

Program Highlights for AERA 2001 in Seattle



AERA 2001 takes place in Seattle, Washington April 10-14 and focuses our attention on an important theme: *What We Know and How We Know It*. Members of the Teaching Educational Psychology SIG will have an opportunity to participate in discussions related to this theme in a variety of ways. TEPSIG is sponsoring a symposium, a paper session, roundtables, and a focus group session in which members will share research and exchange fundamental ideas about best practice, assessment, utilization of technology, and other important issues associated with the teaching of educational psychology.

On Tuesday, the opening day of the Annual Meeting, we encourage current and new members to participate in a focus group session which will follow a brief TEPSIG Business Meeting. We will work together in small groups to examine specific aspects of *teaching educational psychology*, including pedagogy, content, accountability, field experiences, practice, and policy. We will develop research questions which could serve as a beginning foundation for a national agenda. Prior to this noteworthy session, TEPSIG is sponsoring an interactive symposium: Teaching Educational Psychology Using Technology: Trying it Out, Making it Work. Many of us have been there "trying to make it work," and certainly can benefit from some timely advice about achieving success in an area fraught with problems! On Thursday, papers describing research on practice will be presented and should provide us with new ideas to enhance teaching and learning in our own classrooms. On Friday, an interactive roundtable discussion for graduate teaching assistants and mentoring faculty will address the many important issues of GAs who assume primary teaching responsibility for sections of undergraduate educational psychology. And finally, on Saturday, roundtables on a variety of important topics relating to Praxis II, new course formats, outcomes of an end-of-term course symposium, and prejudice awareness will conclude a grand week! We look forward to seeing you in Seattle—and sharing *What We Know and How We Know it!!*

Annual Meeting Abstracts and Proceedings

Session 5.33 Symposium *Teaching Educational Psychology Using Technology: Trying it Out, Making it Work*

Tuesday, April 10 4:05 PM – 6:05 PM, Convention Center, 2nd Floor Room 211

Chair: Margaret W. Cohen, University of Missouri-St. Louis

Discussant: Marlynn M. Griffin, Georgia Southern University

This interactive symposia will highlight attempts to integrate technology into ed. psych. classes and provide a forum for discussion of promises and pitfalls. (cont. on Page 2)

Inside this issue:

- **TEP Focus Groups:** Developing an Agenda
- **Paper Session:** Issues in Teaching Educational Psychology
- **Symposium:** Technology: Trying it Out, Making it Work
- **Roundtables:** Focusing on issues related to teaching assistants, Praxis II, prejudice awareness, new course formats, and a course symposium

*Technology Symposium (cont.)***Social Construction Through Web-Based Discussion Groups.** *Kathy Brown, Diane Jackson, University of Central Oklahoma*

Meeting outside of class is virtually impossible for many of our students who are non-traditional, commuter students. Using Blackboard software, we offered our students a variety of opportunities to interact on-line, including required small group discussions, voluntary study groups, and case-study based chapter reviews for students scoring below 70% on in-class chapter tests. In this paper, we use formal and informal student feedback and records of quantity and quality of on-line interactions evaluate the effectiveness of this strategy.

Critical Responses: Analyzing Listserve Postings. *Margaret W. Cohen, Bob Baskerville, University of Missouri, St. Louis*

Faculty at the University of Missouri-St. Louis have gradually integrated the use of technology and on-line communication into the required educational psychology courses. Currently, students must post summaries of two classes during the semester, respond to five student-posted critical questions, and write a critical essay analyzing the quality of fellow students' responses to one of these questions. Students also complete a pre- and post-course survey of technology literacy. Data from all these courses indicate that students are developing new technological skills which they value and connect to their future development as teachers.

Interactive Computer Simulations in Educational Psychology. *Stuart Emmet Gray, University of Northern Colorado; Jason R. Cole, Merrimack Educational Center; Jeanne Ellis Ormrod, University of New Hampshire*

Two factors may influence students transfer of concepts learned in educational psychology courses to their own teaching practices: their level of principled understanding and the amount and variety of practice in the task domain. In order to support both of these aspects of understanding, we developed a CD-COM with four simulation environments based on four different research paradigms. Following their work in these environments, students apply their new understandings in a series of video cases. This paper presents data on the results of this technique on students' ability to transfer learned concepts to their own teaching practices.

