermott.
- Validity of the COR for an Urban Head Start Sample.* Yumiko Sekino, U. of Pennsylvania, Melissa M. Pohl, Faith M. Sproul, John W. Fantuzzo.
- Learning Behaviors: Empirical Path From Data to Objectives to Curriculum.* Lauren E. Angelo, U. of Pennsylvania, Faith M. Sproul, Kennen S. Gross, Yumiko Sekino, Paul A. McDermott.
- Learning and Motivational Strategies Used by Students in Computer-Based Challenges.* Stephanie B. Corliss, U. of Texas, Jung-In Kim, Marilla D. Svinicki.
- Kindergarten Peer Tutoring: Monitoring Progress in Math Achievement and Self-Efficacy.* Ashley C. Gibb, Indiana U., Heather Edl., Sarah Benton, Asyegul Oz, Rebecca S. Martinez.
- Investigating California's High-Demand First-Grade Basic Facts Standard.* Valerie Henry, U. of California—Irvine, Richard S. Brown.
- Comparing the Multiple-Choice and Over-Claiming Techniques As Measures of Knowledge.* Craig Kevin M. Williams, U. of British Columbia, Nathanson, Delroy L. Paulhus.
- Delivering Quality Education in a Virtual Environment.* Richard S. Brown, USC, Ellen Clark, David Niemi.
- DIBELS and Kindergarten Success: Validity for a Large Urban Population.* Lauren E. Angelo, U. of Pennsylvania, Heather L. Cohen, Rebecca J. Bulotsky-Shearer, John W. Fantuzzo.
- Music Training and Mathematics Achievement.* Michael E. Martinez, U. of California—Irvine, Matthew Peterson, Mark Bodner, Andrew Coulsen, Tina Earl, Jill S. Hansen, Sydni Vuong, Gordon L. Shaw.
- Virtual Reality With and Without Gaming Attributes for Academic Achievement.* Jennifer J. Vogel, U. of Central Florida, Adams Greenwood-Ericksen, Janis Cannon-Bowers, Clint A. Bowers.
- Defining Reflective Learning via ePortfolio Comparisons Across Disciplines.* Tu D. Tran, U. of Southern California, Margo T. Pensavalle, Robert L. Baker.
- Students' Perceptions of Boredom in Over- and Under-Challenged Situations.* Taylor Acee, U. of Texas, Yoon Jung Cho, Wen-hung Chung, Hsiang-Ning R. Chu, Myoungsook Kim, Janet J. Riekenberg, Jung-In Kim, Hyunjin Kim, Yi-Jen Lin, Lydia Bierer, Ivan A. Games, Akhilesh V. Peshwa, Frank W. Wicker.
- Nonlinear Procedure for Assessing the Dimensionality of Multidimensional Tests.* Yanyan Sheng, U. of Missouri
- State SAT Scores: Stability and Change 2003—2004.* Gregory J. Marchant, Ball State U., Justin Tobey.
- Influence of Test Anxiety and Cognitive Processing on Motivation.* Deirdre M. Radosevich, St. John's U.
- Examining a Causal Model of Self-Regulated Learning in Online Courses.* Shinichi Monoi, Ohio State U.
- Psychological Factors and Actualization of Superior Abilities in Russian Adolescents.* Konstantin Lukin, Fairleigh Dickinson U., Ida Jeltova, Dasha Slepova.

7:00 PM - 8:50 PM

IQ Versus Cognitive Processes---Differences by Race, Ethnicity, Language, Culture

Convention Center, Rm. 103B

Chair

Jack A. Naglieri, George Mason U.

Title/Participants

PASS Cognitive Processing: Cultural Differences From Three Countries. J.P. Das, U. of Alberta.

