

APA DIVISION 15 PRESENTS

# Newsletter for Educational Psychologists

Summer 2019 Edition



## Inside This Issue

- 2 Message from the President, Dr. Gale Sinatra
- 4 Division 15 at the 2019 APA Convention
- 5 AERA Exec. Committee Minutes
- 6 State of Division 15 Publications
- 8 Message from the Incoming President, Dr. Helenrose Fives
- 10 In Memoriam: A Reprinted Interview with Dr. Bill McKeachie from NEP 2010

---

**Edited by** Dr. Marcus Johnson

**EP** APA  
DIVISION 15



# Message from the President

By Dr. Gale Sinatra

It is my honor to have served as your President over this past year. Together, along with our members and leadership team, we have been able to accomplish much for Division 15.

I hope my theme this year, “*Educational Psychology for a Sustainable and Promising Future*,” served as a clarion call for action to sustain and grow our discipline and its impact into the future through these 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.

We have had several initiatives related to this theme throughout the past year and a few upcoming at APA in Chicago.

First - We will have our first ever session dedicated to highlighting the work of Scholars of Color from our Division at APA in Chicago (Thursday, August 8 from 10:00 - 11:50 AM, McCormick Place Room S101b). I’m extremely proud of our program chairs, Stephen Aguilar and Panayiota Kendeou, and the session organizers, DeLeon Gray and Benjamin Heddy for their contributions to organizing this event.

Second - Through the dedicated leadership of Sharon Nichols, and the members of the Policy and Practice Committee, we launched the inaugural policy brief by Ron Avi Astor and Rami Benbenishty on Reducing Weapons in Schools. If you haven’t read this, please visit our website and give it a read (and a share)! This policy brief is a model for how to translate research into policy work.

In fact, this brief was so amazing, that it led to a Congressional Briefing in Washington DC in June, which is also a first for Division 15. Presenters included Ron Astor and Dorothy Espelage. The session was sponsored by our Division, as well as APA, AERA, and several other key organizations. The session was very well attended (standing room only). My own congresswomen reached out about the issues to me as well. I cannot be more proud of our efforts as an organization to draw attention to this critically important issue.



[View video of the full briefing here.](#)

Third - The Policy and Practice Committee is conducting both a session (see details below) and a workshop at APA in Chicago to support more of our members in thinking about how to translate their research into policy impact. The workshop is Friday from 5:00 - 7:00 at the Marriott Marquis Hotel (Astronomy Room), and you must sign up to attend. It may be full, but reach out to Sharon Nichols if you are interested to check for possible openings.



Fourth - The Podcast Series, hosted by Jeff Greene and edited by Wade George, featured several amazing scholars including Ron Avi Astor, Gregory R. Hancock, Jessica DeCuir-Gunby, Paul Schutz, Revathy Kumar, and Kathryn R. Wentzel (find all episodes [here](#)). Please listen to these scholars who are doing very important work as they are all great examples of how to make an impact. The podcast is great to listen to in your car on the way to the office or when you are out for a run. Several new podcast episodes are under development and will be released by year's end.

Fifth - Our Executive and Publication Committees are planning to launch a new journal for the Division to impact both policy and practice. We are excited that we have an interested publisher and will be working to make this journal a reality within the next year.

Sixth - Our *One Tip* Series, edited by Serena Shim and supported by Wade George, included tips from Bernie Weiner, Sandra Graham, Phil Winne, Anita Woolfolk Hoy, Dale Schunk, Thomas Good, Jeanne Ellis Ormrod, Nancy Perry, Eric Anderman, Michelle Perry, Paul Schutz, and Dorothy L. Espelage. Again, this showcases the impact of our members.

And last—but certainly not least—I'd like to add that Rich Mayer was nominated and won the APA Citizen Psychologist Award for his decades of leadership on his local school board. Talk about impact! Congratulations Rich.

### **Chicago, here we come!**

I would like to acknowledge the hard work of our program chairs, Panayiota Kendeou and Stephen Aguilar, in organizing the program for the upcoming APA convention. Panayiota and Stephen have done an amazing job handling the logistics of this year's conference. I am so grateful for their time and effort. The APA Annual Convention will be in Chicago on August 8-11.

### **Socials**

There will be two Division socials. The first will be Thursday, August 8th from 5:00-7:00 PM, at the Chicago Oyster House (1933 S Indiana Ave, Chicago, IL 60616). Our second social will be onsite, Saturday, August 10th, at the Marriott-Marquis Chicago Hotel (Glessner House Rooms A and B) from 6:00 - 7:00 PM, immediately

following the address of Past President Dr. Michael Nussbaum.

