

# Newsletter for Educational Psychologists (NEP)

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SUMMER 2021 EDITION, EDITED BY SHARON K. ZUMBRUNN

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*DESIGN BY WADE GEORGE*



# Presidential Update

## From Dr. Michelle M. Buehl

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What a year. I think that sums it up best without rehashing all that has happened at the national and international level since Spring and Summer 2020 and the reverberating effects on our own personal and professional lives.

In line with my chosen theme of Balance and Sustainability, I did not formally introduce any new major initiatives for Division 15. Instead, I focused on maintaining our current course while addressing ways to improve our internal organizational practices and supporting on-going initiatives. For instance, given the regular changes in division leaders and committee chairs, a new system is being created to store important documents and materials to ensure an easy transfer information and reduce redundancy (and unnecessary searching). Similarly, division accounting practices are being examined and streamlined for more efficiency, particularly in reference to some of the more routinized treasurer responsibilities.



*Dr. Michelle M. Buehl*

Based on recommendations from APA central office, we are revising our Division 15 Bylaws to align with recent changes at the central level. In doing so, the Executive Committee (EC) also discussed modifying Executive Committee officer roles in an effort to reduce the time commitment while providing more opportunities for meaningful member involvement. For instance, the EC recommends removing the role of Vice President and returning to the previous three-year presidential line of President-Elect, President, and Past-President, which is more typical in most APA divisions. Similarly, the EC recommends removing the non-voting roles of Treasurer-Elect and Past Treasurer and returning the Treasurer to a three-year position as a voting member. Given the streamlined accounting practices, this will allow the Treasurer to have a more active and meaningful role on the EC without taking on (and learning) different treasurer duties each year. Our hope is that these changes will encourage more members to be actively involved in Division leadership. Look for a ballot on these proposed changes for all APA Division 15 members to vote on later this summer.

During this past year, there has also been continued efforts on the development of a new educational psychology journal focused on bridging the gap between education research, policy, and practice. Based on a review of proposals for an open call for editors, the Publications Committee recommended and the EC approved Dr. Sharon Nichols and Dr. Francesca López as the inaugural co-editors to guide the continued development of this new outlet for scholarship. As a result of Dr. Nichols accepting a position as Co-Editor for this new publication, she graciously opted to step down from her elected position as Division 15 Vice President, both to ensure no conflicts of interest exist while launching this new publication, and to focus on its growth and success. Based on the special election Dr. Beverly Faircloth was elected Vice-President for the remainder of 2020-2021 and will assume the role of President-Elect for 2021-2022. Thank you to Dr. Nichols and Dr. López for leading the way with the new journal and welcome to Dr. Faircloth as a new member of the EC!

In my conversations with her, Dr. Faircloth shares my interest in addressing the needs of mid-career scholars by launching a discussion group to explore the ways that the Division can effectively support mid-career scholars. Feel free to contact Dr. Faircloth ([bsfaircl@uncg.edu](mailto:bsfaircl@uncg.edu)) if you have ideas for this effort.

I am also deeply appreciative of the various Division 15 committee chairs and committee members. Despite the competing pressures of this year, the work of the Division continued throughout the year with respect to our awards and grants, as well as our publications, podcasts, webinars, discussion series, policy and practice briefs, and job board—reaching an impressive number of people. Indeed, it is the dedication of many Division 15 members that keeps work of the division continuing in combination with our Communication Director, Wade George, who makes it all look

seamless. If you would like to get more involved in a specific committee, please let President-Elect Avi Kaplan know.

We will also hold our traditional events around our annual conference—although virtual once again due to COVID-19—including the Graduate Student Seminar. Dr. Angela Miller and Dr. Carla Firetto have done a fantastic job as program co-chairs to organize the Division 15 program for the annual 2021 APA conference. I greatly appreciate the time and attention they have put into this important undertaking that allows members to share their work with one another. As part of the program, our new standing Race and Diversity Committee will host a panel session and working session related to charting the way forward on issues of race and diversity in educational psychology and the Early Career Educational Psychologists Committee will host a session on paradigms and research methodology.

In planning for the 2021 conference, we recognized that individuals have had varied experiences with virtual conferences and are overall zoomed out for the year but yet, also crave interaction with colleagues and friends. Given this, the Division 15 program will have a similar format to the well-executed program of APA 2020. All Division 15 sessions will be available for free and open to all. We have limited Division 15 events to 5 to 6 hours a day for Thursday, August 12<sup>th</sup>, Friday, August 13<sup>th</sup>, and Saturday, August 14<sup>th</sup>. Many events,

particularly our annual award talks, will be in Zoom. Other sessions will be hosted in a platform that will allow for more interaction. To that end, specific coffee break and networking sessions have been built in. If there are particular topics you would like to engage in during those times (e.g., Getting involved in Division leadership or committees, How to become a Fellow?), [please let us know](#).

