

PSYCHED!



Educational Psychology
COLLEGE OF EDUCATION

Dates that relate to degree conferral can be found on the College of Education Web site. Other upcoming dates to note:

Thanksgiving break, no classes: Saturday, Nov. 21 through Sunday, Nov. 29

Last day of Fall classes: Wednesday, Dec. 9

Reading Day: Thursday, Dec. 11

Final Examinations: Friday, Dec. 11 to Friday, Dec. 18

EdPsych office closed: Thursday, Nov. 26
Friday, Nov. 27
Thursday, Dec. 24 through Fri., Jan. 1
Monday, Jan. 18

First day of Spring classes: Tuesday, January 19.

End of Term Open House

EdPsych gathering from 11:30 a.m. to 1:30 p.m. in room 242 on Monday, Dec. 7.

Skating Party

College of Education on ice! Sat., Feb. 13, 4:30 p.m., campus ice rink. Details TBA.

CTER helps bring COE Online to Graduate College Fair

EdPsych's Curriculum, Technology and Education Reform online master's program (CTER) initiated and helped organize a College of Education online programs information table at the University's annual Graduate College Fair, attended by more than 600 students.

The College table offered facts and figures about the variety and value of its online programs to the approximately 600 fair visitors. The first COE online degree program was launched in 1998 and the College now has 16 such programs, more than any other campus unit, with new ones under consideration for upcoming academic years. EdPsych's CTER program, one of the oldest continuing online programs in the College, has awarded 216 professional Master of Education (Ed.M.) degrees since 1998. Currently 49 students are enrolled in CTER, most of them K-12 teachers, some just out of undergraduate studies and others who have returned to school many years after receiving their bachelor's degrees.

EdPsych first became involved in the fair in 2001. For a few years the department hosted a table by itself, then the other five departments joined in to host a College table. This was the first year the table was devoted exclusively to online programs.

Doe-Hyung Kim, CTER project coordinator, manned the fair table along with **Anthony Hursh** (CSTL), **Vaughn Page**, EOL program director, and two HRE students, **Qiana Woodard** and **Tyler Walls**. Visitors interested in online programs could pick up brochures from EdPsych, HRE, C&I, EPS and EOL, and were welcome to take free COE golf tees and Post-it packs.

COE's estimated total online enrollment for Academic Year 2009-10

2,200

Approximate online portion of total COE tuition

34%

COE online tuition increase over 2008

50%+

The College of Education offers a reliable, efficient and accessible infrastructure for online education with the support students need. We have significant experience serving a diverse population of online students for over a decade, which is a very long time in this business. While the delivery method may evolve as we focus on expanding access to the Illinois experience, providing high quality courses and programs will always be our central mission.

(Adam Fein, Director of Online Learning)

Follow COE's online programs on twitter@online_ed_info

(continued on page 9, "Fair")



EdPsych students eligible for Kulhavy Prize, applications due March 19

The Department of Educational Psychology is pleased to announce the Kulhavy Prize for student research in the cognitive science of learning. **Raymond W. Kulhavy** was a cognitive psychologist who made significant contributions to the scientific literature on the psychological principles of learning. He is particularly well known for deepening our understanding of how students learn from text and graphic designs such as maps. He completed his doctoral studies in Educational Psychology at the University of Illinois and spent the bulk of his career at Arizona State University, where he was a Regent's Professor of Psychology. He was the recipient of the University of Illinois College of Education Distinguished Alumni Award. His family sponsors this annual prize in his memory.

Eligibility: The competition is open only to graduate students in the Department of Educational Psychology. An individual graduate student or team of graduate students may submit a paper. While the faculty advisor may be a collaborator, it is expected that the research has been initiated by the student(s) and that the senior author of the paper is a student. Only one submission per student will be reviewed each year.

A completed empirical study related to any aspect of cognition and learning that effectively uses quantitative methods may be submitted. Preference will be given to research that engages important principles of cognition with clear potential for translation to educational practice. Studies that do not address a topic in cognition and learning or do not use quantitative methods will not be evaluated.

