

Newsletter for Educational Psychologists (NEP)

WINTER 2023 EDITION



EDITOR: DR. COURTNEY HATTAN

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First, Do No Harm!

Rehumanizing Educational Psychology in Order to Do Good

by President Dionne Cross Francis

I'm sure many of us are familiar with the phrase "First, do no harm!", perhaps from its appearance in a reading, or hearing it on a documentary or television program about physicians. The phrase is often inaccurately aligned with the Hippocratic Oath, which is a set of professional ethical standards that guide the work of physicians. Irrespective, many find the phrase appealing for a range of reasons, but it is typically interpreted to mean that the well-being of the patient is a top priority. However, this can also be seen as lacking, if the goal is to enhance an individual's wellbeing or enable them to thrive. It is also not particularly action-oriented, it focuses on promoting the absence of adverse outcomes, but does not explicitly advocate the creation of health or doing good.



Dr. Dionne Cross Francis

I bring together these two perspectives (i.e., avoiding harm and doing good) to promote wellbeing, and as such, the Presidential Theme for the year 2023-2024 is **"First, do no harm! Rehumanizing Educational Psychology in order to do Good"**. You might ask how this applies to the field of educational psychology and APA Division 15. Well, the theme acknowledges the long history of educational psychology thriving as a field by drawing on the data and knowledge gained from communities, without the obligation to empower, give back, or replenish those communities (Strunk & Andzejewski, 2023). Often those communities were underserved, and participation tended to be detrimental (Kumar & Decuir-Gunby 2023). Thus, an endeavor to simply "do no harm" is a low bar; instead, this theme aims to bring awareness to the (un)intentional harm research in educational psychology may have caused and to be intentional about "doing good".

Given psychology's sordid past, it is important that we endeavor to humanize our approaches (López, 2022). To humanize means we ascribe to a person the individuality that is characteristic of being human. It requires affording them moral and fair treatment that is deserving as a right by virtue of being human (Schumann & Walton, 2021). Rehumanizing directs us to reverse the damage done and to consider how we can inflict less pain and engage with care (Wheeler & Fiske, 2005). This invites us to consider the socio-historical and cultural contexts in which persons (participants) are situated. Individuals, our participants, are not blank slates, they do not live in a vacuum; they are complex beings nested in families and communities which are embedded in societies and social systems which are shaped by history – a history rife with the oppression of people of color and others with marginalized identities. It is important that we reconceptualize what we mean by vulnerable – including examining who is at risk at a particular time and in a particular context, and who we make vulnerable by how we conceptualize our work and what we disseminate. What are their vulnerabilities? In contexts where these are not easily identifiable, it might be useful to shift our lens and look from the perspective of 'who benefits?' Acknowledging our own positioning (what social identities do you hold?), how it reflects the hierarchies in society, and making efforts to shift the seat of power is prudent. It is also important to consider how we can empower non-dominant groups, engender autonomy and relinquish ownership of the experiences to



the participants and communities (c.f., Pittaway et al., 2010). We must ask ourselves, ‘How can we protect the communities with whom we work?’, ‘How can we honor their voices?’, and ‘How can we replenish what we have taken?’

Rehumanizing Educational Psychology in order to do Good: Operationalizing the Theme

Perhaps the way to begin is by reflecting on the goals and objectives of our work, considering who currently benefits from this work, and who should benefit. We can argue that through our research we create knowledge that advances society, but—as our colleagues (e.g., Decuir-Gunby & Schutz, 2014; Kumar & Decuir-Gunby, 2023; López, 2022; Strunk & Andzejewski, 2023) have described—this knowledge and our research endeavors have historically been vastly destructive and detrimental to non-dominant communities. Moving forward, this behooves us to first consider how to do this work to not perpetuate harm, but to uplift, to empower individuals and communities. Second, we can seek to do mutually beneficial work, accruing benefits that are meaningful, tangible and/or measurable. Thus, we can advocate research that seeks to replenish participant communities, work that focuses on refilling communities with usable knowledge. It necessitates us seeing participant communities as collaborators with whom to develop a shared vision of the partnership (Gray et al., 2023). At a minimum, an outcome should be reporting or providing feedback on what was learned from the research that involved the participants (individuals and communities), acknowledging their voices and the value of their experiences. Ideally, this might involve community-engaged work, partnering to address issues that may be adversely affecting communities. What should not be overlooked in all of this is that the lives and experiences we study unfold within an ever-evolving social, economic, and political landscape that we ought to consider in the design, implementation, and reporting of our work.

