

# Division 15 Business Meeting

August 14, 2021



# AGENDA

1. Welcome
2. Remembering Those We Have Lost
3. Approval of 2020 Business Meeting Minutes
4. President's Report
5. Treasurer's Report
6. Membership Business
  - a. Membership News
  - b. Communication Update
  - c. Membership Questions and Responses
7. Recognition of Members' Accomplishments and Contributions
  - a. 2021 Achievement Award Recipients
  - b. 2021 Research Awards Recipients
  - c. 2021 Graduate Student Poster Awards
  - d. Recognition of Service to Division 15
8. Incoming Leaders

# Remembering Those We Lost in 2020 & 2021

Please share any names or memories in this meeting's chat.

# APPROVAL OF 2020 BUSINESS MEETING MINUTES

Full 2020 Business Meeting Minutes can be found at:

[EdPsych.us/BusinessMeetingMinutes2020](https://EdPsych.us/BusinessMeetingMinutes2020)

The background is an abstract, textured composition of thick, expressive brushstrokes. The color palette is dominated by deep reds, vibrant blues, and stark whites, with some muted purples and greys. The strokes are layered and overlapping, creating a sense of depth and movement. The overall effect is that of a dynamic, gestural painting.

# **PRESIDENT'S REPORT**

Presidential Theme

## **BALANCE AND SUSTAINABILITY**

The events of 2020 highlighted how educational psychology is relevant and that there is so much we, individually and collectively, can contribute. Yet, this year has also taxed us all in different ways. My hope is that the theme of “Balance and Sustainability” can be a platform to consider what supports can be put in place to address the needs of individual members and Division 15 as a whole, as well as highlight the relevance of our research to pressing educational and social issues.

# PUBLICATION NEWS

## ***Educational Psychologist***

Jeff Green & Linnenbrink-Garcia (Eds)

2020 Impact Factor: 9.541

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## ***Psychology Today Blog***

Sara Kiefer & Ellen Usher (Eds)

**What the World Needs New (More than Ever)**

Martin F. Ford & Peyton R. Smith

George Mason University

January 18, 2021

**Managing Uncertainty: Helping Parents in  
Uncertain Times**

Dalila Dragnić-Cindrić and Dr. Jeffrey A. Greene

University of North Carolina at Chapel Hill

August 11, 2020

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## ***Newsletter for Educational Psychologists***

Sharon Zumbrunn (Ed)

Student Corner—proposals being accepted!

# NEW BRIEFS PUBLISHED

## POLICY PRACTICE

**Making Classroom Learning Personalized**  
by Candace Walkington & Matthew L. Bernacki

**Revisiting Family Involvement**  
by Meca Williams-Johnson

**Racial Disproportionality in School Discipline**  
by Theresa Pfister

**How White, Middle Class Teachers Can Apply Psychology to Teach Students Who are Different From Them**  
by Sara E. Rimm-Kaufman & Krystal Thomas

Division 15 Policy Brief Series  
Vol. 1, No. 3  
Jan. 2021

### MAKING CLASSROOM LEARNING PERSONALIZED

A RESEARCH BRIEF FOR POLICYMAKERS, PRESENTED BY DIVISION 15 (EDUCATIONAL PSYCHOLOGY) OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

WRITTEN BY CANDACE WALKINGTON, SOUTHERN METHODIST UNIVERSITY & MATTHEW L. BERNACKI, UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Personalized Learning (PL) refers to a broad assortment of approaches and programs for adapting instruction to learner characteristics to achieve learning outcomes. The range of possible PL approaches is quite diverse and includes (but is not limited to): the use of technology for individualized instruction, rotation models where students move between different instructional formats, learner profiles that assist teachers' decision-making, student-driven academic goal setting, project-based learning, social-emotional learning, and competency-based learning where students master concepts at their own pace. PL is often implemented at the school, district, or even state level where stakeholders come together around a particular set of PL approaches.

In the last 10 years, PL has grown in popularity, becoming embedded in federal and state policies and supported by millions of dollars of private funding. For example, at the federal level, the 2015 *Diversity Student Success Act* provides funding for states that enact PL, while state-level policies either mandate specific PL approaches or support PL through statewide programs.