Racial Equality in Intelligence: An Experimental Approach. Joseph F. Fagan, Case Western Reserve U., Cynthia R. Holland, Cuyahoga Community College

Cognitive Processes and Achievement in Hispanic and Non-Hispanic Children and Adolescents: A Matched Pairs Comparison. Johannes Rojahn, George Mason U., Holly Matto, State U. of New York at Albany

Planning, Attention, Simultaneous, and Successive Cognitive Processing: Black—White Differences. Jack A. Naglieri, Holly Matto.

Taos Pueblo Children's Performance on the K-ABC II. Elaine Fletcher-Janzen, U. of Colorado at Colorado Springs

Matthew Ross, MS, U. of Connecticut, Jamison Judd, MS, U. of Connecticut, Dongping Zheng, BS, U. of Connecticut

Intervening to Facilitate Emergent Expertise: Multiple Methodologies. Maeghan N. Edwards, Penn State U., Kelli J. Higley, Penn State U., Monica Wright, MS, Penn State U., Jonna M. Kulikowich, Penn State U., Peggy Van Meter, Penn State U.

Discussant

James G. Greeno, U. of Pittsburgh

2:00 PM - 2:50 PM

2005 E.L. Thorndike Award for Career Achievement in Educational Psychology

Convention Center, Rm. 206

Chair

James G. Greeno, U. of Pittsburgh

Title/Participant

Socialization of Engagement in Achievement Tasks. Jacquelynne S. Eccles, U. of Michigan

3:00 PM - 3:50 PM

Richard E. Snow Early Career Award in Educational Psychology

Convention Center, Rm. 152B

Chair

Gregory Schraw, UNLV

Title/Participant

Persuasion in Talk and Text: Plying Psychological Tools to Philosophical Problems. P. Karen Murphy, Penn State U.

4:00 PM - 4:50 PM

New Tools, Approaches, and Issues in Researching Self-Regulated Learning in Authentic Settings

Convention Center, Rm. 152B

Cochairs

Philip H. Winne, Simon Fraser U.

Dianne L. Jamieson-Noel, Simon Fraser U.

Participants

Philip H. Winne, Simon Fraser U.

Dianne L. Jamieson-Noel, Simon Fraser U.

Ken MacAllister, Simon Fraser U.

Mingming Zhou, Simon Fraser U.

Neal Bennet, Simon Fraser U.

Roger Azevedo, U. of Maryland

V.K. Kumar, West Chester U. of Pennsylvania

John Nesbit, Simon Fraser U.

Allyson Hadwin, Simon Fraser U.

Friday August 19th

7:00 AM - 7:50 AM

Graduate Student Breakfast With Div. 15 Presidents

Renaissance Hotel, Rm. 15

Chair

Rayne Sperling, Penn State U.

8:00 AM - 9:50 AM

Road to Domain Expertise---Texts, Situations, Technology, and Methodology

Convention Center, Rm. 147A

Cochairs

Patricia A. Alexander, U. of Maryland

Maeghan N. Edwards, Penn State U.

Title/Participants

Exploring Expertise in Reading and With Reading:

Characteristics and Methodological Issues. Emily Fox, MS, U. of Maryland, Liliana Maggioni, U. of Maryland, Michelle Riconscente, U. of Maryland, Pragati A. Godbole, MS, U. of Maryland

Reading About Statistical Probability by Two Groups of Experts. Nicholas L. Warcholak, BS, Penn State U., Jill A. Gushka, Penn State U.

Acquisition of Information Online: Knowledge, Interest, and Strategy. Kimberly A. Lawless, U. of Illinois at Chicago, P.G. Schrader, California State Polytechnic U.—Pomona

Design Experiment: Expertise in the Domain of Classroom Technology Integration. Michael Young, U. of Connecticut, Robert Hannafin, U. of Connecticut,

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7:00 PM - 8:50 PM

Executive Committee Meeting

Renaissance Hotel, Rm. 6

Chair

James G. Greeno, U. of Pittsburgh

Saturday August 20

7:00 AM - 7:50 AM

Graduate Student Breakfast With Educational Psychology Researchers

Renaissance Hotel, Rm. 8

Chair

Rayne Sperling, Penn State U.