Criteria: Submissions will be evaluated on (a) significance of the research problem, (b) innovation/originality, (c) approach (e.g., soundness of the theoretical reasoning, research design and statistical analysis), (d) potential of the research to impact educational practice, (e) clarity and coherence of presentation, and (f) Independence of the applicant in conceptualizing and conducting the research. The committee charged with evaluating submissions reserves the right not to make the award if it determines that submissions are of insufficient quality.

Style and Manuscript Preparation: Style must conform to the instructions in the *Publication Manual of the American Psychological Association (6th edition)*. Papers must include:

- Abstract (100-150 words)
- Introduction (including a brief literature review that motivates the hypotheses that were tested)
- Methods (a description of the sample, measures, and procedures)
- Results (including quantitative analysis)
- Discussion (in which the findings are interpreted and the potential for educational application is developed)
- References

The paper must not exceed 15 double-spaced pages, including tables, figures, and references (but excluding title page and abstract) if submitted in manuscript form. Type size must be at least 12-point; all margins must be at least 1-inch. A paper published in 2009-2010 in a peer-reviewed journal may be submitted, and in that case, there is no page limit.

Submission of Papers: Papers should be submitted electronically to Thomas Schwandt, Department Chair, on or before March 19, 2010. A supporting statement should accompany the submission from the faculty advisor verifying the nature of the contribution by the student or student team, and describing the relative contributions of students and faculty to achieving the research objectives.

Award: A faculty committee will review and evaluate submissions. The winner of the prize will be announced in early April 2010, and the winner will be expected to present the paper at a departmental colloquium, where she or he will receive a certificate of merit and a \$500 check.

Getting together

EdPsych Fall Family Event

September 11, 2009



Instead of a picnic, this Fall students, faculty, staff and guests socialized in the North Lobby of the Education Building.

Of course the weather was perfect for a picnic!

But that was OK, because partying took place not only in the lobby, but in room 192, in the courtyard just outside room 192, on the broad north-side deck and steps — even at the kids' table in the hallway.

(Our canine friends had a good time, too!) →

EdPsych in the news ...

Two recent articles in professional publications have given our department high marks for our research work. “Trends in female authorship, editorial board memberships and editorships in Educational Psychology Journals from 2003-2008,” in *Educational Psychology Review* put us 4th among the 20 most productive institutions, while we ranked as 5th most productive overall by *Contemporary Educational Psychology* in its article, “Productivity in educational psychology journals from 2003 to 2008.” The same article ranked [Allison Ryan](#) (Child Development faculty) 20th in the list of the top 20 most productive authors, and [Richard Anderson](#) (CSTL faculty) ranked 12th. Anderson also topped the list for number of articles co-authored with graduate students.



[Brendesha Tynes](#) (Child Development faculty) was quoted about her social network research in the September 1 issue of *Woman's Day* and the September 14 issue of *Newsweek*. She has also been awarded the Outstanding Research in African American Studies Award for her edited book, *The Handbook of African American Psychology*.



... and other news about EdPsych faculty, present and past

Effective January 2010, [Tom Schwandt](#) (Queries faculty) will become the editor of the *American Journal of Evaluation*.



[Kiel Christianson](#) (CSTL faculty) has received a 5-year, \$575,000 NSF Career Award for his project titled “The Role of Good-enough Processing in Language Comprehension.”

“Multi-site Evaluation of Second Step: Student Success Through Prevention (Second Step – SSTP) in Preventing Bullying & Sexual Violence” is the project headed by [Dorothy Espelage](#) (Child Development faculty) with funding totaling \$1.2 million for three years from the Center for Disease Control.



At this year's APA meeting, [Terry Tracey](#) (Counseling faculty from 1983 to 1993, currently at Arizona State University) was awarded the Leona Tyler Award for Lifetime Distinguished Contribution to Counseling Psychology, the most prestigious award given by the Society of Counseling Psychology (American Psychological Association Division 17).

You can find more achievements on our department Web site's [Research and Publications](#) page.