Replenishing Division 15

Operationalizing this theme for the work of Division 15 will align with three initiatives for this year.

- 1) Making the Invisible Visible. Often the value of the contributions of the participants involved in and who provide support for our research is hidden. This ranges from their contributions being overlooked or their involvement being masked by being inappropriately named. Thus, in all Division 15 calls for research, we are imploring Division 15 members to adhere to the newly disseminated [APA Journal Article Reporting Guidelines - Race, Ethnicity and Culture](#). All calls for proposals disseminated for the 2023-2024 year will include adherence to these guidelines as a criterion for evaluation.
- 2) Renewing the Membership. This initiative involves both extending the membership pipeline and revitalizing the existing membership. Historically, we have targeted graduate students and early career psychologists when enlisting new members into the Division 15 community. The current initiative will move further back on the pipeline and reach out to undergraduate students majoring in education and psychology, initially targeting minority-serving programs. We have also revived the [Graduate Student Ambassador Program](#), and will also strategically reach out to members (not currently on Division 15 sub-committees) to inform and enlist participation in current initiatives.
- 3) Connected Mentorship. Division 15 is rich with knowledge, both broad and deep. Our membership includes senior scholars, mid-career scholars, early career scholars, graduate scholars, and [emerging cohort of undergraduate scholars]. However, we tend to prioritize leveraging the benefits of mentorship uni-directionally. This year, our professional development committees will work to harness the collective knowledge and experience within the Division to ensure that members can serve as both the arbiters and recipients of affirmation, challenge, coaching, advising, and guidance.

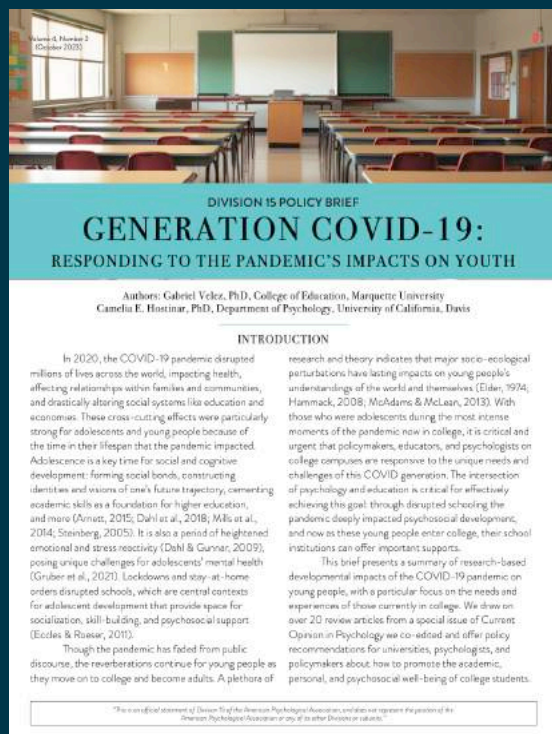
In a prior issue, our past president Beverly Fairclough stated that this work was challenging and complex; however, it can also be soul-nurturing and empowering. I invite us all to consider ways we can further rehumanize our work. Also, I invite those who would like to be more actively engaged in the work described here to contact me at dicross@unc.edu.