The diversity of PL approaches appearing across the nation means that we have an incomplete picture of their effects on learner outcomes. Local, state, or national decisionmakers who would adopt PL are faced with two related challenges:

- A lack of a research base for PL.** There is a lack of clear evidence of the effects of PL. The large-scale studies available direct modest positive effects<sup>1</sup> but often include PL approaches that vary widely and involve approaches that are highly specific to one context. These approaches therefore may not be applicable to all types of school settings. A lack of a clear and convincing research base makes it difficult for decisionmakers to know what PL approaches work best and with whom.
- A lack of a clear definition of PL.** PL options are often so more than a mishmash of intuitively attractive educational approaches that range from teacher-centered instruction to student-driven inquiry.<sup>2</sup> Vague definitions make it problematic for decisionmakers to know what programs are best for their context.

Note: This is an official statement of Division 15 (Educational Psychology) of the American Psychological Association, and does not represent the position of the American Psychological Association or any of its other Divisions or subunits.

APA Division 15 Policy Brief Series  
Vol. 1, No. 3  
Jan. 2021

DIVISION 15 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION PRESENTS

### RACIAL DISPROPORTIONALITY IN SCHOOL DISCIPLINE

A RESEARCH BRIEF FOR POLICYMAKERS  
BY THERESA PFIISTER, UNIVERSITY OF VIRGINIA

Racial disproportionality in school discipline or the discipline gap refers to the over-suspension and over-sanctioning of students of color compared to other racial groups.

According to the Civil Rights Data Collection (CRDC), although Black students make up only 16% of U.S. public school enrollment, they account for 40% of the suspensions.<sup>1</sup>

- “Nearly 1 in 5 Black students have been suspended, compared with 1 in 10 White students.”
- “In Pre-K, Black preschoolers are expelled at three times the rate of their White peers, leading to disproportionate numbers of suspensions and expulsions as they progress through school.”
- Black, Hispanic, and Native American students are two to five times as likely as White and Asian students to be suspended or expelled.<sup>2</sup>

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### Revisiting Family Involvement

A Practice Brief for All School Personnel  
By Meca Williams-Johnson, PhD

**Reimagining Involvement to Tackle the Long-Term Effects of COVID Together**

**Why Family Involvement Matters:** Family involvement is significant to learning and student achievement (Anderson & Miller, 2000; Garcia-White, 2000; De Groot, 2007). 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 (Joshi et al., 2006; Lundy & Niverson, 2006; Park & Schneider, 2008; O'Brien, 2008).

**How to Do It:** As digital learning tools are now a major part of the educational landscape, schools will need to use online tools to transform parent relationships during the age of COVID-19. Messages from schools should consistently highlight ways to meet individualized expectations and the benefits of doing so (Cerna, 2003). While COVID-19 has revealed worthwhile attention, there is a disproportionate impact of COVID on families and communities of color. School personnel must communicate how they will identify community issues that influence classroom culture as a way to reach collaboration between homes and school.

**Consequences of COVID & Family Involvement Connections**

Several school districts report a considerable number of students who are not showing up or making little if any progress within virtual school systems (Goodenough, 2020). Additionally, districts with concentrated levels of poverty report only half of the students engaged in online classes (Smith & Simen, 2020). Schools are dependent upon family members to facilitate online learning environments; therefore, it is a critical time to reimagine methods to increase family involvement.

To further explore factors that inform family members' decisions to become involved, Hoover-Trempey and Sanchez (2001) constructed a general involvement model to illustrate the psychological underpinnings of parents' thinking that lead to action (see figure).

**Summary of Family Involvement Model**

Below is a brief description of the parent involvement model and how it relates to the COVID crisis.

- Beliefs:** Family members' beliefs about their personal responsibility and ability to assist with educational goals are factors that will influence when and how they choose to become involved. These internal factors support family members' motivational beliefs.
- Incentives:** Next, message families receive from school institutions are powerful. As we are all discussing the impact of COVID on our emotional well-being, student learning, and classroom assessments, it is reasonable for school-to-family invitations to reflect compassion.
- Life Context:** Lastly, the perceived time and energy to work on building the relationship with school stakeholders is critical when initiating involvement. The logistics of finding time to join in school meetings, while juggling hectic schedules that are likely impacted by COVID, requires how teachers and families must negotiate the life context.