EdPsych well represented in Incomplete* List of Excellent Teachers

EdPsych faculty and TAs who made this list for Spring 2009 included **Steven Aragon** (HRE faculty), **Jacquelyn Beard** (Counseling), **Hua-hua Chang** (Queries faculty), **Carol Fonseca** (Counseling), **Bryana French** (Counseling), **Jeffrey Goetz** (Child Development), **James Hannum** (Counseling Faculty), **Tony Hursh** (CSTL), **Rhonda Jamison** (Child Development), **Ramin Karimpour** (Child Development), **Joshua Kingsbury** (Counseling), **John Knorek** (Counseling), **Joycelyn Landrum-Brown** (Psychology faculty), **Jioni Lewis** (Counseling), **Paul Mathewson** (EdPsych TA from EPS), **Marc McConney** (Child Development), **Helen Neville** (Counseling faculty), **Jeri Newlin** (Counseling), **Michelle Perry** (Child Development faculty), **Joe Robinson** (Queries faculty), **Tom Schwandt** (Queries faculty), **Geneene Thompson** (Child Development), **Deneca Winfrey** (EdPsych TA from EOL), **Dennis Yap** (EdPsych TA from HRE), and **David Zola** (CSTL faculty).

The Summer 2009 list included **Tony Hursh** (CSTL) and **David Zola** (CSTL faculty).

* These lists are compiled from Instructor and Course Evaluation (ICES) questionnaire forms maintained by Measurement and Evaluation, Center for Teaching Excellence. More than one-half of the faculty is estimated to have used student rating forms, but a substantial number have not. Therefore, the report is necessarily incomplete.

Elizabeth Stine-Morrow's academic odyssey

Have you been to Lincoln Square Village in downtown Urbana and noticed the bright, colorful signs identifying one of the storefronts as the Senior Odyssey location? If so, you've seen a big part of the work of [Dr. Elizabeth Stine-Morrow](#), EdPsych faculty and chair of the Cognitive Science of Teaching and Learning division (CSTL).



Cognitive intervention is the focus of Senior Odyssey, a project initiated by Dr. Stine-Morrow after she joined our department in 2002. The origins go back several years to the time when her then 5th grade son was an “OMER,” a member of his New Hampshire school's [Odyssey of the Mind](#) team. In this competitive international program, designed to teach creative problem solving, students tackle problems that have no definite solutions. Dr. Stine-Morrow was involved in the team as a coach and at the same time was working with her Cognitive Aging Lab at the University of New Hampshire. Because so many of her research participants said coming in for testing kept their minds sharp, she wondered whether the Odyssey activities would appeal to old brains as well as young ones.

According to Dr. Stine-Morrow, the student competitors are very supportive of the senior teams. She sees this cross-generational interaction as important to both groups. Young people eventually grow old, and “seeing the seniors participate in Odyssey provides positive role models for successful aging.” For the older adults, she feels “the mental stimulation is likely to be beneficial. The need for learning new things never really stops, even though opportunities are not always readily available for seniors. Why should kids have all the fun?”

She was attracted to Illinois and the EdPsych department because of the potential here for reading research, but soon was also working with [Denise Park](#), then Illinois Psychology faculty, to study cognitive enrichment through the development of Senior Odyssey. Although seniors from other areas participate in Odyssey of the Mind from time to time, the University of Illinois project is the only Odyssey research study investigating its value as a cognitive intervention.

Teams of all ages participate in spirited competition every year at the annual Odyssey of the Mind World Finals. Most recently the Illinois team, also known as the [Shockin' Seniors](#), won a third-place trophy in head-to-head [competition](#) with college age OMERS!

Early each fall, prospective Senior Odyssey participants are pre-tested to form teams. Undergraduate coaches assist the teams during their 16-week program commitment, and teams compete in a local tournament during the spring semester. The tournament, next scheduled for April 4, 2010, is an annual public event with many of the competitors' grandchildren in the enthusiastic audience.



Senior Odyssey headquarters in Lincoln Square Village, Urbana

Other research

In addition to Senior Odyssey's home in Lincoln Square Village, Dr. Stine-Morrow works out of the Children's Research Center where a portion of the Odyssey testing is conducted, her academic office in the Education Building, and the Adult Learning Lab at the Beckman Institute.

The Beckman lab includes the eyetracker room, a small office stuffed with two desks, one of them hosting a computer, a chin rest, and a glass head. The head wears an eyetracker helmet, a contraption of black straps and electronic sensors, and quietly waits for senior citizen volunteers to remove the helmet and fit it on their own heads in order to take various computerized tests that use eye movement to chart how they read.