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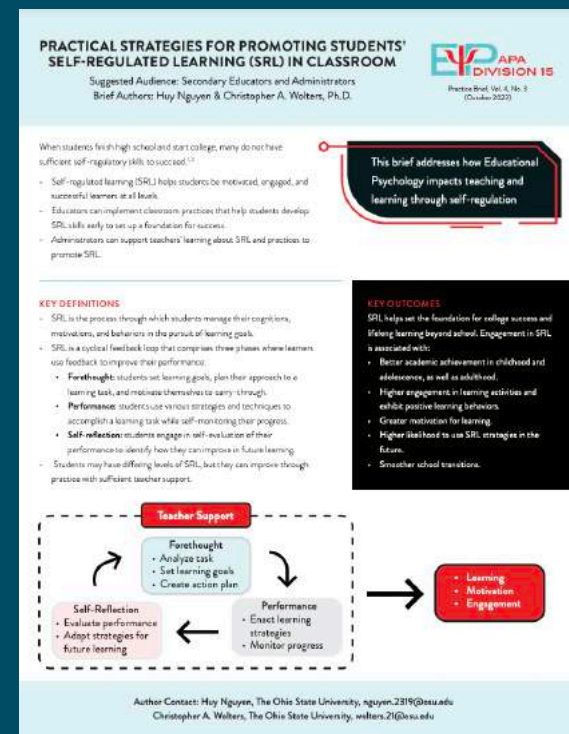
New Policy Brief:



Generation COVID-19: Responding to the Pandemic's Impact on Youth

[Click Here to Read](#)

New Practice Brief:



Promoting Students' Self- Regulated Learning (SRL) in Classrooms

[Click Here to Read!](#)

2024 Division 15 Awards

Call for Nominations & Applications



The Paul R. Pintrich Outstanding Dissertation Award

Applications & Nominations Deadline: February 16, 2024

The Paul R. Pintrich Division 15 Dissertation Award is given to an individual who finishes his/her doctoral dissertation within the previous two calendar years from when the award will be announced, and who is a member of Division 15 at time of nomination. The dissertation must be in the area of educational psychology, broadly defined. Find the full call and past recipients [here](#).

Chairs: Christopher Wolters (wolters.21@osu.edu) & Heather Haverback (HHaverback@towson.edu)

The Richard E. Snow Award for Early Contributions

Applications & Nominations Deadline: January 19, 2024

Given annually, this award is named to a scholar who has completed their doctoral work within the past ten years, has made significant research contributions to the field of educational psychology, and who is a member of Division 15 at the time of consideration. Find the full call and past recipients [here](#).

Chair: Andrew Elliot (andye@psych.rochester.edu)



The Division 15 Career Achievement Award

Nominations Deadline: January 26, 2024

This award is the highest honor given by Division 15 and is reserved for senior scholars with substantial contributions to research in educational psychology (past recipients may be found [here](#)). Recipients will receive a featured hour session at the annual APA Convention, award stipend, and travel monies. Find the full call and past recipients [here](#).

Chair: Clark Chinn (clark.chinn@gse.rutgers.edu)

Exploring Next Steps in Advocacy: Advocating for Policy with Division 15

By Diana J. Zaleski, Education Policy & Agency Relations Director, Illinois Education Association
Chair, Division 15 Policy Committee

The American Psychological Association (APA) represents the largest and most visible national presence advocating for psychology. If you are looking to get more involved in advocacy efforts, whether at the local, state, or federal level, you've joined the right organization.

APA's Division 15 is actively working on expanding our advocacy role. We are especially interested in supporting our members as they advocate for change in public policy and hope to provide members with helpful resources to begin their advocacy work. For example, if you are conducting research that has important public policy implications, we have avenues for you to share your policy research through conference presentations, policy and practice briefs, and a new policy-oriented journal.

One common goal of our research is to improve outcomes for young people – these outcomes may be academic, social, or emotional in nature and we strive to apply our research by actively engaging with practitioners. This uniquely qualifies educational psychologists to advocate for change in education policy. The most impactful action you can take is to share your expertise and research with policymakers. However, before approaching a policymaker, make sure you understand the legislative process and can communicate a specific request for a legislative change. Below are a few ideas to consider.

