



NEWSLETTER FOR EDUCATIONAL PSYCHOLOGISTS

WINTER 2018 EDITION - EDITED BY DR. MARCUS JOHNSON

PRESENTED BY APA DIVISION 15



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MESSAGE FROM THE PRESIDENT

DR. GALE SINATRA

It is my honor to serve as President of Division 15. The fall is a busy time for our organization. We met in October as an Executive Committee for the Division 15 Fall Retreat. Much of the work of the Division is advanced through this important meeting. There is also significant planning underway for the Annual APA Convention in Chicago (August 2019). My thanks to the 2019 Program Co-Chairs, Panayiota Kendeau and Stephen Aguilar.

As a reminder, my presidential theme is, *“Educational Psychology for a Sustainable and Promising Future.”*

This theme serves as a call for action to sustain and grow our discipline and its impact into the future through two objectives:

Active Stewardship of the Discipline. Our work begins with our members. Building on the work of our recent past presidents, this theme calls for active commitment to stewardship of the discipline of educational psychology by our current members. This also means broadening and diversifying our membership. Educational Psychology must become a beacon for those who wish to support learning in all contexts and for all learners.

Increasing Our Impact on Social and Ecological Environments. We must increase our efforts to impact policy and practice. Educational psychologists must leverage our research on learning, motivation, epistemic cognition, critical thinking, and reasoning to promote a sustainable future both socially and ecologically. The work of Division 15 members is uniquely positioned to assist with public understanding and trust of research and



science. As an organization, we can—and must—advance public understanding of societal and environmental challenges towards creating a more just and sustainable future.

Several initiatives are underway to support this two-pronged theme. We are working on ways to extend the impact of the Division through two new publication endeavors which will focus on policy and practice. If these efforts are successful, they will enhance the impact of Division 15 in both policy and practice, a key initiative of Past President Nussbaum that I am committed to see through.

We have been busy renegotiating the contract for our Division’s signature journal, *Educational Psychologist*. This is not only a premier journal for the Division, but it is also highly ranked in Educational Research. We thank Kathy Wentzel for her outstanding stewardship of the journal over her term. As has been announced recently, Editor Wentzel

completes her term next year and we have the two outstanding Co-Editors lined up to continue and enhance the outstanding contribution of EP to the Division and our field. My congratulations to Jeff Greene and Lisa Linnenbrink-Garcia, the incoming editors of EP. Our handbook series has also been an important one for the Division and field, and my sincerest thanks to Krista Muis and Paul Schutz for their willingness to serve as the Co-Editors of the fifth edition of the *Handbook of Educational Psychology*. They have some exciting ideas, and you will want to keep an eye out for the new edition.

Session planning for the Annual Meeting is designed to advance the presidential theme as well, with sessions on policy and sustainability in the works. Also, a session for Early Career scholars that will showcase Division 15 Scholars of Color is a priority of mine.

As for current successes of the Division, I have to tout the success of [the Podcast Series](#) hosted by Jeff Greene and featuring Helenrose Fives, Alex List, David Miele, and

Naomi Winstone. If you haven't listened to these, you are really missing out on cutting edge, thought-provoking discussions that will definitely impact your scholarship. A new set of podcasts is under development.

I want to encourage members to apply for (or nominate a colleague for) Division 15's [upcoming award slate](#). We also always need more Fellows, so senior scholars, please apply.

I recently had the honor of presenting the Golden Psi Award to Anneliese School of Laguna Beach, CA. This was an amazing school with vegetable gardens and stables on the property, art and multiple languages taught in Pre-K through 6th grade, and support for students' well-being and social emotional learning foregrounded in all they do, earning them this prestigious award from APA's Board of Educational Affairs. Every child should have the opportunity to attend such a school. If you are working with a school that supports social emotional learning, encourage them to apply for the Golden Psi.

Nominate or Apply for Fellow Status!

Due December 3rd

Division 15 seeks applications for Fellow status from members who have made distinguished scholarly or scientific contributions to the field of educational psychology. To be considered for Fellow status in the division during 2019, candidates must have been a member (of Division 15) for at least one year. Applicants/nominees must begin the application process [online](#).

More information may be found at the official Division 15 call, [here](#).

EXECUTIVE COMMITTEE MEETING MINUTES 2018 FALL RETREAT - RIVERSIDE, CA

Find full minutes for the 2018 Fall Retreat [here](#). Highlights include:

- The Executive Committee discussed two proposals for invited sessions at the 2019 Annual APA Convention, including an early career session focused on diversity issues, as well as a policy session.
- Two new publication proposals were discussed, including a new journal that would focus on the blending of Policies and Practices, and a new book series intended for teachers.
- The *Educational Psychologist* contract was renewed with Taylor & Francis, which will include generous financial support for the Division.
- The Executive Committee will be reworking the Division's mission statement, which will be sent out to Division 15 members for a vote.
- A proposed increase to Early Research Grants Award was approved.



Call for Executive Committee Nominations

Due ASAP!