These 3 factors aid in constructing family members' perceptions of their role in the educational process that translates into forms of involvement. Given the current COVID crisis, it would be helpful for schools to discuss the goals and expectations for students and listen to family members' views concerning their children's wellbeing and success in blended learning formats (i.e., online, face-to-face, and hybrid). Clear discussion with families could help schools to better understand what factors in the model cause greater concern for families and how schools can address issues in each of the areas.

(Hoover-Trempey & Sanchez, 1999)

"I can't seem to connect with my students!"

### How White, Middle Class Teachers Can Apply Psychology to Teach Students Who are Different From Them

A Practice Brief for Educators by Dr. Sara E. Rimm-Kaufman & Dr. Krystal Thomas

In Public Schools, the U.S. Has:

- 80%** White Teachers
- 51%** Students of Color
- Almost All** teachers have college degrees, the majority are middle class (NCES, 2018)
- 19%** of students live in poverty (NCES, 2014)

The majority of U.S. teachers are White and middle class, but more than half of their students are students of color. 80% of teachers live in poverty, and 23% experience homelessness (NCES, 2016, 2011). Just as teachers acquire skills to teach reading or math effectively, the skills to teach students who are different from them can be learned, too. New advancements in psychology shed light on how to create more equitable learning environments.

**How Can We Solve Problems that Stem From Implicit Bias?**

One important solution involves acquiring more diverse educators. Yet another solution is to pressure White, middle-class educators to teach students who are different from them. This brief focuses on the latter solution.

The skills to teach students with diverse identities require education to engage in reflective work. It is important that all educators hold themselves and other educators to this necessary and important work. Without these efforts, educators are unlikely to address and prevent them from reaching their potential.

**What Does the Research Say?**

- Students raise when school feels unfair and the best to students, but research additionally also presents teacher discrimination that shows diverse students experience lower motivation, less self-esteem, more depressive symptoms, and more behavior problems in school (Barnett et al., 2016).
- Racial stereotypes lead to problematic teacher behaviors, which in turn lead to inequitable conditions in school. For example, a teacher may engage harshly with Black children; they are more likely to feel harsh discipline when they perceive that a Black child shows a pattern of misbehavior (O'Leary & Charney, 2016).
- Teacher implicit bias leads to lower expectations for some students than others, discrimination in the classroom, and increased likelihood to discipline Black students (Spaardinauw, 2016).
- Implicit bias stems from a set of beliefs, beliefs that can be changed if educators are motivated to change, become aware of their implicit biases, and adopt strategies to work their way out of thinking and acting (Cohen et al., 2012; Hopwood et al., 2015).

**Key Definitions**

Implicit bias: attitudes or stereotypes beneath others that people hold without conscious awareness of these beliefs. These beliefs because we rarely access implicitly when they are used as daily life.

Intergroup bias: a form of prejudice that uses generalized beliefs about a particular group of people that can be categorizing and measuring expectations for a person's behavior.

Prejudicial beliefs: attitudes that people hold and automatically as a result of the biased beliefs that they hold.

**Four Suggestions to Improve Teaching Practices**

Educators can reduce their implicit bias and connect with students who are different from them. We recommend educators:

1. Become Self-Aware & Unlearn Prejudicial Beliefs
2. Learn About Students & Their Perspectives
3. Individualize to Counteract Stereotypes
4. Transform the School Climate & Culture



# CONTINUATION OF PREVIOUS EFFORTS

- Bylaw Change approved for the Career Achievement Award for Distinguished Psychological Contributions to Education
- Committee on Race and Diversity (Jessica DeCuir-Gunby, Chair)
- Early Career Discussion Series Continues - Fantastic, open discussions for Early Career Researchers
- New Journal on Educational Psychology in Policy and Practice (Inaugural Editors: Sharon Nichols and Francesca López)
- Division 15 Research Grant Opportunity: Education Research in the Time of COVID-19 and Civil Rights and Social Justice Movements, (Mary McCaslin & Sharon Nichols, Organizers)