For example, your research might have important implications for a state-level policy. However, first consider whether that policy is dictated by state legislation or regulation (i.e., administrative rules). Legislation is law passed by a legislative body, while regulation is a set of rules issued by an executive body such as a state agency or regulatory board in compliance with the law. Regulations interpret legislation to guide the activity of those affected by the law. When advocating for policy change, it is important to know exactly what legislative or regulatory changes are needed to meet your goals.

It is also important to know the impact federal laws and regulations have on state-level policy. Some policies might be dictated by federal laws and regulations, and advocacy at the federal level might be more appropriate. For example, education accountability is dictated by federal laws and regulations. If your research has implications for policy related to education accountability, it would be important to know the relationship between federal and state laws and regulations on this topic before approaching a policymaker.

For illustrative purposes let's expand on the example of education accountability. The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 which was part of the Lyndon B. Johnson administration's War on Poverty Campaign. The original goal of the law, which remains today, was to improve educational equity. The ESEA is the largest source of federal spending on elementary and secondary education. In return for these taxpayer dollars, states must track the progress of

schools and districts through academic and school quality indicators. This means that states must adopt additional laws and rules that govern education accountability that meet the requirements of the ESEA to receive federal funding for their public schools. Familiarizing yourself with the ESSA as well as your state's laws and rules that govern education accountability will help you advocate for practical policy changes informed by the implications of your policy research.

In addition, do you know when your state's legislative body meets? Certain times of the year are better for advocating than others, and there are many avenues to share your expertise and research with policymakers before and during legislative sessions (e.g., subject matter hearings, public comment periods, completing witness slips). In addition, states generally post a calendar of meetings for their committees, commissions, and task forces where you can often make a public comment. For example, Illinois has legislated a committee that specifically works on education accountability issues and provides time for public comment at the end of each meeting.

Developing relationships with stakeholders who are actively involved in policymaking is also important. For example, at the state-level, this might include state legislators, state agencies, and state-level advocacy organizations (e.g., educator unions, professional associations, nonprofits, etc.). Looking at the membership of state committees, commissions, and task forces will help you identify these stakeholders. Learn about their specific policy initiatives or stances and how your work might overlap. Most likely, there are stakeholders that are also interested in advocating for the same policy changes that you are.

Regardless of your experience in education policy, a good place to begin your advocacy efforts is within APA's Division 15. Here you will be able to find support from colleagues interested in education policy. We will help you translate your research into actionable requests for policy change and learn how to effectively communicate those requests to policymakers through our ongoing series of workshops and other mentoring and professional development opportunities. We hope you'll take part in these opportunities at the annual convention and throughout the year. We also offer grant opportunities to fund your policy research. To learn more, please visit APA's Division 15 webpage at www.apadiv15.org and subscribe to our weekly Ed Psych Digest.

Call For Proposals: Division 15 Research Grants on Educational Policy

Division 15 invites proposals for educational psychology research projects that have direct implications for education policy. We will consider proposals from different theoretical and methodological perspectives, and we encourage scholars with diverse backgrounds and perspectives to apply. Proposals should address timely education policy issues.

Learn more at the full call, [here](#). Proposals are due no later than February 2, 2024.





Call for Proposals: Division 15 at the 2024 APA Convention

Proposals Due January 10, 2024 by 5:00 PM PST

Division 15 invites submissions for the annual APA convention, to be held August 8-10 in Seattle. The Presidential Theme for Division 15 is **First, do no harm! Rehumanizing Educational Psychology in order to do Good**. This theme acknowledges the long history of educational psychology thriving as a field based on the knowledge gained from communities, often underserved ones, without the obligation to give back or replenish these communities. To endeavor not to do harm as we engage with communities is a low bar toward which to strive; instead, this theme aims to bring awareness to the unintentional harm research in educational psychology may have caused and to be intentional about doing good. Rehumanizing directs us to reverse the damage done and to consider how our work can ascribe to a person (participant) the individuality and complexity characteristic of being human. This invites us to consider the sociohistorical and cultural contexts in which persons (participants) are situated; reconceptualize what we mean by vulnerable – who is at risk? who benefits?; and, relinquish ownership of the experiences to the participants and communities. We must ask ourselves how can we protect the communities with whom we work? honor their voices? replenish what we have taken?