Division 15 seeks nominations (including self-nominations) for Vice President and Treasurer-Elect. Nominations will be reviewed by the Nominations Committee in preparation for a division-wide vote in the spring. The duration of these terms are:

- **Vice President** (4-year term for entry role in the Presidential line, 2019-2023).
- **Treasurer-Elect** (3-year term for entry role in the Treasurer line, 2019-2022).

Only Division 15 members who are also members of APA are eligible to run for office. Please make nominations as soon as possible, as the final slate of candidates is due to APA by the end of January, 2019. More information on these roles and how to nominate may be found [here](#).

Division 15 at the 2018 APA Convention

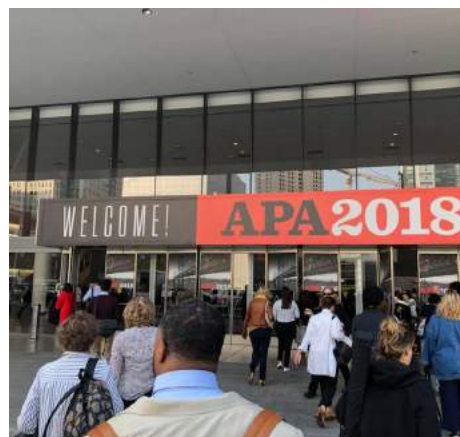
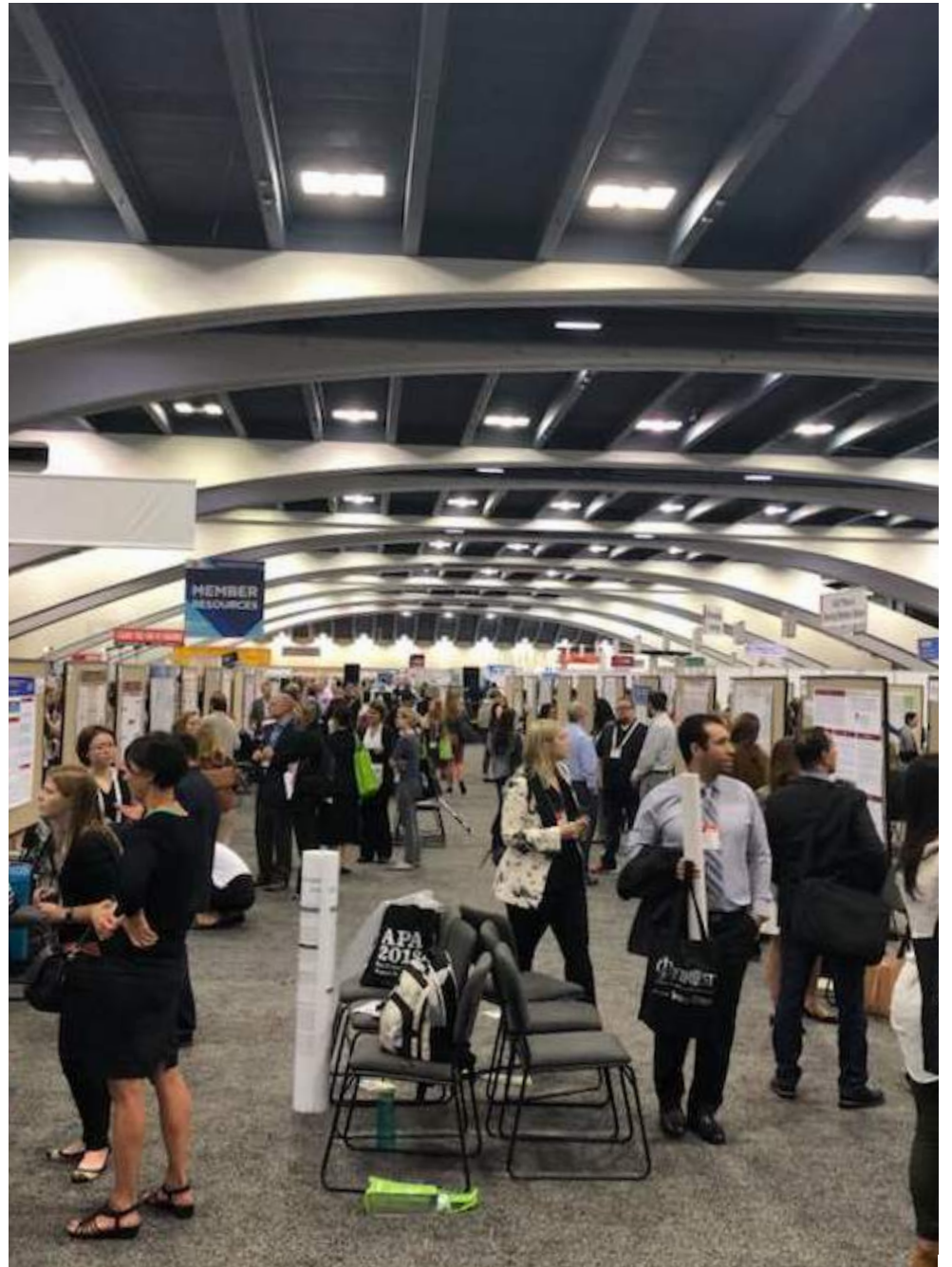
SAN FRANCISCO, CA - AUGUST 9-12

To remember a very successful 2018 APA Convention, Division 15 has created a [dedicated event archive](#) with select highlights from the event. Items of special interest include:

- Video of award winners' sessions
- Video of Past President Bonnie J.F. Meyer's address
- A link to the year's full program
- Division 15's Business Meeting slides
- Photos of our organization's members and sessions

We'd like to thank Program Co-Chairs Rayne Sperling and Peggy Van Meter for their extensive efforts organizing this year's fantastic programming. We'd also like to thank all who submitted proposals, reviewed submissions, and made the trip!

