



# Division 15

## summer newsletter

Editor: Neil H. Schwartz, Ph.D., California State University, Chico

June 2009

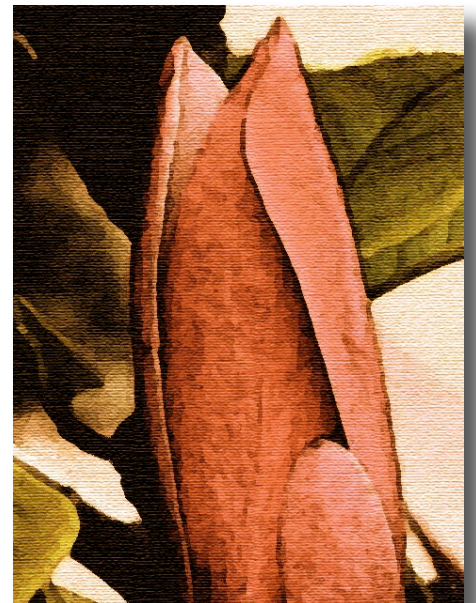
Volume 32, Number 1

## *President's Column*

2009 has been a year of transitions for those of us in the division who look to the U.S. Department of Education for indications of new trends in educational practice that should inform our research activities. The appointments of Arne Duncan as the Secretary of Education and John Easton as the Director of the Institute of Education Sciences (IES) mark a major change in philosophy that should impact practice and research in fundamental ways. At AERA in 2003, Russ Whitehurst, then the Director of IES, challenged the membership to improve the quality and rigor of research, or risk losing funding. He criticized AERA's research while speaking positively about the work in

other social sciences, particularly educational psychology. He noted that in a survey of AERA journals, only 4 percent of the articles would qualify as "rigorous" while in the Journal of Educational Psychology, only 4 percent would not qualify as "rigorous". Later that year, Whitehurst gave an address at the APA convention in Toronto for Division 15 in which he praised the rigor of our work and commented on the production of competent scientists by our departments of educational psychology, ironically forgetting that some of the best departments reside in schools of education. There is no question that our field could benefit from increased rigor. However, the attainment of rigor should not be at the expense of relevance and responsiveness. The quest for all encompassing rigor, mostly attained through the conduct of

randomized controlled trials (RCT), also sacrifices a fundamental research tenet, which caused AERA's governing body to issue a statement about the need to align research questions to appropriate research methodologies. Our research questions are often highly complex and must be considered within systemic contexts, not





easily answerable by RCTs. In Whitehurst's final report to Congress, he tried to dispel the notion that IES was only about RCTs. He noted that the large proportion of studies funded by IES indeed were not RCTs. That said, a substantial amount of the

annual meeting, and we have reason to be optimistic. The change in administrations has provided an opportunity to bring back the balance in research to mixed methodologies, where research questions and methodologies indeed do align, so that research may actually help inform practitioners. Secretary Duncan has talked about a transformation from compliance and accountability to continuous improvement, and from scientifically-based research to development and innovation. This means that education agencies no longer have to focus solely on meeting Adequate Yearly Progress (AYP) for accountability purposes or school

we fail to focus on their individual needs at the expense of the schools meeting accountability measures, education has done the children of this country a disservice. We must hope that the reauthorization of the No Child Left Behind Act will correct some of the errors of its predecessor. While much has been written about the Secretary's focus on development and innovation, which has an obvious link to both practice and research, John Easton's appointment is still too new to know how it will impact the research community. We do know that his work at the Consortium on Chicago School Research provides evidence of his priority on having research impact and have utility for practitioners

*"Schools are comprised of students and if we fail to focus on their individual needs at the expense of the schools meeting accountability measures, education has done the children of this country a disservice."*

funds did support such studies and they, for the most part, have been the work that has been highly touted and used as exemplars and appear in the What Works Clearinghouse, attempting to answer the question – does it work, while often forgetting about the questions of for whom and under what circumstances.