Finally, I would like to take the opportunity to thank the outgoing members of the EC for their contributions and dedication to Division 15 including Dr. Helenrose Fives (Past President), Dr. Gwen Marchand (Past Treasurer), Dr. Tim Urdan (Member-at-Large) and Dr. Megan Ecker-Lyster (Member-at-Large) and to welcome the newly elected members of the EC (starting in August 2021 after our annual meeting)— Dr. Dionne Cross (Vice President), Dr. Stephen Tonks (Treasurer-Elect), Dr. Kelly Rogers (Member-at-Large) and Dr. Caroline Wiley (Member-at-Large). Working with such a committed group of individuals is an honor and pleasure and I encourage others to consider running for these offices in the future. If you are interested in running for a position in our 2022 elections or know someone who should be considered, please contact me ([mbuehl@gmu.edu](mailto:mbuehl@gmu.edu))! I will be chairing the Nominations Committee.

*Have a safe, rejuvenating, and productive summer! I look forward to seeing you at APA 2021!*







# Division 15 Program

for the 2021 Virtual APA Convention

*(Note: All Sessions Listed are U.S. Eastern Time)*

## Thursday, August 12th

- 1:30 PM - ECEP Session: Paradigms before Methods: Understanding Epistemology and Crafting Research Questions.
- 2:30 PM - Race & Diversity Session: Race and Diversity in Educational Psychology: Charting the Way Forward
- 3:30 PM - Coffee Break & Networking
- 4:00 PM - Presidential Address: Helenrose Fives, Montclair State University
- 5:00 PM - Graduate Student Posters

## Friday, August 13th

- 11:30 AM - Coffee & Networking
- 12:30 PM - Symposium: Understanding STEM Motivation in Context: Multiple Methods, Populations, and Perspectives
- 1:30 PM - Race & Diversity Session: Race and Diversity in Educational Psychology: Working Group Discussions
- 2:30 PM - Coffee Break & Networking
- 3:00 PM - Skill Building Session: Adaptation of a Sexual Health Curriculum as an Interactive, Virtual Teaching Tool
- 4:00 PM - Career Achievement Award: Thomas L. Good, University of Arizona
- 5:00 PM - Happy Hour / Social Event

## Saturday, August 14th

- 11:30 AM - Coffee Break & Networking
- 12:30 PM - Award Addresses: Paul R. Pintrich Dissertation Award (Kevin M. Wong) & Richard E. Snow Early Career Award (Logan Fiorella)
- 2:00 PM - Symposium: Educational Psychology and Transformational Classrooms: Research and Theory Meets Teaching and Learning
- 3:00 PM - Coffee Break & Networking
- 3:30 PM - Presidential Poster Session
- 4:30 PM - Division 15 Business Meeting & Social Hour

## Poster Sessions (Hosted via The APA Platform)

Content Area Learning & Motivation  
Issues in Assessing Learning, Research Methods, & Ethics  
Learning & Instruction  
Motivation  
Student Support, Identity Development, & Well-being  
Teaching

Stay current—and find Zoom links for each session prior to the event—at our dedicated APA 2021 page, [here](#).

# Student Corner Piece

## From Brooke Harris-Thomas (MSU)

### Conducting Community-Engaged Educational Psychology in Graduate School:

As a graduate student, it can be difficult to know how to both stay connected and support your community while engaging fully in your academic training. This is one reason why community-engaged educational psychology (CEEP) was so appealing to me. CEEP refers to the partnership between universities and communities in which the research priorities are established according to the community's issues and concerns. Learning about this research approach has broadened the way I look for opportunity to truly support my community as a scholar.

The summer of 2020 was difficult, and the multilayered reality of inequities regarding race and class continued to grow. Searching for how best to support my community led me to an opportunity to run for my local school board, and in November 2020, I was elected. Soon after I started my role, I noticed that as I continued to engage in typical graduate school activities, I had a new lens that remained affixed to how I saw the work I was doing in these academic spaces. Questions such as, "How would this practice work in our district?" or "Would the teachers in our district be able to use this information?" continued to arise. I then realized that this expanded consideration of what practitioners might need or find important is one of the many benefits of stepping into community partnerships.