Be sure to mark your calendar for next year's APA Convention, which is scheduled to be held August 8-11, 2019 in Chicago, IL. A call for proposals (and proposal reviewers) may be found on the following page.



Call For 2019 APA Convention Proposals

Due December 3rd

Division 15 invites submissions for the 2019 annual APA convention, to be held in Chicago, IL (August 8-11, 2019). The 2019 Presidential Theme for Division 15 will be *Educational Psychology for a Sustainable and Promising Future*. We encourage submissions related to this theme and research in Educational Psychology.

Submissions may fall under any of the following formats:

- Individual Presentations
- Symposiums
- Discussions (Other Proposal)

More details on these submission types may be found at [the full call](#). All proposals may be submitted through APA's convention proposal portal. Those with questions about proposal formats should contact Division 15 Program Co-Chairs, Stephen J. Aguilar and Panayiota (Pani) Kendeou (apadiv152019@gmail.com).

Call for Reviewers

Due ASAP!

Division 15 is looking for qualified graduate students, researchers, and practitioners to serve as submission reviewers. If you have reviewed for Division 15 previously, we thank you for your service and hope that you will consider serving in this important role again for the 2019 Convention!

To volunteer, please complete the Division 15 Request for Reviewers 2019 form, [here](#). Given the deadlines set by APA, submissions will be assigned in early December and reviews will be due back in early January.

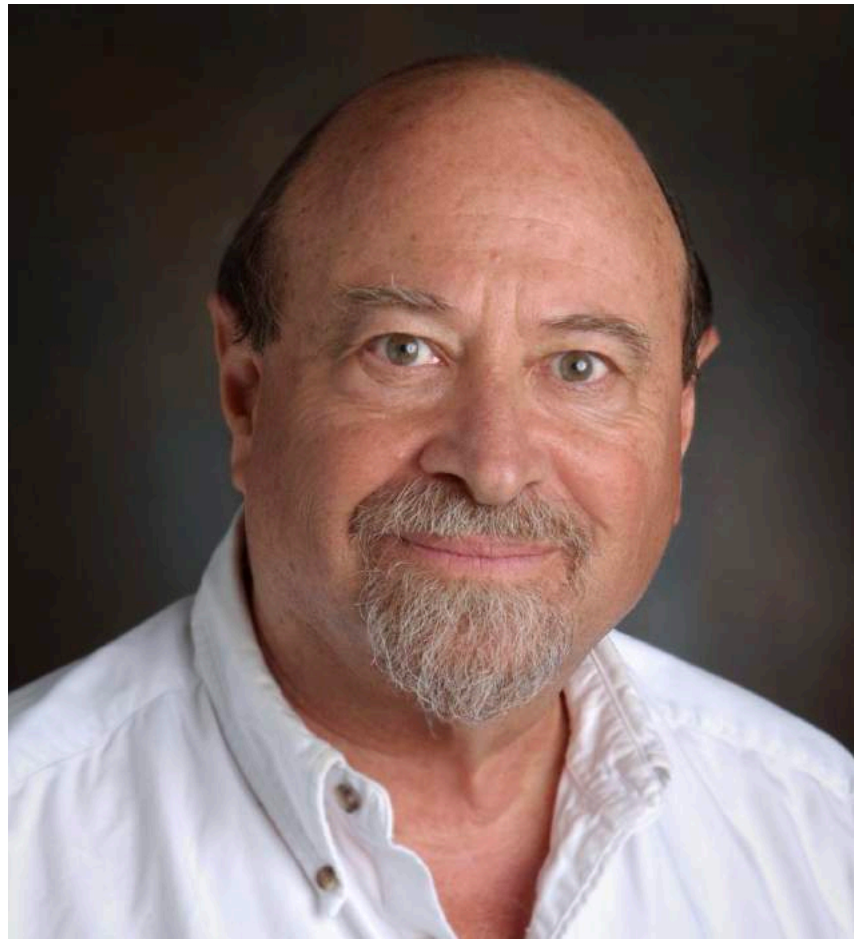
We hope you will consider taking on this important role to assist with building another spectacular Division 15 program for APA 2019! Thank you in advance for your service to our division!