### **Flagship Programming**

Thursday's schedule (August 8th) will feature two of our flagship symposia: *Exploring the Connection of Educational Psychology Research and Educational Policy* from 9:00 AM to 9:50 AM; and our early career scholar session: *Thriving in Academia: Voices from Scholars of Color in Educational Psychology*, from 10:00 to 12:00 PM. Also, please note a third session related to my theme which was organized by Jeff Greene and features three superstars—Susan Goldman, Karen Harris, and Dan Willingham—entitled *Communicating the Science of Learning in a Post-Truth World* (Thursday, August 8, 1:00 PM - 2:50 PM, McCormick Place Room W474a). On Friday (August 9th) *Interactive Workshop: How to Engage with Policy Makers and Educational Policy* will be held from 5:00 to 7:00 PM.

Saturday's schedule (August 10th) will have presentations from our award winners (Pintrich, Snow, and Thorndike), the division's business meeting (at 4:00 PM), followed by Past President Michael Nussbaum's address. The day will wrap up with our onsite social.

I look forward to seeing many of you at these events to celebrate our accomplishments from this past year and hope to engage with many of you during our thought provoking sessions

- Gale M. Sinatra, Your APA Division 15 President





# Division 15 at the Annual APA Convention

Chicago, IL - August 8-11, 2019

Division 15 has developed a robust scientific program for the 2019 APA Convention in Chicago, IL! Find more information (including Division 15's full Program Suite) [here](#). Featured sessions this year include:

**AUG 8 - DIVISION 15 OPENING SOCIAL**

5:00 – 7:00 PM, Chicago Oyster House

**AUG 10 - DIVISION 15 BUSINESS MEETING**

4:00 – 4:40 PM, Marriott Marquis Chicago Hotel  
Glessner House Rooms A and B

**AUG 10 - PRESIDENTIAL ADDRESS**

5:00 – 5:50 PM, Marriott Marquis Chicago Hotel  
Glessner House Rooms A and B

**AUG 10 - SOCIAL HOUR**

6:00 – 7:50 PM, Marriott Marquis Chicago Hotel  
Glessner House Rooms A and B



We offer our sincerest thanks to Program Co-Chairs Stephen J. Aguilar and Panayiota Kendeou for all of their hard work in compiling these sessions. We'd also like to thank our program reviewers, as well as all who submitted their work for consideration. We look forward to seeing you in Chicago!



# Executive Meeting Highlights

## AERA 2019 - Toronto, Canada

Find full minutes for the 2019 Spring Meeting [here](#).

- First Policy Brief was launched, entitled “Reducing Weapons in Schools” by Drs. Ron Avi Astor and Rami Benbenishty.
- Invited session, “Exploring the Connection between Educational Psychology Research and Education Policy,” is scheduled for Thursday, August 8, at 9:00 AM.
- Early Career Scholar session, “Thriving in Academia: Voices from Scholars of Color in Educational Psychology,” is scheduled for Friday, August 9, at 10:00 AM.
- Workshop on Educational Psychology Research for Policy and Practice will be held at an offsite location during APA Convention.
- The number and amount of Early Career Awards has increased.
- See new Division 15 logo and find recordings of podcasts and webinars at our [website](#)





# State of Division 15 Publications

By Dr. Marcus Johnson

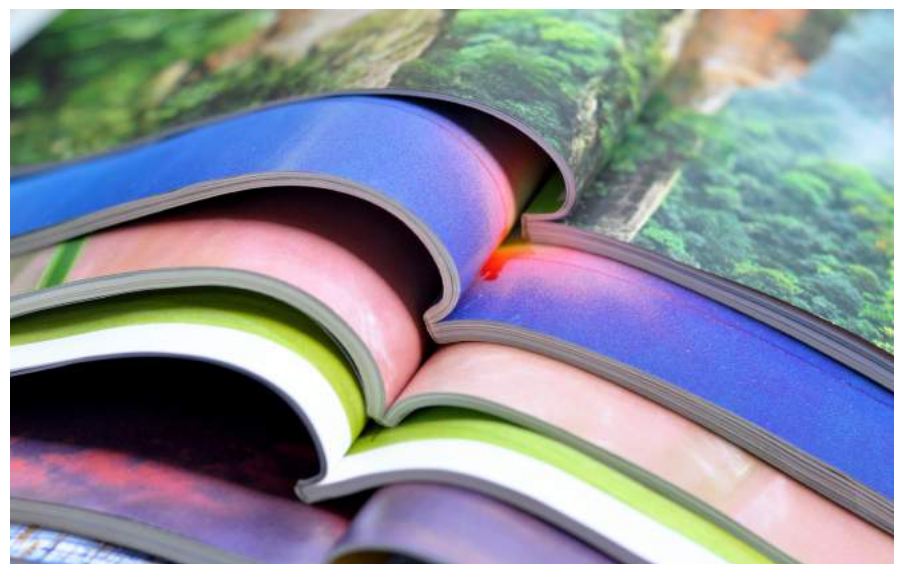
In an effort to keep you [and our members] informed and energized about Division 15 publications, I have asked our incoming editors and Division 15 leadership for updates and information on new publication pursuits and/or new directions for our journals. Below, are the responses and information from the incoming co-editors of *Educational Psychologist*, as well as information concerning discussions on the proposals for publications geared towards attracting works that bridge the gaps between educational research, policy, and practice.

