

Teaching Educational Psychology

TEP SIG

Spring 2002

Kellah Edens, Editor

Program Highlights for AERA 2002 in New Orleans

AERA 2002 takes place in New Orleans April 1—5 and focuses our attention on an important theme: *Validity and Value in Education Research*. 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 keynote address by David Berliner who is a founding member of the Teaching Educational Psychology SIG and former president of AERA. A paper session and business meeting also are on the schedule of events. We will have opportunities to exchange fundamental ideas about a variety of ideas associated with the teaching of educational psychology.

On Thursday, April 4, we encourage current and new members to attend our keynote address by Dr. Berliner on the topic of *Educational Psychology as a Policy Science*. Immediately preceding Dr. Berliner's address, we will hold the Business Meeting for the TEPSIG. On Wednesday, April 3, we invite you to attend the paper session which focuses on *Teachers and Educational Psychology: Finding Connections*. Thanks to our Program Chair and Chair-Elect, Kelvin Seifert—University of Manitoba, for his outstanding job co-ordinating the sessions and other behind-the-scenes tasks! Look forward to seeing you in New Orleans!



Annual Meeting Abstracts and Proceedings

Session 43.16 *Educational Psychology as a Policy Science*

Thursday, April 4 2:15 PM – 3:45 PM, Marriott Mardi Gras D, 3rd Floor

David Berliner—Invited Guest Speaker at TEPSIG Session

We are delighted that Dr. David Berliner, founding member of the Teaching Educational Psychology SIG, will be our keynote speaker, sharing with us his ideas about “Educational Psychology as a Policy Science.” As you know, Dr. Berliner continues to make substantial contributions to the field of Educational Psychology. He has served in several leadership positions, including President of AERA and President, Division 15 American Psychology Association—Division of Educational Psychology. He has received numerous awards including the AERA Research into Practice Award, the NEA Friend of Education Award, and the National Association of Secondary School Principals Distinguished Service Award.

*Discussants: Jeanne Ormrod, University of New Hampshire
Jere Brophy, Michigan State University*



From the Past President . . .

On the usefulness of educational psychology

I have recently had the privilege of working with a group of very dedicated, very bright beginning teachers. The conversation at our last weekend meeting helped me see so clearly the relevance of the ideas and principles we teach that I wanted to share some bits and pieces with you, in case you, like me, occasionally wonder whether this is a good way to spend your life.

Like all beginning teachers, these spend a lot of time thinking about classroom management. Jake (all names are pseudonyms) said he tries to “use authority so you don’t, you know, beat learning out of kids.” Susan, who teaches culinary arts, brought up the one class she has that is “so wild” that “you can never get through anything. You never want to take them in the kitchen,” but then acknowledged that she knew they were bored “just sitting and listening,” and asked for advice on how she could gradually introduce them to more hands-on activities.

Cheri, who teaches science, started talking about how important it is for her students to be able to connect “the new knowledge I’m trying to teach them to the knowledge they already have.” Teresa asked her colleagues what they do if the “prior knowledge is wrong,” and then Tara asked if anyone had any ideas for her, because “my international students have all different levels of prior knowledge. Some have no prior schooling at all!” Cheri shared a strategy she has used. When introducing a new concept or unit, she asks her students to “Tell me all the words you think of when you hear . . . whatever the topic is. She lists all the words on the board, and then goes through them one by one, asking, “OK, who can explain this for me?”

Susan brought the group back to Tara’s question about international students, and said that she faced many of the same issues. She feels she is especially careful to pay attention to differing cultural norms around food and food preparation. “In some cultures, the males never wash the dishes, so when you say, ‘You have to!’ they think it’s going to lower them somehow.” She has to figure out how to work around this issue, and many others.

The conversation moved to more general motivational issues, with several people mentioning how disaffected even seventh graders seem with school and learning. Terry talked about how she tries to do “many [realistic] activities, where they have to figure stuff out on their own.” At first, she was discouraged because “they were real resistant; they were like, ‘Why don’t you just tell us?’” But then, as they became more accustomed to the activities, they really got enthusiastic. Gary shared that he has found that motivation and classroom management both go better when he “steps back” and gives some real responsibility and decision-making power to the leaders of the student groups in his

classroom. Tara shared her strategy of using an anonymous “question and answer” box during reviews, so kids can ask questions without being embarrassed in front of the class.

The conversation continued, with one teacher describing problems with gangs at her school, another describing a particularly confrontational student he had to “write up,” who hasn’t learned much of anything in his class since, and another a disaster that occurred during her classes’ “fetal pig” lab test. It finished with Jane’s description of an extremely promising Vietnamese student who shared in a journal that she never spoke to anyone at her house any more, “except to fight” because they all rejected her desire to continue in school. Jane described her feeling of helplessness as this student began to miss more and more school time, and finally did not come back at all. Upon inquiring, Jane was told by the counselor that the student had become pregnant and was “immediately” told to drop out, because “it is not acceptable for a student to be pregnant in O---- County Public Schools!”