Ironically six years later, we return to Toronto for our

improvement, but now can concentrate on individual student improvement, a subtle but important shift in emphasis. How often have you passed a school where it touts that it is an award winning school, yet it has failed AYP, or noticed a car with competing bumper stickers that read: (1) "my child is an honor student at X school"; and (2) "X school has failed AYP." Schools are comprised of students and if

and policy makers. This emphasis will bode well for both university- and non-profit-based researchers who want to see their work have an impact on practice, not just sit on a shelf in an academic library. Perhaps future IES review panels will again begin to consider methodological rigor. The pendulum needs to swing back to attain a better balance between the relevance or utility of our research and rigorous methodology.



Whitehurst was fond of invoking the medical model of research as a gold standard. No matter how excellent a research project might be, if the patient or the educator does not perceive the prescription to have utility or

relevance, the intervention won't be used. Let us hope that Arne Duncan and John Easton will reintroduce the notion of four R's, not just one: relevance, responsiveness, rigor, and realism.



Ellen B. Mandinach, Ph.D.  
Division 15 President  
2009 - 2011

## Division 15

### Executive Committee Meeting

American Educational Research Association

San Diego April 13, 2009

President Ellen Mandinach opened the meeting by thanking the chairs of each committee for submitting reports on time. She then noted the number of openings for committee membership, with the most pressing appointment being a new Historian. Members of the Division interested in serving should contact President Elect, Paul Schutz.

President Mandinach selected several points from her report to highlight. First, she reviewed findings from EC Retreat discussion of how the Division can make itself better

known and revive and aging membership. She highlighted the database APA offers for experts (see media on p. 4 of the President's report about registering). She noted the ongoing work of the membership committee, including APA initiatives for reduced membership costs, the recruiting new graduates in educational psychology through 'free' membership, and the co-sponsoring of social hours with other AERA SIGs and APA divisions during the annual conferences.



President Mandinach then welcomed Deb Meyer, a new series editor for *Classroom Insights*. Deb will serve as a second series editor independently soliciting and editing volumes for the series.



President Mandinach reviewed issues associated with Division's *Handbook of Educational Psychology*. Specifically, APA will be publishing competing set of volumes. Past President Eric Anderman attempted to work with APA to negotiate some way to reduce competition of the two handbooks. However, APA Publications was not interested in working with the Division. Taylor & Francis, the publishers of the Division's *Handbook* approached the division of publishing Volume 3 by 2011. The executive committee is in the process of 1) reviewing the pros / cons of

moving quickly to produce an additional version and 2) reviewing the process of how to identify and select an editor/co-editors, and an editorial structure, for a new volume should we move forward.

Finally, President Mandinach reported on progress to create a memorial award to recognize the contributions of luminaries in the Division. This fall the executive committee formed an ad hoc Memorial Award committee of past presidents to identify how to handle recognizing the outstanding contributions of members of the division who have passed. The Memorial Award will not be a standing award. Treasurer Chris Wolters inquired whether it would be possible to have two awardees in the same year and expressed concern about limiting the Memorial Award to one a year. Ellen said she would make the recommendation to the committee.

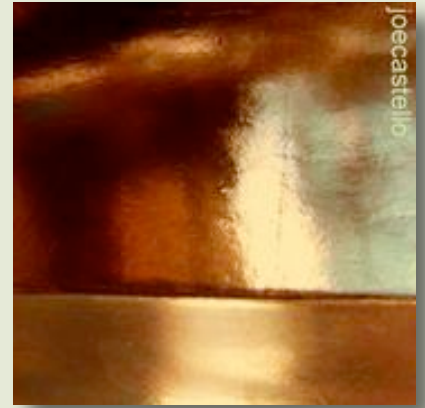
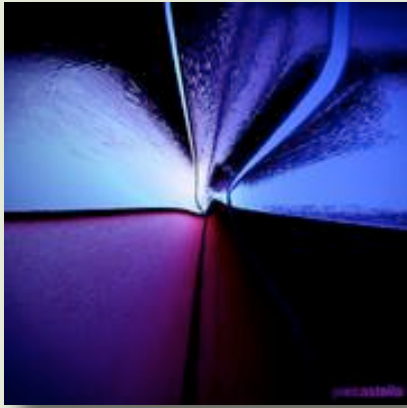
Treasurer Chris Wolters, for the first time, was asked to assemble an annual budget at the direction of the executive committee. In general, Chris noted the Division is doing quite well due, in part due to the royalties from *Educational Psychologist*. Chris tried to