Participants

Michael Pressley, Michigan State U.

Jacquelynne S. Eccles, U. of Michigan

8:00 AM - 9:50 AM

Motivation and Identity Processes in Adolescence

Convention Center, Rm. 101

Cochairs

Jacquelynne S. Eccles, U. of Michigan

Avi Kaplan, Ben-Gurion U. of the Negev

Title/Participants

Interest and Identity. K. Ann Renninger, Swarthmore College

Need Fulfillment and the Development of Healthy Identities. Jennifer La Guardia, U. of Waterloo

Achievement Goal Orientations and Identity Formation.

Avi Kaplan, Ben-Gurion U. of the Negev

Motivation and Emergent Identity: A Social-

Constructivist Perspective. Mary McCaslin, U. of Arizona

Exploration As a Conceptual Bridge Between Motivation

and Identity Formation. Hanoch Flum, Ben-Gurion

U. of the Negev

Discussant

Jacquelynne S. Eccles, U. of Michigan

3:00 PM - 3:50 PM

Role of Motivation, Affect, and Beliefs in Educational Contexts (Poster Session)

Convention Center, Halls D & E

Title/Participants

Parenting, Anxiety, and Motivation in College: Keys to Academic Success? Kimberly Renk, U. of Central Florida, Marc A. Silva, Erin Dorso, Aisha Azhar.

Development of an Integrated Social Goals Taxonomy and Measurement Instrument. Daniel L. McCollum, U. of Houston—Clear Lake

Content Analysis of News Reports of Averted School Rampages. Jeffrey A. Daniels, Indiana U., Susan Croxall, Lindsey Harlin, Beth Kocsis, Peter Kime, Heidi Govert.

Social Encouragement and Science Motivation and Confidence. Jayne E. Stake, U. of Missouri—St. Louis
Future Teachers' Motivation to Attend College and Orientation Toward Students. Steven R. Wininger, Western Kentucky U.

Personal Epistemology and Learning Within Internet Technologies. Ivar Bråten, U. of Oslo, Helge I. Strømsø, Marit S. Samuelstuen.

Collective Efficacy, Group Cohesion, and Motivational Climate As Predictors of Conductor's Support in Musical Ensembles. Wendy K. Matthews, George Mason U., Anastasia Kitsantas.

Classroom Context Effects on Blame, Justification, and Likelihood of Cheating. Amy M. Goetzinger, U. of Missouri—Kansas City, Tamera B. Murdock.

Epistemic Beliefs and Mathematics Problem Solving. Krista R. Muis, UNLV, Louis Nadelson.

What Helps and Hinders Thesis Completion: A Critical Incident Study. Jane C.W. Ho, Trinity Western U., Lilian C.J. Wong.

Gender and Self-Efficacy for Self-Regulated Learning in Computer Science Undergraduates. Emily B. Russell, U. of Missouri—Kansas City, Elizabeth Olson, Linda S. Garavalia, Chris Brown.

Effects of Personal Characteristics on Interviewers' Ratings of Noncognitive Traits. Lori L. Eickleberry, Nova Southeastern U., Carol Lancaster, Darlene L. Shaw, Jeffrey J. Borckardt.

What Motivates or Demotivates Chinese Students in Their Academic Achievement? Stephen S. Chow, Harvard, Ho-Tat Chu.

Self-Determination As a Function of Social Goals. Jessica J. Summers, U. of Missouri
Jeannine E. Turner.

Relationship Between Parental Care and Over-Protection on College Adjustment. Matthew B. Klein, Philadelphia U., John D. Pierce.

Bringing Attributions and Self-Efficacy Beliefs to Foreign Language Learning. Pei-Hsuan Hsieh, U. of Texas, Diane L. Schallert.