## **Incoming Co-Editors of *Educational Psychologist***

Starting in January 2020, Dr. Jeffrey A. Greene, Professor of Educational Psychology and Learning Sciences in the School of Education at the University of North Carolina at Chapel Hill and Dr. Lisa Linnenbrink-Garcia, Professor of Educational Psychology and Educational Technology in the College of Education at Michigan State University, will begin as co-editors of *Educational Psychologist*, serving a 5-year term. Dr. Greene's work spans the areas of cognition, self-regulated learning, and epistemic cognition, with a focus on digital literacy, learning with technology, and classroom interventions for argumentation and epistemic cognition. In addition to a strong record of scholarship, Dr. Greene has extensive experience as an editor. He was an Associate Editor of *Metacognition & Learning* from 2012 to 2016 and has been an Associate Editor for *Contemporary Educational Psychology* and also co-edited two handbooks in Routledge's Educational Psychology Series, the *Handbook of Epistemic Cognition* and the *Handbook of Self-Regulation of Learning and Performance*. Dr. Linnenbrink-Garcia's research focuses primarily on motivation and emotion, although she has also conducted work related to group processes, self-regulation, epistemic beliefs, and conceptual change. Dr. Linnenbrink-Garcia has served on numerous editorial boards for top journals, served as a guest editor for special issues in *Contemporary Educational Psychology* and *Educational Psychology Review*, and co-edited

the *Handbook of Emotions in Education*, published by Routledge. Both Drs. Greene and Linnenbrink-Garcia were named among the top 20 most productive educational psychologists in a recent review (Greenbaum et al., 2016). Together, their areas of expertise span many of the most prominent areas of scholarship in educational psychology (i.e., motivation, emotions, self-regulation, conceptual change, technology, epistemic cognition), with both productive areas of overlap as well as complimentary foci.

As co-editors, Dr. Greene noted that he and Dr. Linnenbrink-Garcia aim to "broaden *EP*'s audience and increase the influence of Special Issues while maintaining appropriate balance with individual submissions." Dr. Greene noted that special issues published within *EP* have had major influences upon the field of educational psychology (e.g., special issues on situated perspectives, public understanding of science, computer-supported collaborative learning, transfer, self-regulation, and motivation and identity). As co-editors, they will continue to solicit special issue guest editors from among the most forward-thinking scholars in the field, focusing upon major theoretical and conceptual shifts in perspective and prominence, and welcome applications for scholars interested in pursuing special issue proposals.





Given that traditional boundaries within psychology and education are becoming increasingly blurred, Dr. Linnenbrink-Garcia said that she and Dr. Greene “seek to maintain both the journal’s strong grounding within core areas of educational psychology (e.g., cognition and learning, self-regulation, motivation, socio-emotional processes) while also seeking to attract both submissions and readership from scholars in related disciplines such as the learning sciences, cognitive science, developmental science, improvement science, and educational technology.” She further indicated that while the field of educational psychology remains focused on the application of psychological processes to the field of education, there is growing recognition of the need to broaden conceptualizations beyond the individual to acknowledge the importance of how learning and development occur within the broader context and to revise fundamental concepts and theories within educational psychology. Drs. Linnenbrink-Garcia and Greene do not view these perspectives as threatening to educational psychology, but rather suggest that they “further reify its importance in understanding education from a holistic, emergent, and interactionist viewpoint.”

