



Message from the President

My Final Duty: Thank You



Max De Pree ([2004](#)) once said that the last responsibility of a leader is to say thank you. And, in my final presidential message, I have so many to thank. Division 15 has had a good year, and it has taken a team and all of our members to make that happen. While I cannot fit all of those who should be thanked by name in this column, I can hit some of the highlights of this year. I want to note the impressive efforts of our Executive Committee members across multiple initiatives this year: Terri Thorkildsen, Nancy Perry, Ji Hong, Michele Gill, Tim Curby, Rob Klassen, Dionne Cross, Heather Davis, and ex-officio members Julia Houston and Sandra Graham. The fall of 2014 began for our team with a bang – our inaugural [Advances in Educational Psychology Conference](#) was held in Washington, D.C. in October. The Executive Committee and I extend a special heartfelt thank you to Heather Davis, Mike Middleton, and Wade George (our Communications Director) for making this incredibly successful meeting happen; we continue to work on ideas from this meeting and are receiving queries as to when there might be another.

Our [committee chairs and members](#) have also been a powerful force this year, and too seldom receive the recognition they deserve. Our chairs include: Cynthia Hudley and Adele Gottfried (Fellows Selection), Scott Marley and Martin Jones (Program Committee), Tim Urdan (Thorndike Award), Andrew Elliott (Snow Award), Aman Yadav (Early Career Research Grants), Ann Taylor and David Wakefield (Dissertation Grants/Pintrich Award), Sandra Graham (Publications), Yoon Jung Cho (Membership), Serena Shim and Ellen Usher (Graduate Student Affairs), Dennis McInerney (International Activities), and Maria DiBenedetto and Dan Moos (Early Career Educational Psychologists). Each of these committees has done outstanding work while at the same time updating and expanding their written policies and procedures to enhance long-term stability and ease transitions. One highlight, here, was our first ever professional webinar presented by D15, "[Navigating the Academic Writing Process](#)." Designed and organized by Ellen Usher and Serena Shim, the event featured short presentations and a Q&A session with Avi Kaplan and Anastasia Kitsantas. This event was such a success that several committee chairs have now come together to plan a **series of webinars** for next year targeted across our membership, including international members, early career faculty, and graduate students. Our Membership Committee and all of our members who reached out to bring in new members (including our new doctoral student member of this committee, Julia Houston and Joshua Rosenberg) are to be congratulated as well; we achieved a **16-year high in membership** to close 2014!

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"Division 15 has had a good year, and it has taken a team and all of our members to make that happen."

Message From President, cont'd.

There is so much more to say, and so little space to do so. Some final highlights include the re-envisioning and reshaping of the treasurer's line due to the heavy workload this job entails, which was approved by our membership this year. The Executive Committee is also **currently examining the presidential workload**, which has grown to 10-20 hours per week during the acting president's year, and will be reporting to our membership soon. Due to the excellent work our Past President, Terri Thorkildsen, did in renegotiating our contract for *Educational Psychologist* with Taylor and Francis, we are able to announce a **new award for the annual best article in EP**. In addition, we now have **two new awards for the best student research posters** also sponsored by Taylor and Francis at our APA meeting. These awards will be given for the first time this August at our Business Meeting—come and congratulate the winners! Finally, Taylor and Francis are also sponsoring a **new award for the best research submission from an international student attending APA**; details on this award are coming soon. Our International Committee remains hard at work enhancing our outreach to and representation of our international colleagues and members.

Our new Finance Committee is at work on **long-term planning for financial security**. I continue to represent D15 on a **2015 Interdivisional Grant entitled "Enhanced Web Presence for Scientifically-based Information on Children and Families"**; the website (cosponsored by divisions 7, 15, 16, 37, 43, 53, and 54) will launch soon. Also critical to our accomplishments this year were our representatives and liaisons: Barbara McCombs (APA Board of Educational Affairs), Steve Thoma (APA Board of Scientific Affairs), Eric Anderman and Tamera Murdock (Coalition of Psychology in the Schools and Education), Nick Nardi and Persis Driver (APA Graduate Studies), Sharon Bowman (Committee on Division/APA Relations), and Revathy Kumar (Historian). Each has worked hard to inform and represent D15 all year.