Humor As a Buffer Against Performance Frustration and Evaluative Presence. Lara B. Kassoff, Fairleigh Dickinson U., Kristin A. Candan, Joshua M. Feinberg, Samuel Feinberg.

Self-Regulation and Motivational Variables Predicting Achievement With Elementary Students. Sam Steen, George Mason U., Anastasia Kitsantas, George Mason U.

Self-Efficacy for Assessment in Preservice Teachers. Brett D. Campbell, UNLV, Gregory Schraw, Lori Olafson.

Examining the Effects of Teacher Identity on Motivation and Learning in Health Classrooms. Eric M. Anderman, University of Kentucky, Rick S. Zimmerman, Pamela K. Cupp, Derek Lane.

Fostering Intrinsic Reading Motivation by Enhancing Situational Interest in Reading. A. Laurel Wagner, U. of Maryland, Allan Wigfield, John T. Guthrie, Kathleen C. Perencevich, Stephen Tonks.

Does It Work? Using Psychology to Promote Positive School Behavior. Claire W. Lyons, Mary Immaculate College, Fiona O'Connor, Ann Higgins.

Birds of a Feather Flock Together: Peer Behavior and Cheating, Pauline Velez, San Francisco State U., Vanessa Neri, Rena Singh, Dominic A. Farris, Claudia V. Argueta.

Personality and Academic Self-Regulation. Temi M. Bidjerano, SUNY at Albany

Juvenile Delinquency and Cheating Under Peer Pressure As an Adult. Kelly J. Barr, Fairmont State U.

Will (Motivation) and Skill (Strategies) to Learn: A Cross-Cultural Investigation. Srilata Bhattacharyya, New York Institute of Technology—Old Westbury

Motivation and Attitudes Toward Web-Based Learning. Ying-Ying Kuo, West Virginia U., Carol S. Parke.

Depressive Symptomatology and Stress As Predictors of Efficacy in Education. Meeta Banerjee, U. of Michigan

Teacher Efficacy and the Instruction of African American Boys: A Qualitative Perspective. Persephone Brown, Howard U., Hakim M. Rashid.

Confronting Color-Blindness: Teachers, Race, and Teachable Moments in the Classroom. Sheri A. Castro-Atwater, California State U.—Los Angeles

Assessing Student Perceptions of Classroom Community: A Case for Motivation? Marilla D. Svinicki, U. of Texas, Angela M. Bush, Michelle V. Achacoso, Myoungsook Kim.

Behavioral Modification and Change in Types of Emotional Intelligence. Kelly B.T. Chang, U. of Hawai'i at Manoa

Characteristics of Chronic Interest Among Adolescents. Ling-Hui Wang, U. of Wisconsin, B. Bradford Brown.

Urban African American Males: Resources Promoting Academic Resilience. Jesse J. Tauriac, U. of Massachusetts, Joan H. Liem.

Ethnic Differences in Achievement and Engagement: An Achievement Goal Perspective. Allison Jeremy B. Henn, U. of Illinois, M. Ryan.

Effects of a Conflict Resolution Intervention on Teachers' Reports of Conflict Behavior. Clare M. Mehta, West Virginia U., Elizabeth Doppler, Debra Harkins.

Motivation in College Students. Sandra Willis, Samford U., Michelle McLemore.

College Teachers' Concerns About Teaching and

Teacher Characteristics. Yoon Jung Cho, U. of Texas, Myoungsook Kim, Marilla D. Svinicki.

Gifted and Average Ability Students' Basic Emotion Organization: Multidimensional Structures. Linda M. Sabatini, U. of Calgary

Connections Among Teachers' Knowledge, Attitudes, and Efficacy in Mathematics. Kelli J. Higley, Penn State U.

4:00 PM - 4:50 PM

Paul R. Pintrich Outstanding Dissertation Award

Renaissance Hotel, Congressional Hall B

Chair

Heather A. Davis, Ohio State U.