Is There a Best "Wait Time"? *Kevin Seifert, University of Manitoba*

Students in this educational psychology class were asked to observe teacher wait time in at least two contrasting classroom environments (e.g., small group

vs. whole class discussions). Students submit their data to a campus Website which tallies and displays ongoing quantitative results and makes written comments available for public viewing. Students discuss these results on line, with the strong participation of the course instructor as they unfold in the context of a class-wide investigation of the problem of whether longer wait time is always better. This paper discusses benefits and problems of this interactive class project.

Online Sociograms and Learning Scenarios. *Gail Delicio, Clemson University*

Students in this masters-level educational psychology class generated detailed descriptions of learning scenarios they had experienced as a teacher or learner. Students then drew sociograms corresponding to these scenarios, which were then referenced in later discussion and problem-solving activities. Student response data indicate both positive and negative aspects of this activity, including increased quantity and creativity of student writing, a deeper understanding of related learning principles, and the time-intensive nature of the project.

Bringing Authentic K-12 Classrooms and Teachers to a University Classroom Through Videoconferencing. *Kellah Edens, Richard Hult, University of South Carolina*

A videoconferencing project which examined the viability of communication technology as a tool to bring authentic classrooms to a university classroom is described. Relatively inexpensive videoconferencing technology brought a first grade and a fifth grade classroom to two large undergraduate teacher education educational psychology classes (70 students each). During these videoconferences, university students, elementary students, and teachers interacted in real-time, posing questions to each other about teaching and learning issues. During other videoconferences, teachers demonstrated specific ways that technology is utilized in their classrooms and several Professional Development School (PDS) Site Council meetings of university and school-based faculty were held. The benefits and difficulties associated with videoconferencing are delineated and recommendations for successful videoconferences are suggested.

Want to subscribe to the TEP/SIG Listserv?

Send a message to:

majordomo@listserver.tamu-commerce.edu

On the first line of the body of the message say only:
subscribe edpsych youremailaddress

To unsubscribe, say:

unsubscribe edpsych youremailaddress

If you have any problems with the listserv, contact:
Susan_Miller@tamu-commerce.edu

Session 7.25 TEP SIG Membership Meeting and Focus Groups *Building an Agenda*

Tuesday, April 10 6:15 PM – 7:45 PM, Convention Center, 2nd Floor Room 211

Come let your voice be heard, air your concerns, and forge connections for research and implementation activities with colleagues from all over the country!

Following a short business meeting (see Agenda on Page 5), SIG members and guests in attendance will divide up into seven small groups. Each group will focus on an aspect of

“teaching educational psychology” related to pedagogy, content, field experience, accountability, practice, policy, and other issues. A member with expertise and a special interest in each of these areas will facilitate the group in developing research questions and issues that will be reported back to the meeting as a whole. These questions will serve as the beginning foundation for a national agenda for research in the teaching/communication of educational psychology to different constituencies.

Chair: Nancy F. Knapp, University of Georgia

Current Participants: FOCUS GROUPS

Focus on Pedagogy: How Shall We Teach?

Facilitator: Geoffrey W. Scheurman, University of Wisconsin-River Falls

Focus on Content: What is Worth Knowing (to Whom)?

Facilitator: Thomas L. Good, University of Arizona

Focus on Field Experience: How/Shall We Integrate Field Experiences into Our Classes?

Facilitator: Jerry B. Hutton, Texas A&M University, Commerce

Focus on Accountability: How Shall We Respond to NCATE Standards, the PRAXIS, and other Accountability Initiatives?

Facilitator: Catharine C. Knight, Kay Alderman, Lynne A. Hammann, University of Akron

Focus on Policy: How Shall We “Teach” to the Public and Policymakers?

Facilitator: Darren W. Woodruff, American Institute for Research

Focus on Practice: How Shall We Collaborate with Practicing Teachers?