Max De Pree (2004) also stated that an important role in leadership is to define reality. My presidential theme this year, "*Impacting Education Pre-K to Gray*," has focused on the complex realities and challenges faced by organizations, communities, families, schools, teachers, and students. In my presidential messages, I have addressed [the need to treat competing viewpoints with thoughtfulness and respect](#), allowing development of a powerful repertoire for teaching and learning across the life span; the "[power of and](#)"; and [the potential contribution of single case experiment research](#) to educational psychology inquiry. I want to thank the distinguished researchers (too many to list here), who contributed *Psychology Today* blogs for [a special series](#) on my presidential theme helping to further define the realities faced by educational psychologists and our constituencies (*The series was opened by Paul Kirschner ["War: What is it Good For"]; the final guest blog is by Robert Slavin ["Using What Works: Evidence-Based Practice is Changing Both Education and Educational Psychology"]*). These blogs and those in between have addressed aspects of the realities we all face as educational psychologists. It has been a privilege to work with this team and our members. I leave my office as president of D15 with gratitude, knowing that together we can and will continue to advance the knowledge base in education and integrate what we know across theories, methods, and paradigms, allowing us to assist policymakers and practitioners to define, acquire, interpret, and ultimately use research.

Karen Harris

APA Division 15 President, 2014-2015

Division 15 EXECUTIVE COMMITTEE MEETING HIGHLIGHTS

Chicago, IL
Swissotel, Lucerne Level, Alpine II
April 16th, 2015, 1:00 - 4:50

Full minutes may be found [here](#).

- The Executive Committee discussed the formal establishment of a Finance Committee and is finalizing committee guidelines for inclusion in the Division's Policies and Procedures Manual.
- Following the success of the Graduate Student Affairs Committee's first webinar, the Division is looking into offering international webinars with topics that appeal to members at different points in their careers.
- The Committee voted to change the International Committee's status from an ad hoc committee to a standing committee. All other proposed changes in the by-laws will be called for formal vote later this year.
- Although Division 15 membership dues were originally scheduled to increase in 2015, they will not increase until 2016. Membership will cost \$35 for APA non-members, \$25 for APA members, and \$15 for student members.

Presidential Blog Series

Centered around President Karen Harris's Presidential theme, "Impacting Education Pre-K to Gray," this *Psychology Today* series includes authorship from leading scholars such as Paul Kirschner, John Sweller, Carol McDonald Connor, Patricia A. Alexander and P. Karen Murphy, Vivian Tseng, Bryan G. Cook, Scott C. Marley, and a yet-to-be released piece by Robert Slavin.

For a complete archive of posts (and more information on President Harris's theme), just click [here](#).



GETTING TO KNOW OUR INCOMING PRESIDENT

Dr. Nancy Perry



Bio:

Dr. Nancy Perry is Professor of Educational and Counselling Psychology and Special Education at the University of British Columbia (UBC), Canada. She has been an active member of Division 15 since 2003, including serving as a member of the Editorial Board for the *Educational Psychologist* (since 2004) and the Division's Executive Committee (as Member-at-Large, 2007-2010). She is honored and excited to extend this service as President for the coming year. The theme of her Presidential term is "*Bridging Theory and Practice Through Productive Partnerships.*"

She notes:

For me, the appeal of educational psychology is its application to teaching and learning. As a general and then special education teacher, its *relevance* always seemed clear to me, if not to others. For example, what could be more obvious than the implications of growth versus fixed mindsets for explaining why some learners engage deeply with challenging work while others avoid any activity that runs the risk of revealing what they "can't" do? And who can dispute the benefits of becoming a self-regulating learner? Now, as a researcher and teacher educator, I try to imbue both early career and experienced teachers with my enthusiasm for educational psychology. But it's not always easy!