organize the budget in terms of how the Division spends money, not how money to the Division is accounted for by APA. This would enable the executive committee to evaluate of what we are currently spending our money on and the extent to which we might be spending money too much in one area and not enough on the others. He requested feedback on the level of detail.

Program Co-Chairs Paul Schutz and Kelly Rodgers reported on the state of the program and provided in their report a tentative program schedule for the 2009 convention. The reported collaborating with the Board of Educational Affairs to co-sponsor three sessions. The also noted a shift in the this year.







Editor, Gale Sinatra began her report on the status of *Educational Psychologist* by highlighting incoming editor Clark Chin they are actively engaged in planning for the transition. She also acknowledged the support of Taylor and Francis, who sponsored the first ever *EP* board meeting to be held at AERA. Gale described how to interpret impact factors for journals. She noted *EP* is still among the top five journals in the field with a very positive five-year trend. However, she also noted impact factors have been shifting with a lot of year-to-year variation and the difficulty understanding and tracking the trend. President Ellen Mandinach recognized Gale's contribution to maintaining the high quality of *EP*.

Co-chair Michele Buehl presented the report for the committee on graduate student

affairs. As they begin preparing for this year's seminar, she encouraged members to please contact the co-chairs if you are interested in mentoring or participating in a session. Ellen acknowledged the contributions of Michelle and Helen-Rose Fives and welcomed the incoming chair Stephen Tonks.

Patrick Kyllonen, chair of the publications committee, highlighted the agenda items for the meeting including the discussion of how to transition funds to the new editor of *EP*, how to bundle funds in bulk installments to allow editors to both appropriate money for editorial assistants (graduate students) and plan ahead for spending, and the proposal the publications committee was putting forward to cover additional costs and will be working on developing a policy to cover these issues. He reviewed progress on the

*Classroom Insights* series. Specifically, the attorney approved contract for our second series editor. Now, once Deb Meyer identifies an author she can sign them on complete a volume. In addition, Corwin has contacted some of the authors on Barbara McCombs list to follow up. Ellen recommended potential authors review the IES series of practice guides geared towards practitioners. She noted, these might be the 'hot topics' and use these as guides for soliciting volumes.

The fellows committee reported they forwarded to APA three candidates for consideration and hope to announce them at the summer meeting.

Chairs of the awards committees reported on the 2009 award winners (to present at the 2010 conference). On

behalf of the dissertation award committee, Ellen Usher recommend that Chris Hulleman be awarded the 2009



Pintrich Award. His nomination was unanimously approved. Ellen noted there were 15 applications. She and co-chair Michele Gill expressed concern about the length of time between the completion of the award and the talk. Members of the exec committee noted that the winner of the dissertation award should not feel bound to present solely on his dissertation. Instead the winner should use his/her dissertation as an opportunity to spring board into current work. Finally, Ellen noted the awarding of the dissertation research award is in currently progress.