EVIDENCE-BASED CHANGE THROUGH POLICY & PROFESSIONAL LEARNING

A DIVISION 15 INVITED SESSION - APA 2018



*Sharon L. Nichols, Professor
Department of Educational Psychology
University of Texas at San Antonio*



*David Berliner, Regents' Professor Emeritus
Mary Lou Fulton Teachers College
Arizona State University*

In alignment with the Division 15 conference theme of “Evidence-Based Change through Psychology, Policy, Professional Development, and Participatory Practice,” this 2018 invited session involved panel experts in teacher learning/development and public policy. The panel included Drs. Hilda Borko (Stanford University), Michael W. Kirst (California State Board of Education & Stanford University), David C. Berliner (Arizona State University), and Sharon L. Nichols (University of Texas, San Antonio).

Questions pitched to each panelist included, “how can we encourage policy makers and practitioners to pay more attention to educational research,” and “how can we best reach district administrators and principals to promote effective professional development/professional learning?” In the pages which follow, please find two written responses from Drs. Berliner and Nichols.

FORGING A ROLE FOR EDUCATIONAL PSYCHOLOGISTS

THOUGHTS FROM A MID-CAREER ACADEMIC

SHARON L. NICHOLS (UNIVERSITY OF TEXAS, SAN ANTONIO)

On the occasion of the 125th anniversary of our field, this seems an opportune time to reflect on the goals of our profession and our responsibilities as scholars. I believe it is time for scholarship to take a more active role in helping to influence policy and practice. It seems even more critical in an era where public education is often controlled by decision makers with little or no experience in education.

In a 2017 special issue of *American Psychologist* commemorating the 125th anniversary of APA Garrison, DeLeon, and Smedley (2017), argue that the purpose of APA as a professional organization is dedicated to the “application of scientific knowledge in the interests of human welfare” and as such is committed to “take an active position on any public policy or issue which jeopardizes these fundamental scientific and professional goals” (Garrison et al., 2017, p. 738).

Jeannie Oakes made a similar call in her 2016 AERA Presidential address when she said “For research to matter, that is, to better society and schools, it must escape the ivory tower and engage in the public sphere. The public and policy makers need coaches, guides, collaborators, and translators to make

such knowledge accessible, sensible, and usable” (Oakes, 2017, p. 91).

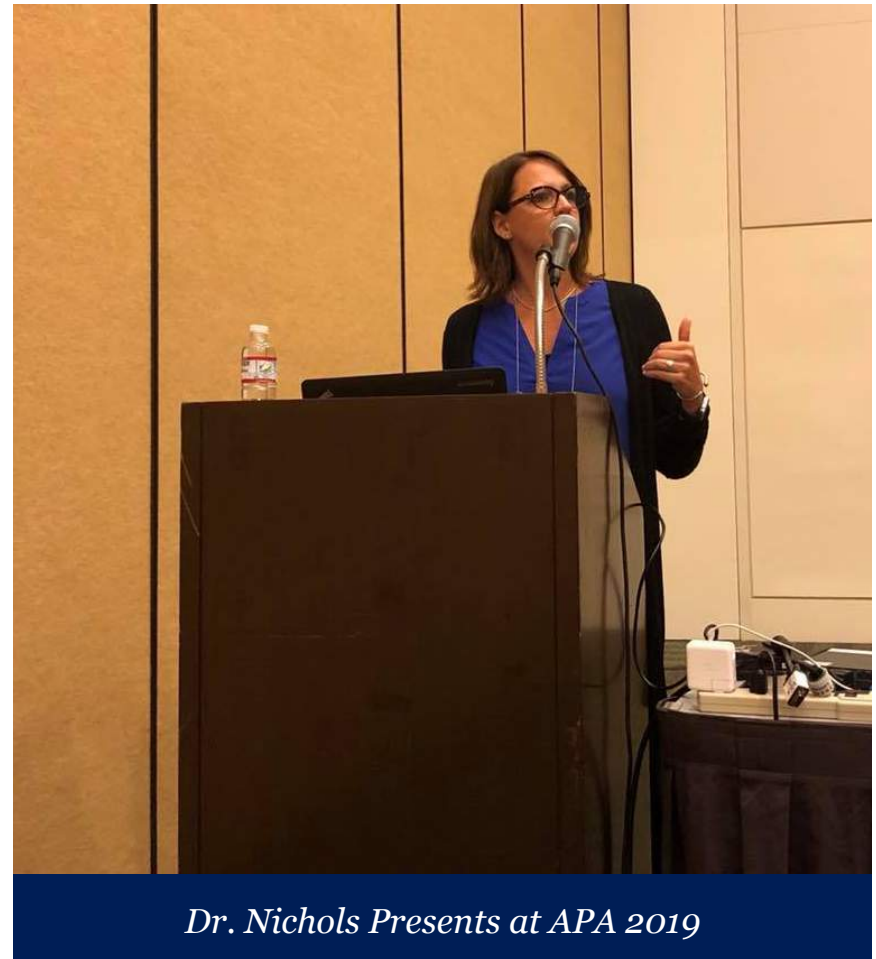
I believe it is our obligation as US citizens and as social scientists to engage in scientific/advocacy efforts whose goal is to influence “public policy through education and engagement of lawmakers, as well as other concerned stakeholders, with interests in certain policy outcomes” (Garrison et al., 2017, p. 738).