Proposals may address any aspect of educational psychology, including but not limited to research questions and research paradigms, academic and applied professional roles, our role in policy, the training of educational psychologists, and the cultural-political context of educational psychology. Proposals that align with the division's Presidential Theme, center questions rather than answers, discussion rather than lectures, and involve undergraduate researchers, are particularly encouraged. APA and Division 15 members and non-members are invited to submit their work for presentation in the Division 15 Program for the APA Convention.

Submissions may fall under the following formats:

- **Individual Presentations:** These submissions should reflect a single project, study, or paper with one or more authors. All individual presentations will be submitted as posters into the system. Once the conference platform is finalized, we will work to allocate accepted proposals into appropriate formats that are still to be determined (e.g., structured poster sessions, paper sessions). Student-led posters at both undergraduate and graduate levels are welcome.
- **Symposia 2.0** (50 or 110 minutes): Symposia 2.0 are focused sessions in which multiple speakers present information related to a unifying topic that is viewed to be a significant common theme, issue, or question. The presentations generally include a review of data but may also include discussions of contrasting viewpoints or other innovative strategies for engaging the audience. The Symposia 2.0 session format should include an introduction to the topic by an expert, someone who can set context and offer background for why the session topic is important. This can be the chairperson. Speakers then give their presentations, which are followed by an exchange of ideas and discussion between the audience and speakers.
- **Critical Conversations:** (50 minutes) Proposals for critical conversations (formerly called Discussions) should include 1 or more brief presentations designed to provide the information needed for the audience to effectively participate in the discussion. The session should include a chair who will moderate the discussion and ensure that the bulk of the time is spent in conversation with the audience.

All proposals must be submitted through APA's convention proposal portal at <https://convention.apa.org/proposals>

Please note, presenting authors will be contacted to review at least one proposal.

Those with questions about proposal formats or who have novel ideas about presentation formats should contact Division 15 Program Co-Chairs, **Kat Cheng** (katcheng@arizona.edu) and **Mike Yough** (mike.yough@okstate.edu).

Serve Division 15 as a Convention Proposal Reviewer!



Division 15 is looking for qualified graduate students, researchers, and practitioners to serve as submission reviewers. If you have reviewed for Division 15 previously, we thank you for your service and hope that you will consider serving in this important role again for the 2024 Convention!

Reviewers play an important role in shaping the convention program. Division 15 Program Co-Chairs will consider each reviewer's feedback to determine which proposals are accepted for the 2024 APA Convention.

To volunteer, please complete this [2024 Division 15 Request for Reviewers form](#) by Jan 10th 2024.

Given the deadlines set by APA, submissions will be assigned in early February and reviews will be due back in early March.

Please contact Division 15's Program Chairs [Kat Cheng](#) and [Mike Yough](#) if there are any questions or if you have problems submitting the reviewer form linked above. We hope you will consider taking on this important role to assist with building another spectacular Division 15 program for APA 2024!

Executive Committee Meeting Minutes

2023 APA Convention Meeting | August 2023

Find full minutes [here](#).