Lynley Anderman, chair of the early career award noted there were five nominations for

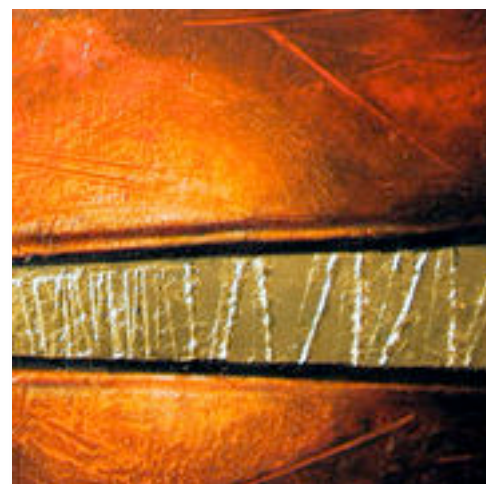
the Snow Award, all who were nominated met the criteria, 2 were for international scholars. She also noted there was not a clear consensus in ranking the five nominees however three rose to the top. After calculating the score three ways there was a clear consistency in who came to the top. Criteria used included productivity, potential for future contributions, and impact factor. Looking at it three different ways the result came out the same. Lynley recommend that Dr. Maarten Vansteenkiste be awarded the 2009 Snow Award. His nomination was unanimously approved.

Susanne Lajoie chair of the Thorndike award noted there were nine people nominated for the Thorndike Award. The committee narrowed down to three, with a rank ordering of vitas. Susanne recommended Carol Dweck be awarded the 2009 Thorndike award. Her nomination was unanimously approved.

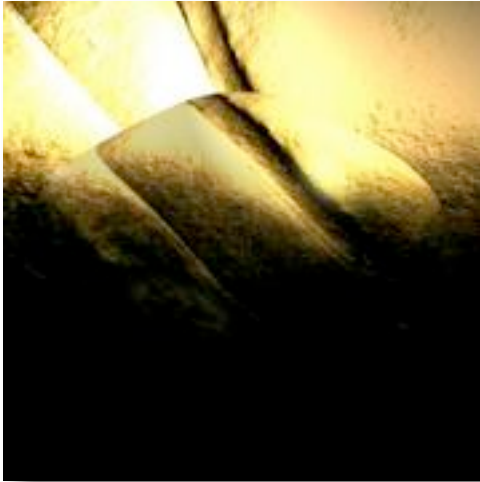
Treasurer Chris Wolters inquired about when the winners would receive the actual monetary award (when they win vs. when they present). A motion was put on the table is that the monetary award and plaque be given at

the time of the presentation with travel reimbursements to follow travel to APA. This motion was unanimously approved. Chris also inquired about when the winners would be notified. Ellen Usher offered that she planed to notify the winner and send constructive feedback to those who were not selected by the dissertation award committee following AERA. President elect, Paul Schutz corroborated that historically Snow and the Pintrich the applicants/winner are notified via mail now with winners being formally announced at the APA conference.

Meg Hennessey, chair of the membership committee, provided a detailed report on the status of membership: 78% of members are 50 yrs or older, 30% of members are 70 yrs or older, 79.5% are white. She confirmed that she is looking into the cost the Division would



incur to offer a one-year complimentary membership to all new Ed Psych PhD graduates. She will put



together a proposal for the executive committee to approve. Attendees to the meeting were in agreement that the Division needs to start spending more money to recruit a younger more diverse membership. Several questions were raised as to how to identify new graduates. Susanne Lajoi suggested using the Council of Graduate Departments in Psychology ([COGDOP@LSV.UKY.EDU](mailto:COGDOP@LSV.UKY.EDU)) listserve. In this case, the Division could send an e-mail to all department chairs who could, in turn, refer to their students to sign up. One estimate is that there may be approx 300 individuals who say that they have degrees in Ed Psych.

Michael Martinez, APA Council Representative reported that the APA organization in financial distress with a 40% drop in its investment portfolio (\$39 million). In addition to a strategic financial plan, members worked on revising the vision statement, discussed the allocation of hours to divisions for the annual conference, and drafted goals for the strategic plan.

Jessica Summers, Board of Educational Affairs representative, reported on her attendance at the fall meeting. Specifically, BEA is requesting topics of the Coalition of Psychology in the Schools session.