# 2020 FUNDED GRANTS

## *Education Research in the Time of COVID-19, Civil Rights, & Social Justice Movements*

Susan Mathew, Elizabeth Albright, Lawrence Murray  
(Langston University)

“Mixed-methods design examining the impact of COVID-19 transition on learning among HBCU students”

Annette Ponnock and James Floman (Yale University)

“Black and Latinx educator well-being in the COVID-19 era”

Gabriel Velez (Marquette University)

“Adolescent coping and response to COVID-19 and its impacts on their schooling”

Ananya Matewos (St. Norbert College), Imogen Herrick  
(University of Southern California), and Michael Lawson  
(University of Southern California)

“'Let's get heated': Socioscientific data talks to promote student STEM motivation and engagement through social justice lens”

Kamden Strunk and Carey Andrzejewski (Auburn  
University)

“Do black lives matter in educational psychology? A systematic review of the literature using social network analysis”

Divya Varier, Marvin Powell, Stephanie Dodman, Elizabeth  
DeMulder, Jenice View (George Mason University)

“A mixed methods exploration of teachers' equity-oriented assessment practice during COVID-19”

Angela Chow & Charlotte Agger (Indiana University)

“Daily school engagement, challenges, and resilience of African American undergraduate students during the COVID-19 pandemic: A mixed methods study”

Mike Yough (Oklahoma State University), Mei-lin Chang  
(Kennesaw State University), Mwarumba Mwavita  
(Oklahoma State University)

“Responding to student race-based trauma: The double edged sword of empathy”

Michele Gregoire Gill, L. Trenton S. Marsh, M. Ann  
Shillingford-Butler, Amanda Wilkerson (University of Central  
Florida)

“Understanding how multiply-marginalized black youth and children in Florida make meaning of their schooling amid COVID-19”

# NOTABLE NEW DEVELOPMENTS

- Organization of Materials & Streamlining of Processes
- Renewal of Wade's Contract
- Additional Proposed Bylaw Changes

# SUMMARY OF PROPOSED BYLAWS CHANGES

- Changes suggested by APA Legal Counsel to update and streamline bylaws
  - Removal of members
  - Removal of Executive Committee members
  - Death/Resignation of Executive Committee member
  - Removal mail ballot
  - Move detailed content to Policy and Procedures document
  - Addition to the bylaws that allows us to fix typos/grammatical errors that may have been missed w/o a full vote of the membership
  - **Rationale:** Recommended by APA
- Alternate for Division Representative to APA Council
  - In the event a Division Rep to APA Council cannot attend a meeting, an EC member or former Division Rep to APA Council will serve as the alternate
  - **Rationale:** A member of the EC or former Division Rep to Council is best positioned to represent Division to APA Council

# SUMMARY OF PROPOSED BYLAWS CHANGES

- Modifications to Executive Committee Roles
  - Presidential Line
    - Currently a four-year Presidential Line: Vice President, President-Elect, President, Past-President
    - Return to the traditional three year Presidential Line: President-Elect, President, Past-President
  - Treasurer Line
    - Currently 3-year, 3-person role: Treasurer-Elect (non-voting), Treasure, Past Treasurer (non-voting)
    - Return to 3-year role for one person
    - **Rationale:** Reduce time commitment and increase member involvement in the EC; reduce cost to the Division; provide opportunities for more meaningful engagement;

# PROCESS

1. All members and fellows of the division are eligible to vote.
2. A Bylaw change requires  $\frac{2}{3}$  approval of votes
3. In the next few months\* voting members will receive an email explaining the change and rationale for the change with a link to cast their vote.
4. Voting will remain open for 30 days.

*\*We are required to send paper ballots to any voting members who do not have an email on file. This will be the hold up as APA would typically do this for a small fee; but with COVID they cannot. We are working on how to best do this; previously, Wade George assisted with dissemination and collection of responses and likely will again for this vote.*

# TREASURER'S REPORT 2021

Jonathan C. Hilpert, Treasurer  
Doug Lombardi, Treasurer-Elect

# ACCOUNT SUMMARY

- Account Summary
  - \$619,226 in checking
  - \$261,708 in short term investments (i.e. money market savings account)
  - \$621,106 in long term savings (i.e. mixture of mutual funds and ETFs)
  - \$167,158 in deposits and advances
- Net assets total \$1,763,247
- 12% growth from Fall 2020