In his Division 15 Presidential Address, Eric Anderman (2009) queried why our "bountiful body of knowledge" is largely ignored (or misrepresented) in policy and practice, and why topics in educational psychology are so often peripheral in programs for preservice teachers (also see Helen Patrick and colleagues, 2011, and Anita Woolfolk Hoy, 2000, in *Educational Psychologist*). Summarizing Patrick et al. (2011), we need to meet three challenges if we really want to "*impact education pre-k to gray*" (my predecessor's, Karen Harris', theme). First, we need to do a better job of communicating the relevance of our theories and research findings to the broader educational community. This requires skill at knowledge translation, commitment to presenting and publishing in places that reach policy makers and practitioners, and, likely, speaking to the dreaded media. Second, we need to develop collaborative relationships with practitioners and policy makers. Together, we can develop a common discourse and shared vision about what constitutes effective teaching and learning. Finally, we need to document how practices associated with our theories and research are impacting teachers and learners positively.

In my own program of research, I have been using "teacher learning teams" to both meet my research goals and engage with teachers in generating knowledge and plans they can use to enhance teaching and learning in their classrooms. Teacher learning teams are representative of participatory approaches to educational research and professional learning that place teachers at the center of change efforts. They assume meaningful and sustained changes in teaching and learning occur when teachers and researchers engage jointly in locally

Getting to Know Our Incoming President, cont'd.

situated, inquiry-based, longitudinal and critical examinations of practice. Of course, adopting participatory approaches to research requires rethinking how we offer instructional interventions and, perhaps, how we accumulate an “evidence base.” However, others – including Judy Randy and Lyn Corno – have found that teachers’ uptake of research-based instructional practices increased when they engaged in inquiry-oriented collaborations with researchers, and they developed higher capacity to adapt, be flexible, and tailor instruction to the unique needs of students.

In my view, educational psychology has never been more relevant for what educational practitioners and policy makers are trying to achieve (e.g., 21st Century Learning, assessment for learning, social emotional learning). One of my goals for the coming year is to look for ways we, Division 15, can address the challenges Patrick and colleagues identified: What are the most critical issues facing educational stakeholders today? What should we, as educational psychologists, say and do about them? Watch for related content in my Presidential Blog Series and opportunities to contribute to this conversation.



From left to right: Nancy Perry, President-Elect; Karen Harris, President; Terri Thorkildsen, Past President

2015 APA CONVENTION HIGHLIGHTS

Division 15 is pleased to present a robust program for the 2015 APA Convention in Toronto, Canada (August 6-9). Find all of the details – including Division 15’s full Program Suite – [here](#).

Thursday, August 6th

Fellows Chat - Educational Psychology and Diversity

With Antoine Garibaldi, Sandra Graham, & Cynthia Hudley

1:00 a.m. - 11:50 a.m. ~ Convention Centre Room 706

Division 15 Opening Session

Honoring Committees, Award Winners, and Special Attendees

4:00 - 5:50 p.m. ~ Intercontinental Toronto Centre Hotel Oakville Room

Friday, August 7th

Snow Award for Early Career Contributions to Educational Psychology

Received by Krista Muis, “The Curious Case of Epistemic Cognition of Self-regulated Learning”

8:00 a.m. - 8:50 a.m. ~ Convention Centre Room 202D

Pintrich Outstanding Dissertation Award Presentation

Received by Kate Snyder, “Developmental Pathways in Underachievement”

9:00 a.m. - 9:50 a.m. ~ Convention Centre Room 201B

Thorndike Career Achievement Award Presentation

Received by Stephen Ceci, “Women in Academic Science: Experimental Findings from Hiring Studies”