President Ellen Mandinach reviewed the report for the Teaching Educational Psychology Conference. She noted participant enrollment was up to 20 participants, Registration form for conference was passed around.

Treasurer Chris Wolters reported on the status of the Early Career Research Award: Specifically, he clarified that the Division is administering these as grants. The winners will have to report on how funds were spent. This is good because it is encouraging Jr. faculty to get in contact with

their grants / program officer to go through the steps. Chris noted that by APA we should have the reports back on the first awards. The call for next round has also gone out.

Nancy Perry reported on the status of the Division's website. Specifically, it does not look like APA will be rolling out their website / templates anytime soon. At the fall retreat the decision was made to go ahead and revise our website. The executive committee put out a call for developers in November with a closing date of December 15<sup>th</sup>. Five applicants were reviewed and the recommendation went out to hire DeLeon Gray a doc student at Ohio State University. DeLeon submitted a draft of a site map (included in the reports). The executive committee has already made some minor changes to the site site map. Specifically, award







meeting. Ellen Usher asked about the extent to which members of the EC/committee chairs will have administrative privileges. Nancy's understanding is that there will be administrative privileges for members of the EC and Chairs of committees, as appropriate (e.g., the historian would be able to update archived information. It should be possible for us to manage most of the site (75-80%), but we will need to have a "web master" in future to maintain and update features on the site. This should become a line item in the budget.

pages will have list of all criteria and past recipients. Recent winners will have profiles and links to their work. DeLeon will have something for us to review at the August meeting. Our goal is to have the website up and running shortly after the August

Our final agenda item was to discuss APA's proposal to changes to dues and create programming for Early Career Faculty. Michele Buehl, co-chair of the graduate affairs committee emphasized the importance of Division programming for early career faculty in order to get them to the conference. She noted that former grad seminar participants have been inquiring about what type of programming there is geared toward new faculty. Jessica summers suggested that we contact new faculty to inquire about what would make it worth coming to the conference.

## *2009 Award Winners*

*Pintrich Award*

*Snow Award*

*Thorndike Award*

*Chris Hulleman*

*Maarten Vansteenkiste*

*Carol Dweck*



# A n n o u n c e m e n t s



## DIVISION 15 CONFERENCE ON TEACHING OF EDUCATIONAL PSYCHOLOGY

WEDNESDAY, AUGUST 5TH 2009  
(DAY BEFORE THE CONFERENCE BEGINS), TORONTO

Division 15 of APA is sponsoring a one day conference on The Teaching of Educational Psychology, as a pre-conference event. We held a similar meeting in 1996, and it was a huge success. The goal of the meeting is to bring instructors of educational psychology (at all levels) together to share insights, teaching methods, and to connect with others who are interested in possibly pursuing research on the Teaching of Educational Psychology. The conference will be held at one of the APA Hotels (TBA) in Toronto.

Faculty Registration Fee: \$100 faculty, \$60 students (US dollars; includes registration\*, breakfast, lunch, and snacks)

For additional information, please contact Eric Anderman ([anderman.1@osu.edu](mailto:anderman.1@osu.edu)) or Michael Yough ([yough.4@osu.edu](mailto:yough.4@osu.edu)).



## DIVISION 15 EARLY CAREER RESEARCH GRANTS

Division 15 (Educational Psychology) of APA announces the call for the Division's 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 (degree must have been awarded August 2004 or later). Individuals who have received this award in the past are not eligible. Applications will be considered from individuals who work in academic institutions, research and development organizations, or other research venues. For those individuals 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. Funds must be spent and accounted for within two years, or returned to the Division. Funds are awarded in one lump sum, to the recipient's institution. Home institutions of awardees are responsible for administering the funds.

## 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. Projects must have specific start and end dates.
- 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. In addition, a letter of support from your institution is required, indicating that they understand that if awarded, the grant will not pay any indirect costs.