- Welcomed new executive committee members!
- Discussed continued contract negotiations regarding the new *Educational Psychology for Policy & Practice* (E3P) journal, as well as negotiations with Taylor and Francis for *Educational Psychologist*.
- Considered recommended changes to the program chair structure.
- Considered improved communication options between the Executive Committee and Division 15's various committees.
- Reviewed support provided for conference travel.
- Presented on the state of the Division 15 budget in preparation for 2023 Financial Meeting

To Survive & Thrive in Graduate School

Student Corner

Applying the self-regulated learning theory with an emphasis on metacognition

By Meng Qi (Annie) Wu, Department of Educational Psychology & Leadership Studies, University of Victoria, Canada

As a doctoral student raising two young children, one who is five and another who is one, I have always reflected on the question: how can I effectively balance my roles as a mother, wife, student, research assistant, and daughter, in addition to the new and challenging roles I encounter? Indeed, this academic journey has been and continues to be filled with both expected and unexpected challenges. Simultaneously, these challenges have provided valuable opportunities for self-reflection on questions such as who I am, what I need, what I should do, and why I do it. I have learned to embrace all types of moments that bring me happiness, sadness, joy, frustration, anxiety, and hope. My survival strategy, which has enabled me to come this far, and my passion for research, centers on the concept of self-regulated learning (SRL).

Despite the acknowledged complexity of self-regulated learning processes in research and theoretical models, my focus has honed in on a central aspect of SRL—metacognitive monitoring and evaluation of my own emotions, thoughts, and behaviors in all learning situations, including learning to be a mother, a graduate student, and a teaching assistant. This specialization has developed over years of engagement in SRL research and my experiences in supporting university students on their journeys toward becoming self-regulated learners. Specifically, I have employed the Winne and Hadwin's (1998) SRL model to explain how I not only survive, but also thrive in graduate school as a doctoral student and a mother of two young children.

Among many theoretical SRL models, Winne and Hadwin's (1998) model describes four loosely sequenced and recursively linked phases. Essentially, SRL is a recursive cycle, where learners may revisit phases in any order. In the first phase, individuals conduct a task analysis and generate a basic task understanding by evaluating personal characteristics (e.g., confidence, prior knowledge of the task, time estimation, and accessible supports). In the second phase, learners set goals for the task and construct plans to accomplish the established goals. In the third phase, strategy enactment is where learners engage in strategies to achieve goals. In the fourth phase, adaptation, learners make purposeful changes to approach their future learning (Winne & Hadwin, 1998, 2008). Students produce high-quality learning through consistently developing metacognitive knowledge about their academic tasks, reflecting on their past experiences, recognizing adaptive and maladaptive learning patterns, and subsequently making small- or large-scale adaptations to their future learning (Hadwin & Winne, 2012). That is, monitoring and evaluating integral components of metacognition plays a pivotal role in the SRL process (Winne & Hadwin, 1998).

A doctoral student often faces many responsibilities and tasks, such as conducting multiple research studies, writing manuscripts for publications, attending scholarly conferences, teaching courses in higher education, providing mentorship to undergraduate or junior research assistants, and engaging with the

community, among others. This list can be quite extensive, especially considering additional responsibilities of being a parent. To efficiently manage these tasks and engage in this continuous and recursive SRL process, I metacognitively monitor my learning and generate questions for myself in each phase. I consistently engage in a task analysis as part of my initial phase (Phase 1), where I pose a series of critical questions to guide my planning. These include determining which tasks are the most crucial and time-sensitive, identifying those I have prior experience in, assessing tasks that require substantial cognitive effort, acknowledging tasks beyond my control, and devising strategies to break down complex tasks into manageable components. Additionally, I contemplate the influence of my diverse cultural learning experiences, such as growing up in a Chinese culture, on my understanding of self-regulated learning or metacognition.

Following this analysis, I move on to crafting daily, weekly, monthly, and yearly plans, all tailored to the respective deadlines of each task (Phase 2). During this phase, I draw upon insights from my parenting experiences, considering factors like the likelihood of unexpected events, my personal energy levels throughout the day, and important dates related to my children. By prioritizing my children's needs in my planning, it reduces the uncertainties that often arise from parenting and particularly young children and saves me enough time to regulate their feelings and behaviors, which is the most important task of effective parenting. After experimenting with this approach for a while, I've discovered that I can work more efficiently and strategically, which prompts me to establish achievable, smaller goals.