(continued next page, “Stine-Morrow”)

The subjects read white text on a dark screen, a combination which causes their pupils to open more widely so the tracker can measure their eye movements as they look at specific words. In that way the researchers can infer how long they are paying attention to particular words in a text.

Results of tracking help Dr. Stine-Morrow and her students learn how well subjects screen out visual "noise" and provide a tool to define age differences in spontaneous reading strategies – for example, how often elderly readers pause and reflect as they read -- which can lead to cognitive interventions. One grant source for this work is aimed at improving functioning in aging populations.

A paper from the work of Dr. Stine-Morrow and her team, soon to be published in *The Quarterly Journal of Experimental Psychology*, instructs seniors to take time to make connections as they read in order to more effectively encode the meaning of the text. This work has indicated that people can learn to allocate more attention to integrating concepts within text (in terms of milliseconds), and that this improves their memory of what they read.

Why focus on aging?

When Dr. Stine-Morrow started working in the area of aging and learning, she was a young, 20-something graduate student who "had always been interested in language and mental process," but had never taken an undergraduate course in cognition. She was instantly hooked on psychology as a child when she watched the movie "[Freud](#)" with Montgomery Clift and became fascinated with "the idea that external behavior could reveal interior phenomena in ways that are pretty subtle." When she encountered cognitive psychology as a graduate student, she recognized that this area offered methods to study the "powerful dynamics at work on the inside that are only accessible in outward behavior if you are clever - methods such as priming, in which recognition time for a target is improved by just a few milliseconds if the context prepares one to recognize it."

In the 30-some years since she started her research in this field, Dr. Stine-Morrow has grown closer to the ages of her subjects and finds that she too is processing information differently. Her own experience corroborates her research findings that some skills improve with age and some deteriorate. For example, as the research literature says, she finds herself more often unable to remember names – such as a noted researcher -- while in the middle of a class lecture, as well as other "tip of the tongue" lapses. "I talked about this when I was younger, now I'm experiencing it as I get older."

One big debate in the field of aging and learning is the question of exactly when in adulthood specific changes begin. There is very little data on mid-life cognition; most research has focused on childhood, young adulthood and old age. Dr. Stine-Morrow feels we need to know more about "the points in the middle."



Let's just call him Cecil!

Why has she continued to concentrate on cognition and aging in her research? "We live a lot longer than we used to and the school-work-retire model of the life span is outdated. We must keep learning to promote independence and well-being, and as part of our longer work life." She notes that we are experiencing a long-term shift in population dynamics in which we will soon (2040) have more seniors than children under 18 for the first time in our history. "We don't have the base for all of us to go on a 30-year vacation. We must claim our *whole* life span as individuals in part because society needs to take advantage of the human capital. There's an immense range to what's possible if we take advantage of the knowledge, experience and skill that one has a chance to craft over 80 or 90 years."

Dr. Stine-Morrow's husband, Daniel Morrow, professor in the Human Factors program with the University of Illinois Institute of Aviation, is also a researcher in cognitive aging and has his own eyetracker, a remote design built into a computer. He is currently working on a project in health literacy to examine how people integrate text and pictures. They have two children. Nathan Stine is a grad student in creative advertising at University of Texas, Austin and David Morrow is in eighth grade at Countryside School in Champaign. Both have been OMERs!



(Seated L to R) Cassie Landry, Marie Valgoi, Patrick Brennan, Junli Wei, Sun Joo Chung. (Standing L to R) Joshua Morris, James Brooks, Michelle Flores, Ayesha Boyce, Jingjing Sun, Chih-Kai Lin (Queries, admitted Spring 2009), Aini Marina Ma'rof, Shuai Wang, Jessie Chin.



Kathleen Kordesh



Crystal Carlson



Sun Joo Chung

Department welcomes 22 new students in Fall 2009

Sixteen new doctoral candidates and six CTER online master's students have joined EdPsych this semester, and three of them have offered profile information about themselves for PsychED! readers.

Two are Queries students: **Ayesha Boyce** and **Yi Zheng**. Yi, who's chosen Isabelle for her American name, comes to us from Nanjing, China, where she was raised by parents who were both university professors. When asked about hobbies, she mentioned three: "Music touches my soul, sports charges my body, and being with kids clarifies my blood." Her activities include examples of all three: an internship as a primary school teacher, vice leader of the Beijing Normal University chorus, and a long list of sports — baseball, ping pong, badminton, tennis, swimming and rock climbing. Yi feels "greatly honored to study here and know everybody" and urges "let's make the world better hand in hand."