Title/Participants

Effects of Augmented Activation, Refutational Text, Efficacy Beliefs, Epistemological Beliefs, and Systematic Processing on Conceptual Change. Michele Gregoire, U. of Central Florida

Cross-Cultural Investigation of the Efficacy Beliefs of South Asian Immigrant and Anglo Nonimmigrant Early Adolescents. Robert M. Klassen, U. of Alberta

5:00 PM - 5:50 PM

Business Meeting

Renaissance Hotel, Congressional Hall B

Chair

James G. Greeno, U. of Pittsburgh

6:00 PM - 6:50 PM

Presidential Address

Renaissance Hotel, Congressional Hall B

Title/Participants

Understanding Perspectives in Conceptual Learning and Understanding. James G. Greeno, U. of Pittsburgh

7:00 PM - 8:50 PM

Social Hour

Renaissance Hotel, Congressional Hall A

Division 15 Announcements

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

Congratulations Newly Elected Division 15 Officers

President-Elect
Lyn Corno

Secretary-Elect
Barbara Hofer

Council Representative-elect
Frank Pajares

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.

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

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About 15 years ago, Wayne Hoy and I began a series of studies that continues today on teachers' sense of efficacy. Teachers' self-efficacy for teaching—their perceptions about their own capabilities to foster their students' learning and engagement—has proved to be an important teacher characteristic often correlated with positive student and teacher outcomes. In our initial work we examined how feelings of efficacy relate to ideas about motivating and managing students and how all these beliefs change with initial teaching experience (Hoy & Woolfolk, 1990; Woolfolk & Hoy, 1990; Woolfolk, Rossoff, & Hoy, 1990). Next we looked to the school climate to identify organizational factors related to teachers' efficacy judgments such as the leadership of the principal and the collegiality of the faculty (Hoy & Woolfolk, 1993). This research program really expanded when we moved to The Ohio State University. As is so often the case, students inspire our own learning and I have benefited from these experiences as well. With our students, Megan Tschannen-Moran and Roger Goddard, we studied the meaning and measurement of teachers' sense of efficacy and collective teacher efficacy (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Tschannen-Moran & Woolfolk Hoy, 2001; Goddard, Hoy, & Woolfolk Hoy, 2000; Goddard, Hoy, & Woolfolk Hoy, in press). This work has focused primarily on developing a model of efficacy that reconciles some of the seeming inconsistencies in early research and designing survey instruments for assessing both individual teachers' efficacy judgments and teachers' sense of collective efficacy. Right now I am studying what organizational and interpersonal supports might enhance and sustain teachers' developing sense of efficacy—particularly in the early years of teaching. My second area of work and long standing fascination is the role of educational psychology in teacher education (Woolfolk Hoy, 2000; Woolfolk Hoy & Murphy, 2001).

JH: Discuss how you came to be the president of Division 15 --Why did you agree?

AWH: I really liked the leadership group for Division 15—It was exciting to be part of the discussion around the table. I have had a life-long love affair with the field of educational psychology. As an undergraduate, I studied psychology at the University of Texas. When graduation approached, I wondered what I would do with a BA in psychology, so I began to explore options. In the middle of a sudden rainstorm in Austin, I found the Educational Psychology Department and, soaking wet, talked to some wonderful faculty who encouraged me to explore the field. I suppose that was the beginning of my journey to agree to be Division 15 president.

JH: What other issues to you have to consider before agreeing to be president?

AWH: My main consideration was the usual one for most academics—how do I balance family, teaching, writing, and service to the Division without making a mess of all of those commitments.

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

AWH: The program and the committees were working well. We had a continuing struggle to keep track of our membership because it was more difficult then to interface with APA, or so it seemed. We had fallen a bit behind on recognizing our members for their contributions, so I tried to catch up on the distributions of certificates and plaques, but overall, I think we were in good shape and growing.