To illustrate how a partnership can look, I will turn to a project I am working in with my colleague, Alexandra Lee (MSU). We were asked by a local school district to help them discover how best to support their career-technical center. We have taken a co-creation approach to our research questions, selecting target variables, and creating a dissemination plan. This approach has created a shared sense of responsibility that equalizes the investment between each partner. The community partners are checking in to make sure our research interests are being integrated into the project, just as we are checking in to make sure we have not diverged from the districts' ultimate goals. Practicing how to best communicate has been a good exercise for us, as communication is an invaluable skill to keep the project moving successfully forward.

The research practices, skills, and rhythms graduate students establish now lay a foundation for approaching future work. Therefore, taking the time now to create and sharpen skills necessary for conducting community-engaged work will likely yield continued fruit as graduate students move into their post-graduate careers. In order to share the perspectives of other graduate students doing community engaged work, I spoke with Paul Reimer, a Ph.D. candidate from Michigan State University and Executive Director of the AIMS Center for Math and Science Education. I asked Paul to share what types of skills and research perspectives he gained from his experiences, and he highlighted how he expanded his understanding of "the complexities in educational environments, methods for developing partnerships with communities, and a greater sense of [his] own positionality in the context of community-engaged research." Through his partnerships, Paul was able to write grants alongside community organizations, and as he learned more about the needs of community stakeholders, he was able to help teachers and administrators develop meaningful goals. Paul draws our attention to the utility of having a deep awareness of the research context and how understanding our positionality within that context can guide us to use our skills to support the community's needs rather than take up unnecessary space.

I also had an opportunity to speak with Lindsey Hubbard, a Ph.D. student at North Carolina State University, and asked her to share what community-engaged work has taught her about establishing a research community: "This experience has taught me to deeply immerse myself into conversations and webinars with the people who are doing this kind of work so that I can soak up all of their knowledge. I want to hold on to that sense of urgency to engage



in [these] conversations". The collaborative skills need to conduct CEEP stretch beyond just establishing rapport with community partners. The work of community-engaged research is not a solitary endeavor but is best done with support from other researchers who can give perspective and support your overall efforts.

### **Advice for Graduate students wanting to do CEEP:**

After hearing about the challenges and the rewards of doing community-engaged work, you might be wondering what your first or next steps could be. Here is a collection of advice:

- "Get to know the teachers and other educators in their communities to develop relationships and understand local needs." (Paul Reiner)
- "This type of work is not meant to be done in a silo of your own program or institution. Have conversations with as many people as you can." (Lindsey Hubbard)
- "[Community members] are not there for our research. Instead, we are here to help them with their practice and education. Be in service to them and build the relationship, and the research will come naturally." (Dr. Benjamin Heddy, University of Oklahoma)

I will end with Dr. DeLeon Gray's perspective, who has work in multiple research-practice partnerships, on why graduate students should pursue CEEP. He reminds us of the importance of returning to our "why" or motivation for becoming researchers. The desire we may feel to make a difference in the world can lead us into meaningful partnerships. Also, the reality is that community-engaged research takes practice, and there is value in starting to practice how to be a good partner and learning how to serve communities in the ways they want and need to be served. Dr. Gray also mentions that as graduate students are learning the practices and norms of our discipline, the simultaneous learning of how to serve communities can help establish a practical check and balance that ultimately advances the application of the science of psychology and addresses the research-practice gap.

I have found that community work is gratifying in a tangible, practical, and meaningful way, and working on projects that you know will have a direct benefit on communities that may be the furthest away from justice in our society can bring a deep sense of meaning to the work we do.

## New Division 15 Podcast Episodes

The Division 15 Podcast Series, hosted by Dr. Jeff Greene, has had a busy year—and episodes are available now for your enjoyment! Guests in 2021 have included:

- Dr. Robert Slavin
- Stephan Mende
- Dr. Kathryn Soo McCarthy & Dr. Danielle McNamara
- Dr. Hunter Gehlbach & Dr. Carly Robinson
- Dr. Matthew C. Makel
- Dr. Jessica Kay Flake
- Dr. Gale M. Sinatra and Dr. Barbara K. Hofer

...and, we have more episodes on their way! If you haven't yet listened to our podcast, we encourage you to enjoy it via your preferred listening route on SoundCloud or iTunes. Links to all past episodes (as well as source material) may be found on [our website](#).