### **New Pursuits: Bridging Policy-Research-Practice**

Over the past year, Div15 leadership has been engaged in conversations with publishers, the publications committee, and members in considering pursuits for a new book series and journal aimed at bridging the gaps between educational policy, educational psychology research, and

K-12 teaching practices. Discussion around a new book series was similar to and in part inspired by the *Classroom Insights From Educational Psychology* series. However, due to recent efforts by past Div15 president Michael Nussbaum and outgoing president Gale Sinatra, greater traction in discussions on a new policy and practice journal have been made. The momentum generated by Division 15’s growing voice, as evidenced by our continued interest in generating policy briefs, our participation in a congressional hearing on violence in schools, and our presence in the larger and expanding APA structure (including APA’s Council of Representatives), it is likely that discussion for a policy and practice journal will continue into incoming president Helenrose Fives’ tenure. Optimism for our Division’s growth and reach in APA has been expressed by past, current, and incoming presidents, with Dr. Gale Sinatra stating:

*“Our members have consistently been strong in talking with one another and doing stellar work that has included experimental research, intervention studies, and investigations on the effectiveness of instructional strategies. We’ve garnered successes this past year that has included the launching of our first policy brief, congressional hearing, and invited policy session at APA. I believe that our work is relevant and applicable to other APA divisions, K-12 schools, and policy makers. We should continue to work towards making our research accessible, applicable, sustainable, and understandable to those who can and will benefit from our findings and results, which includes educational leaders, administrators, teachers, parents, and most appropriately, learners.”*

## Help Us Capture the 2019 APA Convention!

Division 15 needs your help sharing and archiving the convention for those unable to attend!

Specifically, we’d love to receive any photos you take while at the event. These photos may be sent to [Wade George](#) during or after the convention, and will be used in social media and potential future publications.

If you plan on tweeting, please also be sure to tag [@apadivision15](#) and use hashtag [#APA2019](#) to extend your reach. We’ll be looking for strong content to reshare to our followers.





# A Message from the Incoming President

By Dr. Helenrose Fives



*Dr. Helenrose Fives is a Professor in the Department of Educational Foundation in the College of Education and Human Services at Montclair State University in New Jersey. She earned her Ph.D. in Human Development with a Specialization in Educational Psychology at the University of Maryland, College Park after teaching in inner city Washington, D.C. for six years. Prior to Montclair State University she was an Assistant Professor at Texas Tech University. Dr. Fives teaches and mentors students in the Ph.D. program in Teacher Education and Teacher Development; in the preservice teacher preparation programs.*

*Dr. Fives approaches research in educational psychology through a focus on teachers; in particular teachers' beliefs and classroom assessment practices. Teachers' beliefs about learning, teaching, and knowledge influence how they approach classrooms, assessment, and learners. Moreover, much of the research conducted in educational psychology had an end goal of influencing the learning and experiences of children in schools, yet it is teachers who must utilize that research and apply it in practical and pragmatic ways. Dr. Fives has co-edited volumes on teachers' beliefs, expertise, and classroom data use. Currently, she and Nicole Barnes are writing a practical guide for teachers on the process of classroom assessment management.*

I am honored to serve as President of Division 15 for 2019-2020. Division 15 is my professional home in so many ways. The opportunities I have received through my membership and service to the Division have allowed me to grow as both a scholar and person. From my first service task of giving the “job talk” at the graduate student seminar, to co-chairing the graduate student seminar, serving on the Executive Committee as Division Secretary, co-chairing as Program Chair, and now experiencing the “Presidential Line,” I have gained a sound understanding of the strengths and structure of Division 15. Now, I look forward to this new role as Division President, informed by those past experiences, and I feel prepared to help our Division move forward and grow. Across my experiences serving Division 15, talking to members, attending research presentations, and reading publications, three realizations emerged:

**1.** As a scholarly community, Division 15 members have forged an impressive core of knowledge that can be applied to improve the quality of teaching and learning that occurs

in and out of schools, and which can and should influence policy at local, state, and national levels.

**2.** In the concerted efforts to move the field forward, members of Division 15 have sometimes overlooked or forgotten to promote important and still viable findings from past generations to the current generation of educational researchers and practitioners who could benefit from this foundational knowledge.

**3.** Some of our tried and true findings have not been replicated for the sociohistorical context of the 21<sup>st</sup> century nor extended to less traditional populations who actually inhabit today's classrooms.