A personal journey and search for identity: I am an educational psychologist by training who has asked policy-relevant questions throughout my career. As a result, I have felt like an outsider in most circles—not centrally belonging to either the educational psychology or policy communities. After a meaningful career where I have applied my educational psychology training to ask questions about how policies (specifically high stakes testing) impacts our teachers and students and schools, I have found myself over the last year wondering what is next.

This question has me thinking about how I might connect my worlds of educational psychology and educational policy.

This has led me to start thinking about something I call “policy-informed scholarship.” Without sacrificing any attention to rigor, quality, and design, I believe that our field should think more strategically about the purposes of their scholarship choices as an extension (and examination) of the educational policy realm. National and local policies serve as the broader ecosystems in which schools function, providing rules, norms, and values that guide practitioners’ lives. Scholarship that has as its goal to look under the hood of these policies will inherently offer more useful and meaningful data for professional practitioners.

Importantly, this isn’t necessarily a new idea. Many others, much smarter than I have argued that we must pay greater attention to context and to the actual lives of practitioners—(Julie Turner, Mary McCaslin, David Berliner to name just a few). What I am proposing is an orientation that is strategically and purposefully situated within the lens of POLICY. I believe that in doing so, scholarship may emerge that has the dual benefit of not only examining the effects of policy and the real contexts, pressures, and experiences of teachers’ lives, but also of generating research that is utilitarian to the practitioners we study and serve because the whole goal is to understand how policies manifest in practice and in outcomes.



Why is it Necessary for Educational Psychologists to Inform Educational Policy?

- Because Educational Policies Drive Education Practice
- High-stakes testing

High-stakes testing is the practice of attaching significant and serious consequences to students’ standardized testing performance. This policy significantly influenced the practices of teaching and the outcomes of learning.

Educational psychologists could play a key role in examining how test-based policies impact students. Absent from over a decade of high-stakes testing implementation are systematic studies that consider how motivational

dispositions, trajectories, and attitudes are affected by contexts that vary in achievement related pressures. For example, we know a lot about student motivational processes and the role of psychological constructs such as goal orientations, self-efficacy, self-determination, and self-regulation. We must put these theories to the test by using them to interrogate the varying ways test pressures manifest in classrooms serving diverse students. How do teachers vary in providing autonomy-supportive practices when confronted by high or low test-based pressures? How do teachers in high pressure contexts mediate the negative effects of performance-oriented messages? There is so much we have to offer practitioners by way of studying the many ways motivationally-supportive practices are altered, influenced, and/or undermined by test-based policies.

References

Garrison, E. G., DeLeon, P. H., & Smedley, B. D. (2017). Psychology, public policy, and advocacy: Past, present and future. *American Psychologist*, 72(8), 737-752.

Call for Snow Award Nominations

Due January 4, 2019

Division 15 (Educational Psychology) of the American Psychological Association seeks nominations for the 2018 Richard E. Snow Award for Early Contributions. Given annually, this award is named to a scholar who:

1. has completed their doctoral work within the past ten years (i.e., between the dates of January 1, 2009 and January 31, 2019)
2. has made significant research contributions to the field of educational psychology, and
3. is a member of APA Division 15 at the time of consideration.

Those interested in submitting a nomination for this award (including a self-nomination) may learn more—and find a list of past recipients—[here](#). Questions may be directed to [Andrew Elliot](#), Award Chair.

EVIDENCE-BASED CHANGE THROUGH POLICY AND PROFESSIONAL LEARNING

DAVID C. BERLINER (ARIZONA STATE UNIVERSITY)

I am now in my ninth decade of life and my congenital optimism has disappeared. I now proudly claim the right to be curmudgeonly for the rest of my professional career.

My negativity is based on sixty years of fighting for educational research to make a difference in the professional lives of teachers, with little to show for it. The highly regarded and well-selling educational psychology textbook by Gage and Berliner was jammed with research we thought useful for teachers, but it was barely attended to after students passed the course for which it was required. In fact, this book was quite often resold to the bookstores on the campuses where the student took teacher education courses. The brilliant research we so eloquently described in our book was quickly sold for a few pieces of silver!

Why is that the common state of affairs? I think it is because the daily business of getting schooling done, and at a low cost, seems to overwhelm the good intentions held by many policy makers, school administrators, and teachers. The pressure of actually *doing* classroom teaching seems to keep most teachers from studying, implementing and assessing research that might actually be useful to them. It is not dissimilar to the fact that jobs and family obligations keep too many men and woman from exercising enough, though all of them

know full well that the research is unambiguous and that they should be engaging in exercise regularly.

As I reflected on the issues we are to address I have come to believe that it is a lot easier to work on improving the teachers' use of research than it is to improve the policy makers' use of research. I see changing policy makers thought and actions as nearly intractable, even with an exception to that statement in this room. I applaud Professor Kirst and Governor Brown for their exceptionality. But in my experience policy makers too often act on information that is not true, or a half truth. For an example of this I note that a large number of policy makers, in many states, have voted to leave kids back in third grade if they are not reading well. They do this despite the fact that our research is quite consistent in telling us that retention in grade is almost always the wrong decision for a kid. This is a harmful policy for most children and their families, most of the time.