11:00 a.m. - 11:50 a.m. ~ Convention Centre Room 101



Saturday, August 8th

Graduate Student Breakfast With Past Division 15 Presidents

8:00 a.m. - 8:50 a.m. ~ Intercontinental Toronto Centre Hotel Caledon Room

Fellows Chat - Educational Psychology and the Classroom

With Martha Carr, Kathryn Wentzel, & Louis Wilkinson

11:00 a.m. - 11:50 a.m. ~ Convention Centre Room 810

Division 15 Business Meeting

An overview of Division 15's past year, and planning ahead

4:00 p.m. - 4:50 p.m. ~ Fairmont Royal York Hotel Tudor Room 7

Presidential Address

Offered by Past President Terri Thorkildsen

5:00 p.m. - 5:50 p.m. ~ Fairmont Royal York Hotel Tudor Room 7

Division 15 Social Hour

Paid bar available

6:00 p.m. - 6:50 p.m. ~ Fairmont Royal York Hotel Tudor Room 8

Sunday, August 9th

Fellows Chat - Educational Psychology and Assessment

With Stephen Elliott, Kurt Geisinger, & Ronald Hambleton

11:00 a.m. - 11:50 a.m. ~ Convention Centre Room 711

Our full collaborative programming – spanning the entire conference – may be found at the close of Division 15's official [Program Suite](#). We'd like to extend our sincerest appreciation to Martin Jones and Scott Marley (our 2015 Program Chairs) for their tireless work in reviewing and organizing these sessions.



INTERVIEWS WITH PAST PRESIDENTS

Dr. Ellen B. Mandinach

APA Division 15 President, 2008 -2009

Interview by Christopher Biltz, Persis Driver, and Revathy Kumar



Dr. Ellen Mandinach was the 52nd president of APA Division 15. She served during the 2008-2009 term. She is currently a Senior Research Scientist and Director of the Data for Decisions Initiative at WestEd, a nonprofit agency dedicated to research and development in education. As part of our series on interviewing past presidents, we discussed the events leading to her presidency, her efforts and accomplishments during the presidency, and her vision for the future of the Division and our field.

Induction Into Division 15 Presidency

Before her presidency, Dr. Mandinach served as the Division 15 Program Chair during Lyn Corno's presidential term in 2006-2007. Dr. Corno encouraged her to run for the Division 15 presidency, and she was elected to this position in 2008. Upon assuming her duties as president, Dr. Mandinach noted: "Division 15 was in great shape. I was very fortunate because Lyn had been the president, and then Eric Anderman, and they both dealt with some really tough issues, but their tough issues gave me a pretty smooth year. Lyn was dealing with getting the by-laws in place and Eric was dealing with a very contentious issue with the Publications Committee." Even with a "smooth year," Dr. Mandinach still faced some of the more persistent issues within Division 15, including the establishment of a clear identity within APA and growing/diversifying the membership of the Educational Psychology Division.

Identity of Division 15

A Focus on Educational Psychology

Dr. Mandinach discussed the identity of Division 15 within APA and the importance of educational psychology in modern society. Within APA, Dr. Mandinach observed that there was a divide between the clinical divisions and the scientifically-based applied divisions like educational psychology. She defined the gap as a systemic issue caused by an unequal balance in the representation of clinicians and researchers within APA, and suggested that we could try to narrow this gap by increasing Division 15 membership. Dr. Mandinach proposed that this could be best achieved through mentoring and making the division more welcoming to its members. "A more diverse group of mentors to young professionals," she said, "will extend the reach of Division 15 among youth from different cultural backgrounds. We need to be relevant to our members in order to sustain and survive," Dr. Mandinach remarked, and suggested that one way we approach this is with a "spin-off conference" specific to Division 15. This would be an additional benefit to membership in Division 15, and have the potential to provide a more concrete identity for educational psychology.