“... students inspire our own learning and I have benefited from these experiences as well.”

The Presidents before me had initiated some exciting projects. Bob Sternberg had negotiated an agreement with APA to produce a special issue of *American Psychologist* on “Intelligence and its role on lifelong learning,” featuring articles from members of our division. The topic proved to be of wide interest to all the members of APA. Bob had also established *The Educational Psychology Series: International and Domestic Issues in Educational Psychology* with Lawrence Erlbaum. Both of these projects achieved Bob's goal for his presidential term of connecting our discipline more closely with other areas of psychology. David Berliner, the president before Bob, had set the stage for a conference on teaching educational psychology that was held June 8-11, 1996 in Scottsdale, Arizona. I worked with David, President-elect Barry Zimmerman, Greg Marchant, Tom Rocklin, Angela O'Donnell, and Judith Torney-Purta to plan the conference and we had a great experience. We hoped to do this again, but have not so far—I think it would be a grand idea to revisit Scottsdale, or maybe a cooler place, for another conference on teaching educational psychology. One other project for me was to work with Claire Ellen Weinstein, Teresa Garcia, and the Graduate Student Committee to develop more events for graduate students and recent graduates at our annual meeting in Toronto.

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JH: *Based on your experience as a researcher and president, what were the salient issues in Educational Psychology around that time?*

AWH: The role of educational psychology in teacher preparation—we were losing our presence in many teacher preparation programs. Research on reading and the reading wars. Research methods and the beginning of design experiments. Publication of the first *Handbook of Educational Psychology*. Self schemas, their meaning and measure. Research and policy issues around teaching and assessment. The intersections of motivation and knowledge

JH: *From a person who has held the highest office in Div 15-- what is Division 15, what is educational psychology?*

AWH: When I speak of educational psychology, you know that I speak only of the areas of educational psychology that connect most directly to teaching and teachers. That has been my world for 35 years or so. There are realms of work in our field that I cannot comment on because I have not followed their progress closely.

Educational psychology is a distinct discipline with its own theories, research methods, problems, and techniques. Both in the past and today, educational psychologists study learning and teaching and at the same time, strive to improve educational practice. Educational psychology asks critical, basic questions about how people learn and how to support learning, particularly in classrooms. Educational psychologists study how people (with all their histories and abilities) learn something in a particular physical and social setting. In earlier times the focus was on the person, but today educational psychologists study the learning of subjects and the settings for learning—and the settings include social as well as physical environments. These understandings are fundamental for teachers. Teachers must know their students. They must know how their students make sense of specific subjects. They must know how situations—including other people--affect learning.

Even with these basic foci, educational psychology has changed. The educational psychology of my graduate school days was filled with Skinner, Bruner, and Ausubel; Carl Rogers and Fred Keller; Wittrock, Rosenshine, and Gage; Anastasi, Bloom, and Wechsler (not many women I see). I taught an undergraduate course in educational psychology using the Personalized System of Instruction—the Keller Plan. In the field, the debates were between behavioral and cognitive explanations of learning and language, nature versus nurture in the origins of intelligence, and discovery versus exposition in teaching. *Education and Ecstasy* (Leonard, 1968) was a popular book that challenged traditional views of

schooling. In some ways, the players and the positions were more defined—more clear-cut. This is oversimplifying, but there was an either-or character to many of the discussions.

“... educational psychologists study learning and teaching and at the same time, strive to improve educational practice.”

Today there seems to be a greater acceptance of multiple views of learning, a greater recognition of complexity in models of classroom phenomena, and a wider use of multiple methods in research. In the future, I would like to see more bridging research—more work on how prospective teachers and experienced teachers use the knowledge provided by educational psychologists. How do they think about it? What do they remember? What meaning do they make of what they experience in our classes and what do they do with it. I realize this is a tiny area of our field. Also, I am waiting for some truly powerful uses of the research in neuropsychology. Teachers and administrators are fascinated by “brain-based education” and I would like to have more to say about teaching that is informed by solid research. I also expect we will be seeing more work on how students learn from electronic media and that will be helpful.