Phase 3, the strategy enactment stage, often runs in parallel with Phase 2, especially when setting goals. While formulating a TASC (Time, Action, Standard, Content) goal, I emphasize the importance of selecting strategies that align with the goal's attainment. For instance, I have a conference proposal that will be submitted to APA Convention 2024 in January. Instead of writing an abstract goal - submitting a research proposal/abstract to APA in January, I will write: on October 30th, from 9 am to 11 am, I will summarize the main findings of my results with 100 words. Creating a TASC goal is contingent on your prior SRL processes, including task understanding (e.g., whether I understand the APA conference submission requirements) and planning (e.g., whether October 30 from 9-11 works for me). Moving on to Phase 4, which involves adaptations, I typically engage in reflection and evaluation of my performance during the preceding phases. This includes assessing the completion of my goals, gathering external feedback, and



evaluating my emotional responses, whether they be feelings of frustration, anxiety, or contentment. For instance, when reading an article, if I experience frustration, I delve deeper to identify the source of that frustration. I consider factors like encountering new information, the effectiveness of my reading strategy, distractions from external conversations, or my physical well-being, which may affect my reading proficiency. These precise inquiries contribute to a more accurate calibration of my learning performance, establishing meaningful associations.

In conclusion, I recognize that finding a balance between family and school is an ongoing challenge. This challenge, in turn, provides much more opportunities for us as learners to reflect, adapt, and improve. Regardless of how one chooses to engage in the SRL process and its phases, it can be helpful to pause and contemplate the reasons behind one's thoughts, feelings, and behaviors.

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

Now Accepting Proposals for Short, Original Pieces



The NEP Student Corner features current students of educational psychology. NEP is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this 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 February 1, 2024 through [this link](#).

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

Call for Applications: Editor/Co-Editors of *Educational Psychologist*

Due by February 1, 2024

Division 15 seeks applicants for Editor or Co-Editors of Educational Psychologist (EP). The new editorial team will succeed the current Co-Editors, Jeffrey A. Greene and Lisa Linnenbrink-Garcia, whose term will end on December 31, 2024. Applications and nominations are due by February 1, 2024.

The new Editor(s) will be appointed by May 1, 2024, and should be prepared to receive manuscripts beginning January 1, 2025. The editorial term is 5 years (1/1/2025–12/31/2029). Applications are especially encouraged from two scholars able to work effectively as a team and who would bring diverse backgrounds, perspectives, and methodological expertise to their roles as Co-Editors.

Educational Psychologist is the flagship journal of Division 15 and publishes theoretical and review articles about teaching and learning, research methodology, and educational policy and practice. EP is published quarterly. The workload varies, but Editors have typically received approximately 160 manuscripts per year over the last five years.

Qualifications: Key qualities required for the position of Editor, or Co-Editors include:

- A scholarly reputation within educational psychology and related fields.
- Editorial experience as an editor or editorial board member.
- Familiarity with the journal.
- Organizational skills to oversee the editorial process in a timely manner.
- Sufficient time to devote to editorial duties.
- Ability to work effectively with the editorial board, reviewers, authors, and others involved in the publication process.
- A compelling vision for the direction of the journal.

Responsibilities: Major responsibilities of the Editor of EP include:

- Managing the manuscript review process (including working with authors on revisions).
- Soliciting high-quality manuscripts and proposals for special issues from authors and guest editors.
- Appointing members of the editorial board.
- Working closely with the journal's publisher.
- Maintaining EP's position as one of the highest-impact journals in the field.

Application Process: Applications should include a curriculum vitae and a 2-3 page statement expressing interest, summarizing qualifications, and presenting a vision for the journal. The application should also indicate a statement of feasibility for service, a letter that documents institutional support for the time and resources required to carry out the editorial duties of the position.

Please email the application to Dr. Patricia A. Alexander, Chair of the Division 15 Publications Committee (palexand@umd.edu). Applicants will be reviewed by the Division 15 Publications Committee immediately after the submission deadline.