A second reason for my antipathy to policy makers is that they too often over promise. They seek reelection, or to keep their position, so they say stupid things, as did George H. W. Bush when he offered up goals 2000. Bush senior proclaimed that the US would be number one in the world in math and science by the year 2000. That was pure

politics, way overpromising results. And it was made worse because the president never had any plan or money to help make his promise come true.

Third, policy makers often like to mandate consequences—rewards or punishment for certain behavior. This is a common part of the business philosophy in neoliberal states. But when the stakes get high—as in distributing bonus's for good results, or firing teachers for poor performance, as occurred often in the era of No Child Left Behind, bad things happen. These were all predicted by our fellow psychologist, Donald Campbell, in what is commonly known as Campbells law: “When the stakes are high, the system, and the people running the system are corrupted.” The ubiquity of this law was exemplified in Washington DC, and Atlanta, and Birmingham, as well as in hundreds of other school districts throughout the land.

Fourth, policy makers often have blind hope in certain research findings and have no clue that there are a myriad powerful interactions that make the replication of a finding or a program, quite difficult. The vision of science for policy makers is physics in which what you do in Buenos Aries can be replicated in San Francisco. But in social sciences, in general, and educational and social psychological research in particular, replications are much harder because context is so powerful. So, findings that appear to work, and are then mandated by policy makers to be used in educational settings, don't always work as they did in the research laboratory or in the controlled field site that gave rise



to the findings. Then policy makers end up not trusting us, when they should end up learning that doing teaching in our schools is amazingly complex work. Schools and classrooms yield generalizable knowledge much less frequently than do the biological or physical sciences.

Fifth, policy makers almost always underestimate the costs of the programs they want to see implemented. An example of this is the millions of dollars spent recently for technology, as districts attempt to implement the Common Core State Standards and the tests associated with them. Companies like Pearson and Microsoft love, and lobby for, policies that require such increases in spending on materials and equipment. But they care little about the fact that those expenditures often reduce the funding available for teacher salaries and benefits.

Sixth, policy makers too often make policy based on exceptions. If one school with many students in poverty can do well, they ask, why can't all the schools do that? They often conclude that it must be because of lazy teachers and bad administrators! They never think about the eighty-year-old cigarette smoker, or the eighty-year-old drinker of a half bottle of bourbon every day, with both these old guys being as healthy as they can be. Despite these common exceptions, no one argues that we should remove the health warnings on cigarette packs or on bottles of alcohol. Most of the time, for most people, cigarettes and alcohol hurt health. Similarly, most of the time, schools for poor kids, do not perform well on tests of achievement. The exceptions are wonderful and we can try to learn from them, but claiming inadequacy of teachers and administrators because exceptions exist only hurts the profession. We simply don't know what combinations of events give rise to success among the relatively few schools that are quite successful while serving poor kids. On the other hand, we do actually know a lot about what gives rise to failure in the schools that serve poor kids. But we do little to correct those things. For example, it would surely help if among the students in low income schools there were no food insecurity. And it would surely help if there were high quality early childhood and after school programs for those children, and certified librarians, and school counselors, and so forth.

I could go on, but in my opinion, contemporary policy makers, with a few wonderful exceptions, are among the most self-assured and neurotically metric

hungry individuals that ever drafted an education bill! Too many policy makers now seek "metrics" for phenomena that in the past could not be reliably assessed. Now, they too often believe talismanic properties can be assigned to numerical values that are used to describe characteristics of teaching that previously could not be captured by numbers. Where connoisseurship, experience, and good sense once was, quantification is now! Is that a trade we really want to make? Now, many educational phenomena are reliably measured, but too often they are not valid indicators of what it is they purport to measure.

Do I have any example of this breach of concern for validity and the simultaneous adoration of metrics by policy makers in contemporary American education? I certainly do! I offer into evidence the inanity of the policy making community in their attempts to use standardized achievement test scores to make consequential judgements about teachers, schools, schools of education and nations. We know quite well that teacher evaluation systems, relying primarily on metrics derived from standardized achievement test scores, are notorious for showing hardly any teacher effect at all. The American Statistical Association, including a great many psychological statisticians, has put the teacher effect on the variance in standardized achievement tests at between 1 and 14 percent. Ed Haertle, one of the nations' finest measurement scholars has given us the rule of thumb that about 10% of the variance in standardized achievement test scores is attributable to the teachers' skill, teachers' training, teachers' competency,



teachers' intellect, or teachers' personality. In fact, ninety percent of the variance in these test scores cannot reasonably be attributed to teachers. So what have policy makers done over the last two decades? They have used these tests to identify most and least effective teachers, rewarding some, firing others.

Now, long after the research community knew and protested this state of affairs, we are finally seeing some retrenchment. A number of fired teachers, through the courts, are getting their jobs back and back-pay, as they should. One teacher sued for the property rights taken from her. She claimed that her good name as an acknowledged exemplary teacher was sullied by a bad evaluation based upon a standardized achievement test. The judge agreed—calling the test-based teacher evaluation system in the state of New York capricious and unfair. Another teacher just won back pay for the nine years he has been protesting his poor rating.