Right here, in this conversation, were teachers talking about student diversity in culture, prior knowledge and temperament; motivation and locus of control; cognitive disequilibrium and authentic instruction; an aversive response to punishment; and finally issues of family dynamics, cultural dissonance and discrimination. In fact, in the course of a couple hours, these teachers touched on at least half the topics in my syllabus, not in a “class discussion,” but in a serious search for answers and ideas to help them be better teachers.

I took two things away from this experience. First, the ideas and concerns I deal with in educational psychology are not “ivory tower” stuff for theorists; they are woven into the practical, day-to-day problems of teaching. Second, the principles I teach come to life for my students, and myself, not through carefully ordered explication on my part, but through shared discussion of real problems with the people trying to solve them. Almost every one of these teachers had taken Introductory Educational Psychology from me, and I am not ashamed of what they took from it; at least it helped them to ask the right questions. But just as clearly, they need and want forums to continue the conversation, to wrestle with the real problems they face and seek answers together. I am beginning to consider what role(s), as an educational psychologist, I can play in facilitating such conversations, to enable and encourage teachers’ ongoing construction of useful psychological knowledge, and thus improve their students’ chances for meaningful and rewarding learning. I would welcome conversation with anyone else interested in finding good ways to work with practicing teachers, to all of our benefit.

Nancy F. Knapp

Session 28.74 Paper Presentations
Teachers and Educational Psychology: Finding Connections

Wednesday, April 3, 12:25 – 1:55 PM, Marriott, Studio 4, 2nd Floor

Discussant: Nancy Knapp, University of Georgia

In the Eye of the Beholder: The Role of Educational Psychology in Teacher Inquiry

Connie M. Moss, Duquesne University

Educational psychology serves as the foundation to build a learning environment different from typical in-service workshops or university courses for inservice teachers. This paper describes a program known as Teaching as Intentional Learning (Moss, 1998) that fuses an online learning environment, a systematic process of teacher inquiry, and a community of practice. First, the role that educational psychology plays in encouraging the excavation and examination of the beliefs that teachers hold about teaching and learning is analyzed. Second, the paper discusses the way that designing and refining the TIL program has influenced the assumptions of what it means to teach educational psychology—the value and validity of research in the community of practice.

An Investigation of the Development of Interdisciplinary Student-Faculty-Research Communities Among Educational Psychologists and Curriculum and Instruction Design Specialists

Ronald, R. Morgan, Loyola University –Chicago

Darek S. Jaronczyk, Loyola University –Chicago

Jean Johnson, Loyola University –Chicago

Nancy Scott, Loyola University –Chicago

Heidi Weiman, Loyola University –Chicago

Critics, both within and outside education circles, are asking whether future teachers need to know much about educational psychology. Situated within the context of a series of empirically-based research projects, this paper describes an effort being made to integrate educational psychology with other courses in teacher education programs. The research team consisted of full and part-time faculty and graduate students assigned to teach multiple sections of undergraduate and graduate level educational psychology courses at four large urban universities. A content analysis of course materials was performed across courses, instructors, and institutions. A series of interviews were conducted with each instructor and with a percentage of students. Comparative indexes were created from a qualitative examination of this information. Dependent measures included student achievement scores and other course outcome measures and evaluations. The overall research team data set and individual instructor data sets will be described and findings will be reported.

Building a Cognitive Simulation of Metacognitive Reasoning

David H. Jonassen, University of Missouri

This paper describes a case study of a graduate seminar on cognitive learning strategies which experimented with building a cognitive simulation to model metacognitive decision making. The procedure for building this rule-based cognitive simulation included identifying the range of learning strategies used by learners and the factors needed to represent metacognitive decision making. The executive control base and a comprehension monitoring rule base were combined into one, reflecting the learning principle that while executive control and comprehension monitoring may be discussed separately, they cannot be separated as cognitive processes. The results of using an expert system to build a cognitive simulation suggest that participating students had a deeper level of understanding of the studied concepts. Generating and testing possible combinations of factors and outcomes in the form of rules also required learners to generate and test hypotheses and assume more ownership in the process.

Session 41.18 : Annual Business Meeting

Thursday, April 4 12:25—1:55 PM, Marriott, Mardi Gras D, 3rd Floor

Come to the business meeting which precedes Dr. Berliner's address and participate in a discussion of the following items and issues:

- 1) a journal devoted to teaching educational psychology and possibly sponsored by TEP/SIG;*
- 2) election of officers;*
- 3) a renovated website to facilitate communication*

AERA SPECIAL INTEREST GROUP

Kellah Edens, TEP SIG, Sec.
Dept. of Educational Psychology
College of Education
University of South Carolina
Columbia, SC 29208

Phone: 803-777-2856
Fax: 803-777-7741
Email: kella@sc.edu

We're on the Web!

[www.umr.edu/~rhall/
tep/tep.html](http://www.umr.edu/~rhall/tep/tep.html)



**Teaching Educational
Psychology SIG**

TEP/SIG HIGHLIGHTS IN NEW ORLEANS APRIL 1—5, 2002

A Quick Glance:

- Wednesday Session:* > Paper Presentations: *Teachers and Educational Psychology: Making Connections*
Thursday Sessions: > Annual Business Meeting
> Address by David Berliner, *Educational Psychology as a Policy Science*

TEP SIG Officers

SIG Council Rep (2001-2002)	Nancy Knapp, University of Georgia
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