Thus, during my presidential year I would like to encourage members to take a look back at the foundational knowledge of educational psychology and reconsider it in light of today's context. For instance, are the insights garnered about effective techniques for collaborative learning still





applicable in today's classrooms? If so, why do too few teachers know about them? Conversely, if Division 15 as a community has recognized the lack of evidence around learning styles and teaching to the right or left brain, why do these ideas still thrive among practitioners and school leaders? And more importantly what do we have to offer that would be of better use?

Thus, my presidential theme is **A New Look at Some Old Ideas: Educational Psychology from Yesterday for Tomorrow.**

Throughout the year I hope to explore this theme through a variety of perspectives. I hope to build on the work started and continued by past presidents and Sharon Nichols who is chair of the Policy and Practice Ad Hoc committee, to consider the ways that we can use educational psychology to both study and inform policy. Jessica DeCuir-Gunby and Paul Schutz's article in Educational Psychologist, "Researching Race Within Educational Psychology Contexts," provides another

example for how we can take a look back to inform our work for tomorrow.

I believe that it is important for us to communicate our ideas not only to each other in the scholarly community but also to the larger audience who can benefit from our evolving work and established knowledge as a field. Thus, I look forward to a well curated 2020 conference spearheaded by Program Chairs Nicole Barnes and Jamaal Matthews, with special sessions focused on this theme. In addition, webinars to help clarify what we know and can do as scholars, podcasts highlighting current research in the field, and using our Psychology Today blog series as a means to communicate the work into the public in ways that are accessible, understandable, and applicable.

I look forward to a productive year and encourage anyone with interests or ideas pertinent to this theme or to improve or expand the efforts of our Division in any way, to please contact me.

- Dr. Helenrose Fives

## Congratulations to This Year's Presenting Award Recipients!



**E.L. Thorndike Career Achievement Award**

Joanna P. Williams

Teachers College, Columbia University



**Richard E. Snow Early Career Contributions Award**

Erika A. Patall

University of Southern California



**Paul R. Pintrich Outstanding Dissertation Award**

Amanda Baker

Iowa State University

Join us to celebrate the achievements of these scholars (and to learn more about their research!) at the Division 15 Awards Ceremony during the 2019 APA Convention in Chicago. All three presentations will be given Saturday, August 10th from 11:00 AM - 12:50 PM in McCormick Place Room W471b.



# In Memory of Dr. Bill McKeachie (1921-2019)

A Reprinted Interview from the Fall 2000 Issue of NEP



Dr. Bill McKeachie

*The following points briefly highlight Professor McKeachie's career: over 50 years of university teaching experience, President of A.P.A. (1975-76), President of A.P.A. Division 15: Educational Psychology (1975-76), President of Division of the Teaching of Psychology (1956-57), Chairperson of the Department of Psychology at the University of Michigan (1961-71), and recipient of the A.P.A. Distinguished Teaching in Psychology Award (1986).*

**Interviewer:** *William E. Herman, Professor Emeritus, Department of Psychology, State University of New York College at Potsdam (Ph.D. in Educational Psychology, University of Michigan, 1987).*



Dr. William E. Herman

**Question #1: What major theoretical and research advancements have you observed in the field of educational psychology over the past 50 years? What frustrations continue to plague the field?**

*McKeachie:* Here are some things I think of as significant in the field:

1. The McClelland-Atkinson expectancy-value model of motivation first developed about 1950. This broke away from the traditional reward-punishment or reinforcement model that had dominated psychology during the behaviorist era (and still dominates economics today--rational choice theory). "Expectancy" presaged what later became the cognitive revolution. And the fact that the theory dealt both with individual differences (n-Ach) and situational effects on motivation gave the theory a breadth that earlier and later theories often lacked. McClelland and Atkinson used the word "motive" to describe the individual characteristic (n-Ach, n-Aff, n-Pow, etc.) and "motivation" to describe the activated motivation in a particular situation. The research flowing from this tradition by Bernie Weiner, Sandra Graham, Jacque Eccles, Julius Kuhl, Willy Lens, Paul Pintrich, Martie Maehr, and many others has made, and still

makes, major contributions to understanding learning and teaching.

2. The cognitive revolution, beginning in late 1940's and early 1950's with Norbert Weiner, Don Hebb, and brought to the fore in the 1960's and 70's by Ulrich Neisser, Don Norman, and others.

The traditional laws of learning developed by Thorndike and translated by the behaviorists into the concepts of reinforcement, repetition, contiguity, etc. were generally useful, but by the 1960's it was clear that they were too simplistic--that we could understand and facilitate learning more effectively if we used concepts that described what was going on inside learners' heads.