It has taken over a decade to reverse the trend toward using these standardized achievement tests to evaluate teachers, though this invalid evaluation is still used in quite a few states. Why would this happen? Because too many policy makers are not convinced by research that goes against their opinions. A progressive politician in Arizona, Eddie Basha, told me why this was so. He said that “in the Arizona Legislature, research findings are negotiable, but opinions are rock solid!”

An example is the slow backing off of evaluation of teachers by means of standardized achievement tests, but, at the same time, implementing a school grading system, A through F, using the exact same invalid tests! Opinions, namely that the tests are measuring teaching and learning in classrooms and schools, seem impossible to change. We educational psychologists are impotent though in possession of knowledge that school effects also account for about 10 percent of the variance on standardized achievement tests, while 60 percent of the variance in test scores is attributable to outside of school factors such as family income, and a host of other sociological variables. This fact about standardized achievement tests (a fact, and not false knowledge) virtually insures that schools serving the poor will be rated F or D, and schools serving the wealthy will almost always be rated A or B. The tests are cheap and believed, but school visits and professional judgements about school quality are expensive and not believed.

In sum I have little belief that anything we do can change the relationship we have to policy makers—most of them see us as annoying, irrelevant, money spending, eggheads. Again, there are some exceptions. Many years ago I worked with the late Senator Alan Cranston and I helped write a tiny bit of the teacher corps legislation. I thought Richard Riley, Secretary of Education under Bill Clinton was a thoughtful politician who cared about educational issues, even when I disagreed with him. The always optimistic Mike Kirst has established a special relationship with Governor Brown and together they have made many sensible changes in California. But the same Gerry Brown, while a success in many ways as mayor of Oakland, was a complete failure at improving the Oakland public schools. He admits to that. School reform is more often about societal reform—linked strongly to housing policies, policing policies, juvenile court policies, and employment policies. We too often see simple solutions offered by simple policy makers resulting in little change in educational processes and outcomes.

So, if you haven't figured it out by now, I am down on policy makers. But I do believe that teachers can learn to use our research, and that through them, we can make a bigger difference in the outcomes of schooling. But it won't be through text books read 2 years before they face their own classrooms.

I believe that the way to foster the research we do is through much closer relationships to school administrators. If I could, I'd design some kind of an educational psychology experience for

administrators. While teacher behavior may be our ultimate target, I believe that has to be supported by administrative activities that foster the behavior we want. I see administrators as our lever. It is they, in the schools they oversee, who can insure that there exists professional learning communities, research reading groups, lesson study groups, coaching activities, sponsorship of National Board Certification, a time for teachers to present cases to each other, and so forth. These are all ways to increase the use of our research.

A few years ago I worked with a group of teachers that had formed into a research reading group. My wife and I supplied research studies for them to review. They wanted research on homework, and we supplied it. After reading and discussion they went to the school board and had the homework policy changed in their district. Some of the research they used was conducted by a division 15 member, Harris Cooper.

Other members of Division 15 supplied research we also supplied for this research reading group of elementary school teachers. It was on cooperative small group work. The research we supplied was from Bob Slavin, the Johnson Brothers, and if we did it now, I'd add the convincing, high-quality research of one of our Division's most productive scholars, Richard Anderson. Anderson and his colleagues find strong and replicable critical thinking increases through a version of small group work that they have designed.

But it takes an administrator to foster such reading groups, or lesson study

groups, or the design of professional learning communities. It really needs an administrator to promote school wide implementation of our findings because our research requires fidelity of implementation and its effects are often small. Classroom and school effects may not be obvious without monitoring the ways in which our research is actually used. Someone also has to take the responsibility to pick research topics worth studying at a particular site. For example, I'd argue that an administrator of a school that teaches grades 3-7 is a fool if they didn't find a way to help teachers use reciprocal teaching. It works almost all the time. I'd argue as well that administrators are the key to using our remarkably consistent findings on cross age tutoring. It has powerful effects for nearly no cost. I'd argue that administrators are the key to teachers use of much more formative assessment in their classrooms. Either the administrator (or their proxy) has to be in classrooms regularly to see that such powerful teacher behavior is employed appropriately by the teachers in a particular school.

Let me summarize. You now know that I have a lot of disdain for policy people, especially those in government. I wouldn't count on them helping us to use our research for the betterment of our nation. I also wouldn't count on any preservice course in educational psychology to stick with the teachers exposed to such a course. I have enormous respect for teachers, but I recognize that their lives are full, often overwhelming, and they will not ordinarily reach out and ask for research to improve their teaching.

To answer the questions posed to us in this symposium, I suggest that a different kind of administrative training program be designed. I believe that a version of an educational psychology or educational research course, including a large segment on assessment literacy, is what we need. I would work to enhance administrator training so that they can build us an educational system that shows some effects of our research endeavors. Thanks for listening.

Call for Pintrich Award Nominations

Due January 15, 2019

The Paul R. Pintrich Division 15 Dissertation Award is given to an individual who finishes his/her doctoral dissertation within the previous two calendar years from when the award will be announced.