Ayesha hails from sunny Phoenix, Arizona where the temperature is rarely below 45 degrees in the winter, and also lived and studied in Long Beach, California before choosing to join EdPsych in the often less than sunny Midwest. She told *PsychEd!* that she's both "a little nervous and excited about the upcoming winter." Her non-academic interests include cooking, baking, watching HGTV, playing Nintendo Wii, trying out new restaurants and going to the movies, as well as playing with her "little dog," Goliath.

Cassie Landry transferred to our CSTL division from Curriculum and Instruction. When she first came to the U of I for master's study in January 2007, just in time for the blizzards and snow days, she also experienced a major climate change. Some things don't change, though. Cassie is a Cajun who grew up around the swamps of south Louisiana, and declares "you won't find [me] eating gumbo at any restaurant north of Interstate 10." She includes talking about anything in her hobby list, as well as recreational running, organizing messy closets, and scuba diving with her husband.

Our other Fall 2010 doctoral students are **James Brooks** (Counseling), **Crystal Carlson** (CSTL), **Jessie Chin** (CSTL), **Sun Joo Chung** (Queries), **Michelle Flores** (Counseling), **Kathleen Kordesh** (Counseling), **Aini Marina Ma'rof** (CSTL), **Joshua Morris** (CSTL), **Brennan Payne** (CSTL), **Jingjing Sun** (CSTL), **Maria Valgoi** (Counseling), **Shuai Wang** (CSTL) and **Junli Wei** (CSTL).

The students in CTER's new Fall class include **Karen Dannenhauer**, **Grace DeAngelou**, **Joel Hames**, **Alicia Mahoney**, **Mark Reichert** and **Lindsey Storm**.

(pictures on next page)

24 degrees awarded by EdPsych in May 2009

Eight students completed their doctoral programs in May, including **Holli Burgon** (Queries), **Doe-Hyung Kim** (CSTL), **Kent Lee** (CSTL), **Kai-Siang Douglas Low** (Counseling), **Veronica Sardegna** (CSTL), **Megan Schleppebach** (CSTL), **Matthew Shake** (CSTL), and **Jie Zhang** (CSTL). Three of the graduates are working on campus, Burgon as a post-doc for the Industrial and Enterprise Systems Engineering Department, Kim as Project Coordinator for the EdPsych CTER online master's program (see page 1 for related story), and Zhang as a Visiting Research Associate for the COE Bureau of Educational Research. Shake and Low are both in New York, Shake at St. Bonaventure University in the city of the same name and Low at New York University's Langone Medical Center in New York City.



Burgon



Kim



Lee



Sardegna



Schleppebach



Shake



Zhang

Nine students received their professional Educational Master's degrees from our CTER online program. They were **Marcy Flessner**, **Ronald Folkens**, **Rachel Fruin**, **Rebecca Hix**, **James Juliano**, **David Melone**, **Cynthia O'Kelley**, **Patricia Stilts** and **Brian Zeglin**. A terminal master's degree was also awarded to **Sebiha Balci** (Child Development).

Continuing doctoral students earning master's degrees were **Jeffrey Goetz** (Child Development), **Jennifer Mayfield** (Counseling), **Jeri Newlin** (Counseling), **Zully Rivera-Ramos** (Counseling), **Rong Su** (Counseling), and **Geneene Thompson** (Child Development).

Two continuing students take advantage of chance to crow

The call went out, "Time to Crow," giving all of our continuing doctoral students the opportunity to introduce themselves to everyone else in the department, and it was answered by **Milo Dodson** (Counseling) and **Jennifer Weidenbenner** (Child Development). Here's what they shared.

Milo's summer included work as a production assistant at the BET Awards '09. Duties included delivering tapes to broadcasting studios and walking "around the red carpet." He must have carried out these tasks with distinction, because later he was asked back to help with BET News coverage of the investigation into Michael Jackson's death. A couple of other honors that have come his way have included election as the 2009-10 president for the Black Graduate Student Association, and an article featuring him as a ["Campus King"](#), accompanied by a picture taken by **John Knorek** (Counseling). Milo's future plans include scuba diving at the Great Barrier Reef in Sydney, Australia during the upcoming winter break.