3. The recognition that intelligence consists of learned abilities and can be modified. As a graduate student the major conflict in this area was then between psychologists at Minnesota (Goodenough) who stood strong on the inheritance of intelligence, and Iowa (Wellman, Skeels and Skodak) who presented evidence showing environmental stimulation of intelligence. At that time Minnesota's view dominated, but today there is general agreement that while genetics plays a role, intelligence can increase or decrease



throughout life depending upon individual intellectual activities. At first we believed that this was true only for verbal, spatial, and mathematical ability, but Balke-Aurell's dissertation at Gothenburg showed that the 'g' factor also is modifiable by education.

An important corollary of the new viewpoint is the more optimistic implications for adult education. The traditional view stated that intelligence was constant throughout adulthood until late middle age, when it began a steady decline. Now research has demonstrated that there is still the possibility of intellectual growth into old age (Something I now relish at age 79). Although some aspects of working and long term memory decline--such as source memory, prospective memory, and memory for names, other cognitive possibilities exist. On the whole, the IQ picture is much brighter than it was 50 years ago.

4. The realization that children, college students and adults can learn how to learn and to regulate their own learning was groundbreaking. Don Norman and Claire Ellen Weinstein taught the first "Learning to Learn" courses at the college level and Scott Paris showed that elementary school pupils could be taught learning strategies. Scott's addition of "conditional knowledge" to the traditional distinction between declarative and procedural knowledge pointed to the importance of strategic knowledge--knowing when and where to use particular skills or knowledge.

5. Self-regulation. The integration of metacognitive, cognitive, and motivational strategies under the term, "self-regulation" seems to me to be the latest advancing arena.

6. Understanding of how basic knowledge and skills in content areas such as reading, mathematics, and other areas are learned is also important.

**FRUSTRATION:** Educational psychology is not valued as highly or used as widely as it should be. Other areas of education are important— national and state policies, community influences, school organization, and administration, curriculum, etc., but eventually education comes down to student learning.

**Follow-up Question: Why isn't educational psychology more highly valued?**

*McKeachie:* I don't know. These things go through cycles. Subject specific studies (teaching of mathematics, science, social studies, etc.) have made a good deal of progress

lately; and what they do would probably have been called educational psychology in the past, but now they are sometimes categorized as a separate field. I think that educational psychology may have been higher on the totem pole in schools of education at some times in the past, but I don't really know how things are now.

What is quite clear is that today educational psychology is much more highly regarded by psychologists in psychology departments. Once most psychologists gave up rats and became interested in human cognition and motivation, closer relationships developed with educational psychology. Some of the most prominent educational psychologists today are people like Jim Greeno and Rich Mayer who come out experimental psychology.

**Question #2: If you could identify several pivotal turning points in your own professional career, what might these look like and why were these events so significant?**

*McKeachie:*

1. Meeting my wife and persuading her to marry me a few months later (58 years ago). Without her tolerance of my long hours of work and support for what I was doing, I could not have accomplished whatever I did.

2. World War II. It ended my career as a teacher of math, history, English, geography, and other subjects after only two months. Sometime during the war I wrote home from the naval destroyer on which I served that if I survived, I'd like to go to graduate school in psychology. Luckily I survived. Many of my friends did not.

3. Beginning to teach under the tutelage of Harold Guetzkow, who supervised the training of the teaching fellows in introductory psychology, and under the department chairmanship of Donald Marquis was important. I didn't realize at the time that training graduate students for college teaching was relatively uncommon.

Marquis gave Harold the task of supervising and training the teaching fellows, and Harold not only mediated our discussions of teaching, but also encouraged us to settle our differences by doing research. Without the encouragement of Guetzkow and Marquis I probably would have settled into much more conventional psychological research and teaching (I had specialized in personality, social psychology, learning, and statistics).



Around the time that I finished my Ph.D., I had job offers from Northwestern and Yale--no doubt stimulated by Marquis--but Marquis asked if I would like to stay at Michigan. He invited me to teach the large introduction to psychology course and supervise the training of the teaching fellows in the course. In addition, he gave me an assistant to help carry out research related to teaching and learning in the course. I doubt that there had ever before been a job with that description in a major psychology department.

4. Two events in 1950-51. The first television course in psychology and the summer conference to develop a model undergraduate psychology curriculum held at Cornell.