JH: *What has been the relationship of the discipline of educational psychology to APA, and how has APA shaped Educational Psychology as a Discipline.*

AWH: From the beginning, psychology was linked to teachers. In 1890, William James at Harvard founded psychology in America and then followed with a lecture series for teachers entitled *Talks to Teachers about Psychology*. These lectures were given in summer schools for teachers around the country and then published in 1899 both as a book and in the *Atlantic Monthly* magazine.

James’s student, G. Stanley Hall, founded the American Psychological Association and was its first president. His dissertation was about children’s understandings of the world; teachers helped him collect data. Hall founded the child study movement in this country and encouraged teachers to make detailed observations to study their students’ development--as his mother had done when she was a teacher. Hall’s ideas about psychology influenced education through a journal he founded called *Pedagogical Seminary* and through

courses in child study introduced into normal schools beginning around 1863. Hall's student, John Dewey founded the Laboratory School at the University of Chicago and is considered the father of the progressive education movement.

Another of James's students, E. L. Thorndike, wrote the first educational psychology text in 1903 and founded the *Journal of Educational Psychology* in 1910. Thorndike began a shift from the classroom to the laboratory to study learning--a shift decried by both James and Hall. Thorndike's view proved narrow as he sought laws of learning in laboratories that could be applied to teaching without actually evaluating their applications in real classrooms, but his approach defined the field. It took 50 years to return to the psychological study of learning in classrooms, when the Soviet Union's successful launch of the first manned satellite, Sputnik, startled the United States and precipitated funding for basic and applied research on teaching and learning.

Developments in teaching continued to be closely tied to psychology in the first half of the 20th century. It was not uncommon for psychologists such as Thorndike, Judd, or their students to be both presidents of the American Psychological Association and authors of materials for teaching or assessing school subjects. For example, Thorndike developed methods that were widely adopted in his day for teaching reading and arithmetic and assessing reading, arithmetic, handwriting, drawing, spelling, and English composition. In many ways, APA began with educational psychologists.

JH: *How will Division 15 distinguish itself in the future?*

AWH: This world desperately needs better understandings of the ways that schooling can promote deep understanding of academic subjects as well as tolerance and compassion for others. Educational psychology has a role to play in pursuing those understandings.

JH: *What is Division 15 beyond the APA annual convention?*

AWH: It is a network of friends and colleagues who enjoy collaborating formally and informally on the work they do. They also value reading the work and hearing the presentations of each others' students and their students' students' at APA and AERA. There is a certain generational feel to the connections. Some of us even speak about our academic children and grandchildren with great admiration and joy.

JH: *Div 15 has been the historical home of Ed Psych, but APA is becoming more and more clinically focused. What do members of the division and the division as a whole get from their relationship with APA?*

AWH: I believe most of us are connected to psychol-

ogy—its concepts and methods. We value the research in cognitive, developmental, social, and school psychology, so APA is a rich collection of related research. APA has a great set of journals and as members we have online access (for a price, of course—this is APA). I use that access at least once a week and from many different locations—like having a portable library, which is the way we are moving on every front.

JH: *What forces outside of Division 15 have played significant roles in changing Division 15? Are there any specific political events, historical events or other societal changes that have impacted Division 15?*

AWH: Like everyone who is connected to schooling, our field is influenced by government policies, funding initiatives, and societal issues. We respond to the needs of students and teachers in a precarious and, at times, brutal world.

JH: *What do you recommend for people going into the field now?*

AWH: Get a good background in the physiology of learning and motivation, become skilled at both quantitative and qualitative methods, find advisors who will become life-long friends, write early and often, join Division 15 as soon as you can, and participate in the Graduate Student Seminar at APA if you possibly can.

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