Jennifer says she is happy to be back to full-time student status after two years juggling PhD studies with full-time work at The Career Center. This year her work as a TA for EPSY 220 coincides with her interest in career development, while she is able to combine previous study with **Allison Ryan** (Child Development faculty) on motivation/engagement and current work with **Brendesha Tynes** (Child Development faculty) on cyberbullying with her [past] experience working with homeschooling and nontraditional educational groups. Jennifer's research goal is "to better understand the motivations of adolescents from ethnic and religious minority groups and the social-emotional implications in their usage patterns of online communication tools." Related activities include involvement in a variety of cross-cultural settings, such as Convo Partner for Intensive English Institute students, assistant at East Asian Media Service, Leadership Coach for several cross-cultural students, and student representative on La Casa Cultural Latina's advisory board. She's also trying to learn Arabic, improve Spanish conversation skills and become proficient at playing Dungeons & Dragons. In addition, with husband Ryan, Jennifer enjoys baby-sitting friends' kids, traveling, watching horror movies and co-presenting on topics of promoting healthy sexuality to teens.



This and that about who's doing what



Jenny Singleton (Child Development faculty, pictured far right) enjoyed hosting a casual dinner recently for Marlee Matlin (center), the first deaf person and youngest female recipient of an Academy Award for Best Actress for her performance in the 1986 film, "Children of a Lesser God." Ms. Matlin, who in recent years has worked in television on "The West Wing," "The L Word," and "Dancing with the Stars," was speaking on campus at the invitation of the Illini Union Board and LGBT Resource Center.

On another celebrity front, **Bryana French** (Counseling), who recently started a one year internship with University of Maryland, reports that she had "no Obama sightings" during her first White House tour.

Bob Stake (Queries faculty) reports that he is hosting Pepe Arostegui, music education and qualitative research methods faculty from Granada University, at the Children's Research Center.

One wedding and three babies to announce in this issue: **Jeffrey Goetz** (Child Development) married Amanda Looney on August 1. Hannah Peng was born to **Huei-Lien (Tammy) Hsu** (CSTL) on February 26, Samantha, the second child for **Peter Crume** (Child Development) was born on July 10, and 2004 alumna **Lucia Flevaris** (Child Development) welcomed Luciana Eleanor Kieser to Columbus, OH on June 17.

You'll find more EdPsych news at <http://education.illinois.edu/edpsy/areasofstudy/counseling/newsletter.html>.

Staff profile

Tori Wallace in her fourth year as Ed Psych student helper



This is PsychED!'s last chance to profile Tori Wallace, our department's part-time student helper, because she will be graduating with a BS degree in Architectural Studies this May. Tori has been working for EdPsych since coming to Illinois from her hometown of El Paso, IL to begin her freshman year. Calling herself a "small town girl," Tori now resides in Farmington, IL. The combined population for both towns equals about 5,000, which makes Champaign-Urbana a metropolis by comparison. Her extra-curricular activities include salsa and swing dancing and reading novels, especially "historic fiction or anything that is somehow based on real speculation."

Tori chose her major because "I would love to preserve, restore, or repurpose older, unused buildings" but is not sure whether she will continue with graduate study in that field. Before making that decision, she might complete one or more architectural internships, "ideally ... in Europe and ... New England." As for her soon-to-be former employment, Tori found working here "easy and enjoyable" and "knew that I was going to fit in here from the moment that I first interviewed."

("Fair," continued from page 1)



Doe and Hursh, ready for questions.

The first visitor to COE's Graduate College Fair table was Heidi Craddock, a university employee and prospective student whose sister, Amy Heppe, is a 2004 CTER alumna currently employed as head of technology in a private school in Los Angeles. Craddock was followed by two young women interested in health education, the focus of HRE's Health Profession Education program. At least 30 more students stopped at the table to ask questions, and many others paused briefly to look at the PowerPoint presentation



The PowerPoint presentation, another Fair information source

as they toured the room to browse the 114 vendors from a nationwide assortment of schools.