The University of Michigan was given the hour from 1 to 2 p.m. on Sundays on Channel 4 in Detroit. The producer, Garnet Garrison, asked me to do an introductory psychology course. I developed a plan with the help of two graduate students, Hazen Schumacher and Bob Newman, and faithfully commuted to the Detroit studios each Sunday. Television was new back then. My relatives bought television sets to see me, and many psychologists watched the program to see how I presented their discipline. As a result, I soon became President of the Michigan Psychological Association. During that year, the Psychological Clinic at the University was threatened with a suit for practicing medicine without a license because they were using psychotherapy--which the plaintiff said was a medical procedure. This activated psychologists throughout the state. I became Chair of a committee to write legislation to credential psychologists, and this began a long career in mental health activities locally and nationally, including service on a number of committees and the Council of the National Institute of Mental Health.

Undergraduate Curriculum: The proposal for a six-week conference to develop a model curriculum had been developed by Dael Wolfle, Executive Officer of APA. The three senior scholars and three young psychologists who participated had a stimulating experience and we presented our results at APA that summer. That began my involvement in APA. The following year I was asked to serve on the Education and Training Board of APA and a couple of years later became President-elect of the Division on the Teaching of Psychology.

**Question #3: Some of my colleagues who are active scholars in the field and teach many**

**students each semester complain that they don't have much of a personal life outside psychology. As a psychologist, how separate have you been able to keep your professional life from your family and a personal life outside psychology? What suggestions might you offer to those professors who wrestle with such issues?**

*McKeachie:* I know what they are talking about, for although I've now cut back to a 60-hour week, I probably averaged 80 hours a week for most of my career. Fortunately, my wife and children were very understanding. I pitched three or four games a week until we adopted our first daughter. Then I cut back to one or two games and the whole family attended. When the children were older, we attended their games as well as mine.

We've never gone to as many plays or concerts as we would like, but I found that if I had definite weekly commitments I would schedule around them. We have sung in the choir of the First Baptist Church for 50 years (I blocked off Thursday nights and Sundays for this). We also belonged to the faculty square dance club.

My wife has generally traveled with me on any trips longer than a couple of days, and on overseas trips we have frequently added on a few days of vacation. Our daughters attended APA during their youth. We also have family gatherings at our house on Memorial Day, the 4th of July, Labor Day and Christmas and many relatives attended; so there are always enough participants for softball, volleyball, croquet, and other sports available in our yard.

**Question #4: Are there some great theoretical or research contributions in the field of educational psychology that have gone relatively unnoticed over the years? If so, what are these contributions to the field and why have these ideas or findings been so overlooked?**

*McKeachie:* Norm Maier's frustration theory was overlooked. "Learned helplessness" is essentially the same phenomenon. Charlie Cofer's early research on language was overlooked for a long time. Both came in the heyday of behaviorism, and simply didn't fit with the dominant paradigm. At the college level, the book by Dick Mann and his students, *The College Classroom* has been neglected.



**Question #5: Professors have always struggled with balancing the complex (and sometimes competing) roles of teaching and scholarship. What changes have you seen in the professorial ranks during the past 50 years that might help us better understand pressure today related to the demands for excellence in teaching AND "publish or perish" threats?**

*McKeachie:* A lot depends on the job market, the perceptions of higher education and research by the public and politicians, and the money available for research. Grant money for research was very limited before the National Science Foundation and National Institutes of Health started making grants. Educational research funding was increased with the Great Society dreams of Kennedy and Johnson and the National Institute of Education.

In the 1960's and 70's the student movement pressed for better, more relevant teaching which enabled me to promote faculty members on the basis of excellence in teaching. However, as budgets tightened up and the job market favored the employers rather than the job seekers, there was a movement toward more stringent standards for promotion and more emphasis on research. In recent years, public pressures have contributed toward more emphasis upon teaching, but even small colleges use research as a promotion criterion. It is easier to keep a low-cost faculty if one can deny tenure on the grounds of failure to do enough research.

When it comes to evaluating quality, research has the advantage of being available for peers to evaluate. Faculty committees trust peer judgments of research more than they trust peer evaluations based on student ratings and portfolios of syllabi, tests, etc.

**Question #6: Many educational psychologists today have to confront the issue of whether to become a generalist and explore several different areas of possible interest or specialize in a single line of research. It seems to me like professional success has been achieved by adopting either professional path. What suggestions do you have for educational psychologists today who must make such crucial career decisions?**

*McKeachie:* Do what you enjoy! As I once said in my State of the Department talk when I was Department Chair of Psychology, "One of the things I enjoy about being

Chairperson is talking to candidates for positions about their research in a wide range of specialties and reading the reprints of our faculty in all fields. Each one of you knows more about your own field than I do, but few know the broad range of psychology as well as I do."