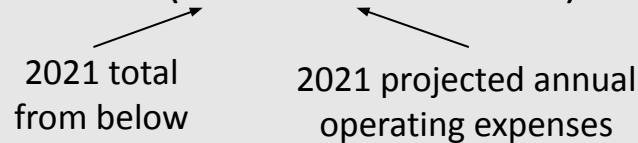


# OPERATING EXPENSES

- Total net assets cover the reserve requirement placed on Divisions by APA accounting to hold twice the annual operating budget.
- Our annual operating expenses in 2019 were \$234,850
- Our annual operating expenses in 2020 were \$123,111
- Projected annual operating expenses in 2021 ~\$125,000

# CURRENT ACCOUNT BALANCE

- Primary source of 2021 revenue is Royalties from Taylor and Francis
- Expenditures for 2021 Conference not reflected in budget
- Projected post conference total (191K – 125K = ~66K)



**Table 1. Current Monies In / Monies Out**

Account Name	Amount
Division Membership Revenue Total	\$ (14,840.00)
Royalties Income Total	\$ (183,619.97)
Hnr/Stpd for Edit/Office Exp Total	\$ (61,496.00)
Interest/Dividends-Investments Total	\$ (377.85)
Consultant/Contractual Fees Total	\$ 25,200.00
Honorarium & Stipends Total	\$ (380.00)
Bank Charges & Fees Total	\$ 117.90
Dues/Memberships Exp Total	\$ 3,368.00
Grants to other organizations Total	\$ 39,130.00
Investment Management Fees Total	\$ 1,432.15
<b>Grand Total</b>	<b>\$ (191,465.77)</b>

**Table 2. Current Account Balance**

Balance Sheet	
Educational Psychology	
015_000_00	
05/31/2021	
	Year-to-Date
<b>ASSETS</b>	
Cash	
Checking held at APA	619,226.20
<b>Total Cash</b>	<b>619,226.20</b>
Short-term Investments	
Short-Term Inv-Merrill Lynch	261,708.87
<b>Total Short-term Investments</b>	<b>261,708.87</b>
Receivables	
System Interfund Entries	3,825.00
<b>Total Receivables</b>	<b>3,825.00</b>
Advances & Prepaids	
Prepaid Expenses	51,920.00
Deposits and Advances	115,238.17
<b>Total Advances &amp; Prepaids</b>	<b>167,158.17</b>
Long-term Investments	
Long-Term Inv-Other	711,329.49
<b>Total Long-term Investments</b>	<b>711,329.49</b>
<b>Total Assets</b>	<b>1,763,247.73</b>
<b>LIABILITIES &amp; NET ASSETS</b>	
Net Assets	
Beginning net assets	1,571,661.96
Net income/(loss)	<b>191,465.77</b>
<b>Ending net assets</b>	<b>1,763,127.73</b>
<b>Total Liabilities &amp; Net Assets</b>	<b>1,763,127.73</b>

# UPDATES

- **Treasurer Roles:**

- Congratulations to Dr. Doug Lombardi for his successful year as Treasurer-Elect. He will become Treasurer during the 2021 conference!
- Many thanks to outgoing Past Treasurer Dr. Gwen Marchand for her successful run through all three Treasurer lines. Her experience and insight have been invaluable to the Treasurer team and she will be missed.

- **Business Processes:**

- Wade George (Clamor Inc.) has been formally tasked by the EC with improving Treasurer processes (as per EC vote).
- He and Dr. Lombardi have been working to improve procedures for 1) disbursements for conference costs and 2) internal monitoring of spending.