Division 15 also needs to continue to be relevant in the academic world by "producing quality research that is translatable into actionable knowledge that policy makers can take and affect change or make decisions." Dr.

Mandinach identified Anderman's work on bullying and her own work on blended learning environments as examples of how research is actively influencing the decisions of policy makers. These areas of research are now being used to "help transform what teacher preparation looks like."

Technological Advances

Dr. Mandinach has been doing considerable work in examining the use of technology in education. She shared some of her insights on blended learning environments with us. "I do a lot of research on blended learning environments at the precollege level. There are pros and cons to everything. It [blended learning environments] gives you a lot of benefits and flexibility, but you also lose something that you get in face-to-face interactions. Based on my expertise in data driven decision-making, I believe that you can't underestimate the kinds of data that come from things like watching a student's eyes or body language that you can't get in a virtual mode."

Vision for Division 15

Reflecting on Division 15's potential to grow, Dr. Mandinach emphasized, "improving the relevance to as many young, middle career, and older psychologists by having us do our own conference. It may not be in relation to when APA meets and may actually be more aligned with when AERA meets, but doing something that improves the relevance of the Division to the members." According to her, both APA and AERA offer unique advantages to their members. "A large and powerful organization such as APA offers opportunities to attend creative and exciting presentations that are often tied to our personal interests rather than research ideas. It also provides opportunities to listen to influential scholars and practitioners such as Malcolm Gladwell and Rosalind Carter. AERA provides a more comfortable place for educational psychologists to fit in and find interesting collaborations. Yet, the optimal balance for our members might be in a spin-off conference that is tied directly to their individual needs as scholars."

Another suggestion Dr. Mandinach provided was to solidify and refine the Division's identity as diverse and collaborative within the larger APA organization. "For the Division's members, it is important to project the Division as embracing diversity in membership, content, domain, and methodology. For the larger APA, it is important to forge collaborations with other Divisions that might provide a natural fit with our own interests and goals." Both these suggestions "go back to the question of relevance, to the question of how you attract the early career psychologists. And yet, it is a very difficult, systemic issue that goes back to the graduate schools who are producing the kind of people who are going to join the division and whether students have diverse mentors to encourage them to think in this way." Thinking about these systemic complications, she emphasized that the success of Division 15 will rely on its ability to preserve and perfect a distinct identity while maintaining collaborative ties within and outside APA.

Advice for Emerging Scholars

Dr. Mandinach offered three pieces of practical advice for emerging scholars. As graduate students, she recommended getting involved with Division 15's initiatives, its committees, and convention-related activities early. She pointed out that following the trajectories of growth of leaders within the Division could provide

meaningful information on how individuals have acquired greater responsibility and recognition through time.

Dr. Mandinach urged emerging scholars to embrace technological advances and leverage technology's innovative potential in their own research and teaching endeavors. She cautioned about the limitations of blended learning environments in losing valuable data related to understanding students' non-verbal gestures and cues. Yet, she highlighted several instances in which educational practitioners have creatively used technology to circumvent the seemingly insurmountable challenges posed by inclement weather, paralyzing traffic jams, and long transportation routes between home and school. An open mindedness coupled with sensible expectations could help emerging scholars meet their academic and professional goals in newer and more creative ways.

Finally, Dr. Mandinach cautioned against conformity, advising students to explore creative and alternative avenues for success. Practicing what she preaches, Dr. Mandinach highlighted her own background working in non-profit research organizations. She pointed out that there were obvious benefits to both models and that the "grass always seems greener on the other side," but an alternative to traditional academia provided the opportunity to steer away from dissertations and committees despite having to rely on "soft money" for funding. Most importantly, it provided an opportunity to "be one's own boss." Dr. Mandinach reiterated the dynamic shift in the job market: "Mentors in schools of education should not just think about their own path, but now – because of shrinking colleges of education and departments – they should give their graduates as much opportunity for diversity in career paths as possible."

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Division 15:



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