**Question #7: A considerable amount of your professional publications focus upon topics such as: teaching effectiveness, student learning, motivation, test anxiety, and assessment of teaching. You seem to have merged the role of research scientist with the roles of being a good listener, seeker of truth and justice, and great teacher.**

*McKeachie:* That's an exaggeration, but thanks.

**Follow-up Question: What philosophical ideals have assisted you in integrating these roles during your career?**

*McKeachie:* I don't know that I have anything very specific to offer here. I'm a humanist and believe that love is an ultimate value as exemplified in my active church involvement. I believe that respect and concern for students is fundamental to teaching.

**Question #8: What professional accomplishments are you most proud of and list a couple of publications that you think best represent the legacy you wish to leave in psychology?**

*McKeachie:* I can think of two professional accomplishments: (1) APA President, and (2) Department of Psychology Chair at the University of Michigan. As Department Chair, I was able to expand the Department from 70 to almost 200 faculty members. Many of these people were internationally renowned scholars and excellent teachers. I'm also proud that we got along so well together.

As far as publications go, here are two that leap to my mind:

*McKeachie, W. J. (1999). Teaching tips: Strategies, research, and theory for college and university teachers. (10<sup>th</sup> ed.)*

*McKeachie, W. J. (1961). Motivation, teaching methods and college learning. In M.R. Jones (Ed.) Nebraska Symposium on Motivation. Lincoln: University of Nebraska Press.*



**Question #9: Many readers may not be aware of your accomplishments in the arena of musical composition. Tell us a little about these works and why these are so important to you.**

*McKeachie:* The musical compositions are mostly things I worked out when a committee meeting was boring. The first one, the Holly High School Fight Song was composed with my best friend the year after we graduated from high school. We were nostalgic about our high school years and wanted to do something for our high school. One of the others was a civil rights song, the words of which were written by one of my former teaching assistants, who wanted it set to music. Another was a hymn, which our choir director asked me to compose because he liked the words, but not the music. We are friends of the Shakers, the last community of whom live in Sabbathday Lake, Maine. I read a poem by their leader, Sister Mildred, and liked it so much that I thought I would try to set it to music.

**Question #10: Do you have any insightful stories to share with readers regarding your interactions with colleagues?**

*McKeachie:* Abe Maslow and I used to walk together a lot because he had a heart condition. He believed that he could prove that the top level of his famous pyramid was true and a fundamental value. I argued that belief in an ultimate value must always be a matter of faith (not provable by empirical data).

One night we were walking back from the Cosmos Club in Washington to our hotel near APA. Our path led around DuPont Circle on Massachusetts Avenue--a familiar route since the APA Board frequently had dinner at the Cosmos Club. We were so engaged in our conversation that after some time we realized we had gone too far around the circle and were now on Connecticut Avenue walking away from our hotel.

At the 1988 APA Convention in Atlanta, I saw Fred Skinner. When I inquired about his current work, he said that he was working on 3 books, and had an article in the *American Psychologist*.

I said, "I know about the article. I reviewed it and recommended it for publication." Fred knew I disagreed with the substance.

He said, "I suggested you as a reviewer."

I then asked him if, with all the writing, he still had time for playing the piano.

He answered, "No. I gave my grand piano to my daughter. I couldn't play it any more."

I said, "That's terrible. You enjoyed it so much. Why couldn't you play?"

He said, "I couldn't see the music." (He had glaucoma)

"But I can play a lot of music by ear, couldn't you do that?"

"No. I never could play by ear," said Fred.

"You were an organist, and most organists are good at improvisation. Couldn't you sit down and just improvise?"

Fred responded, "No, I never was good at that."

"But you must have memorized some musical pieces, couldn't you at least play pieces you'd memorized?"

"No. I didn't memorize pieces," stated Fred.

Nonetheless we had a good conversation. When we parted, he was in good spirits, with plans for continued writing.

**Question #11: You have devoted much time and energy to advancing the field of psychology and been a positive influence in the lives of many people over the years. Many people are proud to state they had Bill McKeachie as a teacher, mentor, colleague, and friend. I thought you might like to speak directly to those who aspire to advance many of the causes and ideals you have championed. How might those of us who dream of making a difference in psychology best accomplish such goals?**

*McKeachie:* That's very nice of you to say. I think each of us has to follow our own propensities and do the best he or she can, getting help from colleagues, working hard, not getting discouraged if things don't go well for a time, and taking advantage of lucky breaks when they come.