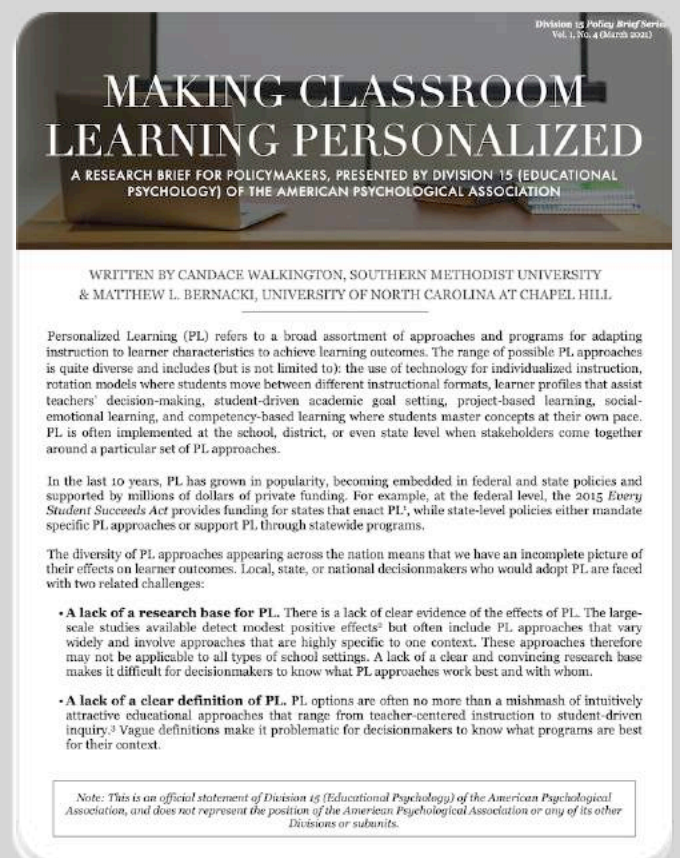
# New From Our Policy & Practice Committees:

## Making Classroom Learning Personalized

A Division 15 Policy Brief by Dr. Candace Walkington & Dr. Matthew Bernacki

In this policy brief, Walkington and Bernacki discuss personalized learning (PL) and argue that if schools are to achieve the impact on learning outcomes they envision, they can draw upon what is known about students' interests, values, self-regulation, and mastery, and how to leverage them for learning. The theory of change at the center of a PL design should answer: "What learning outcome do I intend to affect? What learning activities address this aim? What would I need to know about the learner to adapt the activity?" The authors provide advice to those who wish to fund, adopt, design, and deliver PL.

[Read the Brief](#)

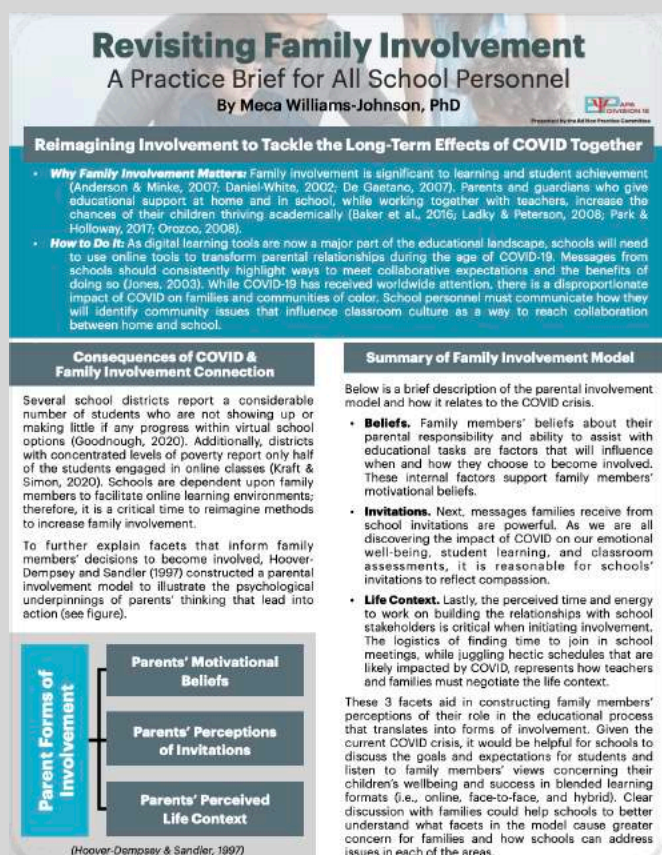


## Revisiting Family Involvement

A Division 15 Practice Brief for All School Personnel  
by Dr. Meca Williams-Johnson

Family involvement is significant to learning and student achievement. Parents and guardians who give educational support at home and in school, while working together with teachers, increase the chances of their children thriving academically. This practice brief offers insights for school personnel as they work with families to tackle the long-term effects of COVID-19 on learners.