The award consists of a plaque, a check for \$2000, and a program time slot for an invited address at the annual meeting. The recipient gives his/her address and receives the plaque and check at the APA conference in the year following the announcement, thus allowing a full year for the preparation of the invited address.

Those interested in applying or nominating for this award may learn more [here](#).

INTERVIEW WITH A PAST PRESIDENT

DR. BONNIE J.F. MEYER

INTERVIEW BY JACQUELINE CAMPBELL



Previous Work with APA

Dr. Bonnie J. F. Meyer was the 60th president of APA Division 15 from 2016-2017 and has served Division 15 in multiple capacities over the last 35 years. She served as the NEP Editor from 1981-1984, Council Representative from 1984-1988, Treasurer from 1997-2000, and Member-at-Large from 1995-1997 and 2000-2003. Dr. Meyer has also participated as mentor for Division 15 graduate seminars, reviewer for APA convention programs, and member of the Dissertation Awards Committee.

Since her year as Division 15 president ended in August 2017, Dr. Meyer has remained involved in Division 15 through her responsibilities as Past-President in the new, 4-year Presidential line. Those efforts involved chairing the Nominations Committee, revising the Policies and Procedures Manual, and delivering her Division 15 Presidential Address at the 2018 APA Annual Convention held in San Francisco this past August.

Dr. Meyer shared that she decided to run for Division 15 president because of all of the positive experiences she has had with the division over the years. For example, she enthusiastically recalled Richard Snow's 1981-1982 presidency in her first year as NEP Editor.

Dr. Meyer's WELCOME Message

When discussing her presidency, Dr. Meyer shared that the WELCOME acronym she developed as part of her presidential theme was one she tried to stick to throughout the presidency:

Wisely wield scientific methods to advance Education and psychology to promote Lifespan learning, through Cultivating research funding and Openness to ideas, collaborators, methods; we are Motivated to design, evaluate, replicate, and apply interventions about conative, affective, and cognitive aspects of learning in varying contexts with various learners, grounded in our Enduring strong history, rooted in Thorndike's love of data and theory, and our commitment to growing colleagues.

Her presidential theme WELCOME included a strong commitment to growing colleagues and she shared that she was passionate about helping younger members of the division develop professionally. Her passion is rooted in all of the wonderful mentoring the division provided to her over the years. Dr. Meyer worked to achieve this goal by inviting both the more experienced members and the newer members of the division to participate in the *Psychology Today* Blog. Overall, the number of blog posts increased during her presidency and she was able to vary the experience level of those who contributed to the blog. She would like to send a big thank you to Wade George (Division 15's Communications Director) for his help with this endeavor.

Dr. Meyer's WELCOME message also emphasized an openness to ideas, collaborators, and methods. She shared that this was important to her because she wanted anyone to feel at home in Division 15. Even if someone's interests are not traditionally in Division 15, such as the learning sciences or measurement, she wanted to be sure they still felt welcomed in the division because we can always use passionate colleagues and new ideas. Educational psychology departments are ever-evolving in the way they are structured and the faculty they welcome, so Dr. Meyer wanted to be sure that Division 15 was keeping up with that evolution as well as welcoming educational psychologists across cohorts and research interests.



Past President Meyer Presents at APA 2018

Committee Leadership

Dr. Meyer expressed that among the accomplishments of her presidency, she is especially proud to have been able to appoint committed chairs to all committees during the summer before her presidential term began. There were an unusual number of openings, particularly for chairs of committees, and the usual staggered rotation of three-year terms of members on the committees. It was important to Dr. Meyer to fill the vacancies before her term began because she values the roles committees play in keeping Division 15 stable and she feels the committees are critical for the involvement of Division 15 members. In addition, she said all of the committee members really stepped up to the plate; the committee chairs and their members were excellent in productivity and cooperation, and she was “inspired and encouraged by their service to Division 15.”

Future of Division 15

When asked about the future of the division, Dr. Meyer said she is excited to see what Gale Sinatra, Michael Nussbaum, and Helenrose Fives continue to do leading Division 15, along with the new Vice-President Michelle Buehl. In particular, she appreciated that Gale has been able to continue the efforts to keep the committees organized and ready to work at the beginning of the presidential term. Dr. Meyer thinks the change to the 4-year presidential line has been great and has helped with organization and productivity in the division. She hopes to see committees continue to thrive, is enthusiastic about what is to come, and looks forward to staying involved with Division 15 committees.

Memorial Award: Dr. Marty Carr



“Educating the general population and educating the politicians about what educational psychology is and how it can contribute to education, that was very important at the time [I began as president], and I think it is still very important.” – Marty Carr

Dr. Marty Carr, was a professor in the department of educational psychology at the University of Georgia, best known for her research on the development of young children’s mathematics literacy. She was a former chair of the Fellows Selection Committee, President of APA’s Division 15 (2012), and Co-Chair of the inaugural Advances in Educational Psychology Conference (AEPC). Marty passed away on July 30, 2017, and she is Division 15’s final recipient of the Memorial Award (see [nomination letter](#) and [UGA biography](#).)



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