# RECOMMENDATIONS

- Document plan of action for new treasurer procedures as they take shape in 2021-2022
- Continued improvement of business processes and record keeping for more efficient processing
- Division Accounting now requires all spending disbursements to be completed within 30 days of the conference end date
- Continued discussion of long term strategies for rebalancing investments for improved financial growth

# **2020 COMMUNICATIONS BUSINESS**

Wade George  
Director of Communications

# COMMUNICATIONS CHANNELS

Channel	2020 Convention (Year Prior Results)	2021 Convention (Year Prior Results)
Facebook Followers	6,284	6,290
Twitter Followers	2,923	3,034
LinkedIn Group Members	982	1,125
YouTube Video Views	3,504	6,213
Website Visits	22,449	32,174
Weekly Digest Subscribers	2,184	2,310
Weekly Digest Opens	61,365	66,199
Psych Today Blog Reads	61,502	42,609
Psych Today Blog Posts	6	2
Ed Psych Job Board Visits	25,863	18,535
New Job Posts Shared	81	47
Total Active Subscribers	637	708
New Podcast Episodes	6	9
Total Soundcloud Listens	8,175	11,188

# MEMBERSHIP

- Membership has held relatively steady for the last three years, falling between 1500-1800 members per year.
- Free memberships generate continuous churn, but help us grow among those new to the field.
- Our priority is always reach and engagement of research and opportunities; membership is secondary. Revenue and impact are driven by our publications.
- Renewal is now live for 2022! Please complete your renewal ASAP to help us prepare resources for the year ahead!

# PODCAST SERIES



- Hosted by Jeff Greene and Produced by Wade George
- 2021 Contributors (Thus Far):
  - Robert Slavin
  - Stephan Mende
  - Kathryn Soo McCarthy & Danielle McNamara
  - Hunter Gehlbach & Carly Robinson
  - Matthew C. Makel
  - Jessica Kay Flake
  - Gale M. Sinatra & Barbara K. Hofer
  - Allison Zengilowski & Brendan Schuetze



# WEBINAR SERIES



- Chaired by Jason Chen & David Morris
- Committee webinars held thus far in 2021:
  - Patricia Alexander & Danielle McNamara (March)
- Two Upcoming Webinars
  - Francesca Lopez (August 20, 2021) - Registration Open on the Division 15 Website!
  - Mimi Bong (October, 2021) - Event details to come.





# **ACCOMPLISHMENTS AND CONTRIBUTIONS**

# THIS YEAR'S PRESENTING AWARD RECIPIENTS



Paul E. Pintrich Outstanding Dissertation Award  
**Kevin Wong**



Richard E. Snow Award for Early Contributions  
**Logan Fiorella**



The Career Achievement Award for Distinguished  
Psychological Contributions to Education  
**Tom Good**

# 2021 AWARD WINNERS

*(Presenting at the 2022 APA Convention)*



Paul E. Pintrich Outstanding Dissertation Award

**Nikki Glover Lobczowski**



Richard E. Snow Award for Early Contributions

**Rebecca Collie**



The Career Achievement Award for Distinguished  
Psychological Contributions to Education

**Daniel Schwartz**

# 2021 EARLY CAREER RESEARCH GRANTS

**Leah M. Lessard, Ph.D., University of Connecticut, Rudd Center for Food Policy and Obesity**

*Reducing Stigma-Based Educational Disparities in Adolescence: A Value-in-Diversity Intervention*

**Kathy Kim, Ph.D., Boston University, Wheelock College of Education and Human Development**

*Learning without Awareness with Academic and Non-Academic Sample: An Individual Differences Study*

**Raechel Soicher, Ph.D., Oregon State University, School of Psychological Science**

*Using a Utility Value Intervention to Increase Student Academic Success in Introductory Statistics Courses*

# 2021 STUDENT POSTER AWARDS

Each year at the APA Convention, Division 15 recognizes two attendees via its Outstanding Graduate Student Poster Awards.

To be considered for this award, an individual must:

1. attend the annual meeting and present as first-author on a poster in a Division 15 Session
2. be a graduate student at the time of the poster submission
3. be a member of Division 15

This year:

- 161 posters were accepted
- 10 student finalists were featured in a session on Thursday
- 2 winners were selected...