Facilitator: Joseph M. Wisenbaker, University of Georgia

Focus on New Issues: What Have We Left Out?

Facilitator: Kathryn F. Cochran, University of Northern Colorado

Session 21.59 Paper Presentations *Issues in Teaching Educational Psychology*

Thursday, April 12 8:15 AM – 10:15 AM, Westin 2nd Floor, Cascade BallRoom 1B

Chair: Adria Karle-Weiss, Cumberland University

Discussants: Jeanne Ellis Ormrod, University of New Hampshire; Lawrence R. Rogien, Boise State University

Participants:

Does Educational Psychology Plus Diversity in Learning Equal Improved Learning? Margaret Ann Price, Michael P. Verdi, Texas Tech University

The authors integrated a traditional educational psychology course with a field-based course on

facilitate students’ linking of theoretical concepts with practical experiences. In planned comparisons of the integrated class with a non-integrated section taught by the same teacher, students’ final course grades were similar, but students in the integrated section scored higher on the final exam and on a lesson plan assignment, and rated the course and their learning much higher. Data from exit interviews are also included.

(Paper presentations continued on Page 4)

*Issues in Teaching Educational Psychology (cont.)****Validity and Reliability in Assessment and Grading: Perspectives of Preservice and In-service Teachers and Teacher Education Professors.***

James D. Allen, College of Saint Rose; Julita Lambating, California State University, Sacramento

A case study problematizing the inclusion of homework completion in the grading criteria for a hypothetical math class is used to elicit participants' ideas about the validity of the grading procedure and the reliability of homework as a grading criterion. Data was collected from 77 preservice teachers following their study of assessment issues in an educational psychology course and on 44 inservice educators enrolled in graduate education courses at the same university. The majority of both groups supported the hypothetical teacher's inclusion of homework as a criterion, relying mainly on arguments related to "fairness" and student effort.

Adult Learners Caught in the Web: "On-Line" vs. "In-Class" Interaction.

Geoffrey W. Scheurman, University of Wisconsin-River Falls

The author, an avowed constructivist and frequent critic of the "appetite for computers" in education, decided nonetheless to pilot a Web-based learning system as an adjunct to his educational psychology course. Students were offered a number of ways to participate on-line through web-based discussions, public and private Email, and optional on-line assignments. Analyses of the quantity and quality of required and optional web-based activity reveal that most students retained high interest and persistence in computer use and believed that class discussions were improved following related on-line activities. However, some students pressured to use the computer instead of traditional alternatives, feeling that a class hierarchy of "users" and "nonusers" developed which negatively impacting their class experiences.

No "Teaching by Telling:" Educational Psychology Students in the Role of Teacher.

Cheryl J. Gowie, Robert R. Hayden, Sienna College

The authors encourage active learning by students in their educational psychology courses by requiring students to share the responsibility for teaching through a variety of strategies, including individualized final exams, student led group discussions of case studies, student-conducted review sessions and discussion/development of essay questions

for the final exam. Students have also interviewed families and friends on various psychological issues, compiling their findings as a basis for class discussion of related topics. This paper reports on the implementation and results of these and similar strategies in which students take on the role of teachers in educational psychology.

Session 37.31: Roundtable
Teaching Assistants Teaching Educational Psychology: Questions, Concerns, and Issues

Friday, April 13 12:25 PM-1:05 PM
Convention Center, 4th Floor, Room 6B

Moderator: *Susan C. Braen, SUNY, Buffalo*

Join this interactive session, share your ideas and concern, and raise important questions to be addressed in future research on this little-studied area.

All graduate students who have previously taught, are currently teaching, or will be teaching educational psychology, are invited to participate in an open-ended discussion about issues, methods, benefits, and potential problems associated with assuming primary teaching responsibilities for sections of undergraduate educational psychology courses. Faculty who supervise and mentor graduate students and others with an interest in the topic also are encouraged to participate in this interactive session.

***What do you think about the TEP
 SIG shifting to an e-newsletter?***

Check it out @

<http://www.umr.edu/~rhall/tep/tep.html>

Let us hear from you!