[Read the Brief](#)





# Executive Committee Meeting Minutes

## 2020 Fall Meeting (Remote)

*Find full minutes for the Fall 2020 Executive Committee Retreat [here](#).*

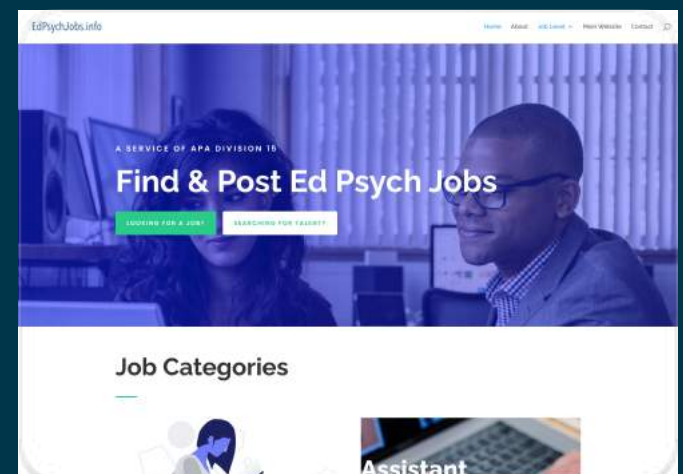
- The EC voted to publicly endorse a bylaw amendment forwarded by APAGS for "Voting Privileges and New Membership Category for Graduate Students." The bylaw amendment would allow graduate student affiliate members of APA to vote in elections for President-elect and Members of the Board of Directors, along with bylaw amendments and the distribution of seats on APA Council of Representatives.
- A three-year contract extension for Wade George, Executive Director, was approved. Mr. George will now also oversee document management for the organization to help with continuity.
- Jonathan Hilpert, treasurer, reported on the budget, which included the low actual budget due to the 2020 virtual conference and the 2021 virtual conference.
- A Race and Diversity Committee budget request was approved.



## The Ed Psych Job Board

Free for Job Posters & Job Seekers!

Division 15's Job Board, **[EdPsychJobs.info](https://edpsychjobs.info)**, is completely free to use! If you have an active job announcement that may be applicable to our members' interests, simply send a Word or Pages description of the position (with application instructions) to Wade George for inclusion on our website and in future Division 15 Digest emails. And, if you are considering a career change, please also feel free to subscribe to this board to receive all new job announcements by email!





# 2021 Presenting Award Recipients

Congratulations to this year's recipients, we look forward to your presentations!



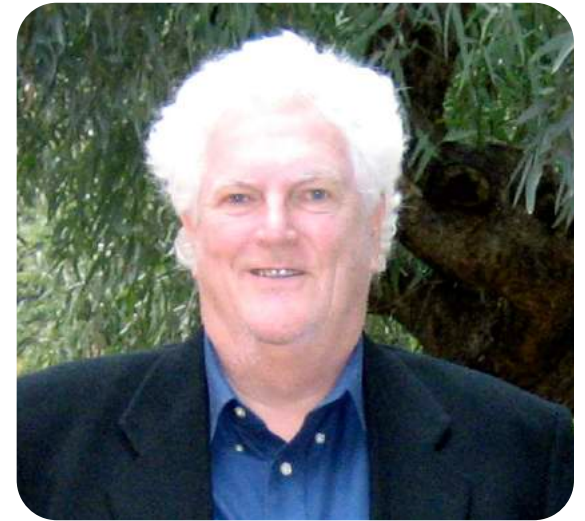
**Keven Wong, PhD**

Paul R. Pintrich Outstanding  
Dissertation Award



**Logan Fiorella**

Richard E. Snow Award for  
Early Contributions



**Tom L. Good**

Division 15's Career  
Achievement Award

## Calling All Students for Our “Student Corner” of NEP!

**NEP's Editorial Team is Accepting Proposals for Short, Original Pieces**



We are pleased to introduce a section to be added in future issues of The Newsletter for Educational Psychologists that will feature current students of educational psychology. NEP/15 is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this new recurring feature written by one or more students in the field. As we work within and outside of Division 15 to expand psychological knowledge and theory connected with education, the experiences of our Division 15 graduate students will continue to change as well. How is the student experience in becoming a member of this community different than it was for your professors or mentors? What experiences have particularly shaped your understanding of educational psychological knowledge and theory? What do you think the field should know?

**We invite current student members of Division 15 to submit a 50-word proposal by September 1, 2021 through [this link](#).**

Proposals chosen for future NEP/15 publication will be contacted for a 600 to 800 word length feature article in the upcoming year.