## Outstanding Graduate Student Poster Awards

APA 2021 VIRTUAL CONVENTION  
[CLICK HERE TO RETURN TO FULL EVENT PAGE](#)



Do Predominant Measures Encompass Black and Latina Students' Task Values?  
Korinthia D. Nicolai et al.  
[View PDF](#)



Who Do Students Ask for Help in Class? Peer Characteristics Associated with Changes in Help-seeking  
Jessica E. Kilday et al.  
[View PDF](#)



Through the Eyes of a Child: Exploring and Engaging Elementary Students' Climate Conceptions Through Photovoice  
Imogen Rose Herrick et al.  
[View PDF](#)



Assessing Learning During A Pandemic: The Problem With "Modality"  
Jaeyun Han et al.  
[View PDF](#)



Promoting Students' Identity Exploration and Engagement in Disadvantaged Contexts  
Jessica Hadid et al.  
[View PDF](#)



Social Studies Teacher Identity and Motivation when Facilitating Discussions: A Case Study  
Joseph I. Eisman et al.  
[View PDF](#)



Virtual reality impacts students' sense of agency in remote learning through feelings of control, interactivity, and exploration- even in non-interactive applications.  
Eileen McGinney  
[View PDF](#)



Collegiate Student-Athletes' Psychosocial Factors and Academic Achievement: A Meta-Analytic Review  
Agustin J. Garcia et al.  
[View PDF](#)



Examining Students' Self-Regulated Learning Through Self-Report Data and Behavioral Logs  
Ying Wang et al.  
[View PDF](#)



Climate Crisis Learning Through Scaffolded Instructional Tools  
Sonia Jamani et al.  
[View PDF](#)

# 2021 STUDENT POSTER AWARDS



**Imogen Rose Herrick**, University of Southern California

Herrick, Lawson, Matewos, & Gralnik (2021). *Through the eyes of a child: Exploring and engaging elementary students' climate conceptions through photovoice.*



**Jessica E. Kilday**, University of Michigan

Kilday & Ryan (2021). *Who do students ask for help in class? Peer characteristics associated with changes in help-seeking.*

# DIVISION 15 NOMINEE FOR APA 2021 POSTER COMPETITION



**Delaram A. Totonchi, Old Dominion University**

Totonchi, Perez, Braitman, Gray, & Bol (2021).

*Moderators, mediators, and consequences of distinct stereotype threats with black science students.*





# NEW DIVISION 15 FELLOWS

*(To be approved by APA in October 2021)*



**CLAIRE ELLEN WEINSTEIN  
ANNUAL GRADUATE  
STUDENT SEMINAR NEWS**

# CHANGING LEADERS

# OUTGOING LEADERS

## **Helenrose Fives**

Past-President and  
Nominations Committee Chair

## **Gwen Marchand**

Past Treasurer

## **Tim Urdan**

Member-at-Large

## **Meghan Ecker-Lyster**

Member-at-Large

## **Sharon Zumbrunn**

Editor, Division 15 Newsletter

## **Angela Miller**

2021 Program Co-Chair

## **Carla Firetto**

2021 Program Co-Chair

## **Clark Chinn**

Chair, Career Achievement Committee

## **Andrew Elliot**

Chair, Snow Award for Early Contributions  
Committee

## **Alex List**

Co-Chair, Graduate Student Seminar

## **DeLeon Gray**

Co-Chair, Committee on the Development  
of Early Career Educational Psychologists

# 2021 INCOMING LEADERS

**President**  
Avi Kaplan

**Treasurer-Elect**  
Stephen Tonks

**President-Elect**  
Beverly Faircloth

**Members-at-Large**  
Caroline Wiley  
Kelly Rodgers

**Vice President**  
Dionne Cross Francis

**Program Chairs**  
Annette Ponnock  
Courtney Hattan

**WELCOME OUR INCOMING PRESIDENT!**



**Avi Kaplan**  
Temple University

# CLOSING SOCIAL HOUR NEXT!

*You have options—but don't leave without stopping in to say "hi" in at least one of those below! All events are linked via the Division 15 website, under our program page ([www.APADiv15.org/APA-2021](http://www.APADiv15.org/APA-2021))*

## **"Sip & Chat"**

*with Pat Alexander*

## **"Making Margaritas & Answering Random Trivia Questions"**

*with Doug Lombardi*

## **"Scattergories!"**

*with Sharon Zumbrunn, Christine Bae, & Alison Koenka*

## **"Codenames"**

*with Nikki Lobczowski & Amanda Olsen*

## **"Beach Bar Fun. BYOB!"**

*with Jonathan Hilpert & Gwen Marchand*

**See you next year in  
Minneapolis at APA 2022!**