Session 50.26: Roundtables

**Saturday, April 14, 2:15 PM – 2:55 PM
Convention Center, 4th Floor Room 6B**

Educational Psychology as Three One-Hour Courses in Elementary Teacher Education.

Gregory J. Marchant, Ball State University

Discussant: *John Habel, Western Carolina University*

As part of a major reform of teacher education at a Midwestern university, the three hour educational psychology traditionally taken by students early in their program was reconceptualized as three separate one-hour courses, each blocked with a methods course and field placement, and spread out over the final three years of the program. Scores on a shared final exam showed no significant differences between students taking the traditional three-hour course and students taking the first one-hour course. This paper presents these data and discusses other benefits and difficulties associated with the new course format.

“Psyching Out” the Praxis II Tests of Learning and Teaching: What Our Students Need to Know. *Mary R. Sudzina, University of Dayton*

Discussant: *Eric M. Anderman, University of Kentucky*

The Praxis I and II exams are now required by many states for initial teacher certification, and also used by some as an accountability measure for teacher education programs. What do these exams think beginning teachers need to know, and what kind of preparation do our students need to take them? I began my investigation of these questions by taking the Praxis II exam. In this session I will discuss the conceptual content of the exam and the experiences with problem-based, case-study synthesis and application I believe preservice teachers will need to do well on this exam.

Commonalties in Cognition: Using a Course Symposium Across Educational Psychology Courses. *Neal Shambaugh, Andrew Katayama, West Virginia University*

Discussant: *Mitchell Nathan, University of Colorado*

Nine students from two different graduate-level courses in cognition participated in an end-of-term Course Symposium. Students compiled and presented data from a variety of sources, including student journals, critiques of software, presentations of articles, and learning processes. Artifacts from the Symposium and data from course evaluations will be used to show how the Symposium experience deep-

ened student understanding of course concepts as well as providing experience in conference-type synthesis and presentation.

Prejudice Awareness in Educational Psychology.

Jane L. Abraham, Virginia Tech

Discussant: *Ann J. Pace, University of Missouri, Kansas City*

Relationships between student diversity, learning and development are the focus of a major part of my educational psychology course, which ends with students' writing a three-page reflective paper on the topic: What are my prejudices? For this study, I analyzed 169 of these undergraduate papers from five different classes. Initial analysis shows students self-identified prejudices in at least twelve areas, with the largest group discussing prejudices related to personal characteristics (e.g., apathy, obesity, small). Even students who initially saw themselves as relatively unprejudiced (43/3%) were able to identify significant prejudices in the process of reflection and writing, and thus developed better self-awareness in this essential area.

**AGENDA AERA 2001
TEP SIG ANNUAL BUSINESS MEETING
Tuesday, April 10 6:15 PM – 7:45 PM
Convention Center, 2nd Floor Room 211**

1. Call to order
2. Approval of 2000 Minutes (copies available on TEP SIG Website)
3. Officers' Reports
 - a. Chair
 - b. Program Chair (Chair-Elect)
 - c. Membership Chair
 - d. Secretary
 - e. Treasurer
 - f. Graduate Student Coordinator
 - g. Technology update
4. Electronic newsletter (example on TEPSIG website)
5. Revised procedure for future elections
6. Election(s)
7. New Business

AERA SPECIAL INTEREST GROUP

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Teaching Educational
Psychology SIG

TEP/SIG Highlights in Seattle April 10-14, 2001

A Quick Glance:
Tuesday Sessions: Symposium: Teaching Educational Psychology Using Technology
Annual Business Meeting and Focus Groups (TEP: Developing a National Agenda)
Thursday Session: Paper presentations: Issues in Teaching Educational Psychology
Friday Session: Graduate Students and Faculty Roundtable
Saturday Sessions: Roundtables

TEP SIG Officers

SIG Council Rep (2000-2001)	Mary Sudzina, University of Dayton
Chair (2000-2001)	Nancy Knapp, University of Georgia
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Financial Officer (2000-2003)	John Habel, Western Carolina University
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