Send the application electronically to Paul Schutz at the University of Texas San Antonio([paul.schutz@utsa.edu](mailto:paul.schutz@utsa.edu)). Grant recipients must provide quarterly reports to APA, via the Division 15 treasurer.

## When to Apply

Completed applications should be submitted by June 15, 2009.

## Criteria and Obligations

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. Recipients must agree to provide quarterly reports to APA, via the Division 15 Treasurer. Funds are provided as a lump sum to the institution or organization; your institution must agree to being responsible for administering the funds and providing quarterly reports to APA. These funds cannot be used to pay indirect costs; funds only are provided for direct costs associated with conducting the research. *Funds may be used to pay for research assistant time, but not for salary or stipends for the applicant.* The Division must be acknowledged in any presentations or publications that result from this funding.

## A Note from the Editor

I would like to take a moment to thank you for the privilege of serving Division 15 as newsletter editor. The newsletter is scheduled to come out three times per year-- spring, summer, and fall. If you have comments, editorials, commentary, or news you wish to submit for inclusion, please email me at: [neil8860@gmail.com](mailto:neil8860@gmail.com)

Making a newsletter visually appealing requires the inclusion of visual art. In this issue, I drew upon the work of Giovanni Castellana-- an artist

who lives and works in a small town next to Bari in the South of Italy. Giovanni received his Master of Arts degree in Applied Art at the Institute of Fine Art in Italy, as well as a specialization as a designer from the Academia of Fine Art. Besides creating his own work, he is a restorationist of paintings and art pieces from the XVII century as well as modern pieces.

Giovanni was very gracious in extending me permission to use his work, and I am very grateful for his generosity. The small jpg files I used in this issue are of his actual paintings on canvas.

They, and his other work, can be viewed at: <http://www.artbreak.com/joecastello/works>.

I am also very grateful to my colleague Dr. M. Beatrice Ligorio, Professor of Psychology at the University of Bari, Italy-- one, for connecting me with her husband, Giovanni, and the other for providing me with two pieces of her own-- the piece on the bottom right-hand corner of page one, and the piece on page two. I hope you enjoy them all.





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## DIVISION 15 Convention Program Highlights

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### Presidential Address

Presenter:	<b>Eric M. Anderson, Ph.D.</b>
Chair:	Ellen B. Mandinach, Ph.D.
Location:	Fairmont Royal York Hotel Territories Room
Time:	Saturday, August 8, 6:00 PM - 6:50 PM



## DIVISION 15 Convention Program Highlights

### Richard Snow Early Career Award

**Presenter:** Allison M. Ryan, Ph.D.  
**Title:** *Motivation and Achievement During Early Adolescence: Insights From Integrating the Social and Academic Domains*

**Chair:** Paul A. Schutz, Ph.D.  
**Location:** Metro Toronto Convention Center Reception Hall 104B  
**Time:** Friday, August 7, 3:00 PM - 3:50 PM

### E.L. Thorndyke Award for Career Achievement in Educational Psychology

**Presenter:** Bernard Weiner, Ph.D.  
**Title:** *Development of an Attribution-Based Theory of Motivation: A History of Ideas*

**Chair:** Mary McCaslin, Ph.D.  
**Location:** Metro Toronto Convention Center Reception Hall 104B  
**Time:** Friday, August 7, 4:00 PM - 4:50 PM

### Paul R. Pintrich Dissertation Award

**Presenter:** Lyn Arnold, Ph.D.  
**Title:** *Enhancing Student Academic Regulatory Processes: A Study of Metacognitive Knowledge Mentoring, Strategic Enhancement, and Achievement*

**Chair:** Ellen L. Usher, Ph.D.  
**Location:** Metro Toronto Convention Center Meeting Room 206D  
**Time:** Saturday, August 8, 12:00 PM - 12:50 PM



*See you in Toronto*