



Department offers new online master's program in Summer 2011

Announcing new Ed.M. in Quantitative Literacy

In response to the explosion of interest in evidence-based and data-driven decision making in public school educational settings since the passage of the federal No Child Left Behind Legislation, our Queries division has designed a 32-hour online program to teach quantitative literacy to a variety of educational professionals. The program is aimed at individuals interested in earning a degree in research and evaluation but not inclined to become researchers.

Targeting a different population

Instead of targeting traditional audiences, such as people seeking advanced statistics training or to become psychometric specialists, Quantitative Literacy will appeal largely to individuals in educational arenas whose jobs require an understanding and means of applied measurement and statistics, as well as evaluation methodology. The program also has the potential to attract students from social service and health-related agencies, and appeal broadly to all professionals who are required to engage in data-driven decision making.

Using a proven online format

Like its older cousins, such as the HRE online programs and our own Curriculum, Technology and Education Reform (CTER) program, QL is designed to meet the needs of various types of learners, uses a module design built around the concept of learning cycles, features interaction and peer learning through synchronous sessions, and by providing a mix of individual and team-oriented projects and assignments. Another important feature of this model is that, like its cousins, it will be self-supporting through the tuition of enrolled students.

More information can be found at <http://education.illinois.edu/online/quantlit/index.html>.

Our Curriculum, Technology and Education Reform (CTER) online master's program has graduated nine students in December 2010 (see page 6) and currently has 42 students enrolled.

Three department staffing changes

Department chair, Associate chair positions in transition

Tom Schwandt (Queries faculty), our current department Chair since 2007, will be leaving that office at the end of the summer and **Dorothy Espelage** (Child Development faculty) is stepping down as our Associate chair after six years in that position. Dr. Schwandt talks about his experience as chair on page 7. Both positions are under discussion to be filled before the beginning of the Fall term. ◇

Jenny Singleton taking new faculty post in Atlanta, Georgia

Jenny Singleton (Child Development faculty) will end her 28-year career in Educational Psychology and at the University of Illinois (starting as a graduate student) when she moves to Atlanta, Georgia, this summer to become a Professor in the School of Psychology at Georgia Institute of Technology. As the hearing child of deaf parents, Dr. Singleton helped many students research issues in deaf education. ◇



Dates and deadlines

Dates that relate to degree conferral deadlines can be found on the [College of Education](#) and [Graduate College](#) websites. Other upcoming dates to note:

Spring Semester

Wednesday, May 4 Last day of Spring classes

Thursday, May 5 (Reading Day)

EdPsych Faculty Meeting

10:00 a.m., room 210A

Dept. Luncheon (details below)

College Faculty Meeting

2:00 p.m., Heritage Room, ACES library

Friday, May 6 — Friday, May 13
Commencement

Final exams
Sunday May 15

Fall Semester

Monday, August 22

First day of classes

Monday, September 5

Labor Day, no classes

Saturday, Nov. 19 — Sunday, Nov. 27

Thanksgiving vacation

Wednesday, December 7

Last day of classes

Thursday, December 8

Reading Day

Friday, Dec. 9 through Friday, Dec. 16

Final exams

EdPsych office closures (partial list)

Monday, May 30

Memorial Day

Monday, July 4

Independence Day

Monday, September 5

Labor Day

Sandwich and Fruit Buffet

All EdPsych students, faculty and staff invited

11:30 a.m. on Thursday, May 5

Buffet will be set up in room 210E



They say a picture is worth a thousand words, so instead of several thousand words, here are some random images from two recent events.

Second Annual College Skating Party, Feb. 5



Department Applicant Visitation Day, Feb. 25



Reception photos taken by **Lilyana Ortega** (Child Development)



**Faculty profile:****Jennifer Greene (Queries)**

“I want to be an evaluator when I grow up.”

No, that’s not what **Dr. Jennifer Greene** said when she was a child, but it’s her suggested yardstick to indicate when the field of evaluation has “come of age.” Currently hardly anyone plans from childhood to become an evaluator, “virtually everybody who gets into the field bumps into it along the way.”

That’s her story, as well. Dr. Greene first bumped into evaluation as a graduate student and then again in her first job, both involving work on evaluation projects. With these experiences, she quickly became a convert.

The other way that many people “bump into” the evaluation field is by having a program that gets evaluated, and they either “get intrigued with the field of evaluation or they believe it needs to be done differently.” That’s happening more often, she believes, because evaluation has become a much larger part of government project expenditure and effectiveness measurement.

Dr. Greene attributes this development to some brilliant thinkers in the last century in the domains of social science methodology, assessment, testing, evaluation. One of those thinkers, a well-known psychometrician and social science methodologist, Dr. Lee Cronbach, was one of her advisors at Stanford University in the early 1970s.

The experience with Dr. Cronbach didn’t cause her to change her field because at that time there wasn’t an opportunity to study evaluation as a field, so she completed her doctorate in educational psychology with a focus on motivational theory. “I didn’t change my focus, I just started to use evaluation.” Her first job after graduation was at the University of Rhode Island in a curriculum research development center where “twenty of us had gathered as soft money faculty, supported by the grants and contracts that we brought in to this little center.”

“There’s nothing more exciting than collecting data, it’s just really fun.”

Due to the influence of the 1965 Elementary and Secondary Education Act and its federal funding for education and evaluation requirements, Dr. Greene’s work involved doing a lot of small program evaluations. The best part of that work was that “it had this potential of having some direct consequence in contrast to research which is often several steps removed from the lives of teachers and kids.”

Michael Scriven, another of the “gurus in the field,” provided Dr. Green with an opportunity for professional development workshops that included a workshop for women evaluators. Later she taught evaluation classes at Cornell University, where she became involved in professional evaluation organizations, and came to the University of Illinois in 1999.

There have only been a handful of graduate schools in the U.S. that offer evaluation programs, and Dr. Greene considers the Illinois program in our department as “one of the most well-regarded, long standing centers for evaluation thought and work in the country, perhaps in the world.” She attributes that status largely to **Robert Stake** (Queries faculty emeritus) and his Center for Instructional Research and Curriculum Evaluation (CIRCE), along with so many well-regarded people in the field who have passed through there.”



(Greene, continued from page 4)

One example of our program's quality: the Queries division works with everyone across our department divisions, because some kind of methodology is part of all doctoral work. Dr. Greene feels that we benefit from the combination of the strong evaluation theorists who have been here and our practical work in methodology.

"How to avoid bias is, of course, an issue of great debate."

If you ask her what is fun about evaluation, she'll tell you that it's finding oneself in the most unusual contexts where evaluative skills are challenged. "One of my favorites is a program run by the Getty Foundation in California, which included a group of people who focused on preserving ancient artistic artifacts, like mosaics or textiles. Committed to preserving these artistic objects in their own environment, they had developed a lot of techniques for preservation and they were running programs to train local people in these kinds of techniques for preservation and they called me in to give them consultation on how to evaluate these educational programs." When asked if dealing with an unfamiliar subject (preservation of artifacts) was a challenge, she said yes, the content of the education was a challenge, but not education itself, i.e., how to think about what questions to ask.

So how is evaluation different from surveys and poll taking? Dr. Greene explains that survey is a methodology, a way of gathering data, so polls use surveys for sampling. Evaluation involves making judgments of quality, beyond the gathering of data, and interpretation of the data in the form of judgment and quality. "Evaluation," she notes, "is explicitly judgmental."

Does that mean evaluation is prone to bias? That's a challenge, she acknowledges, defining evaluation as "a values engaged practice," and adding that one of the fun things about it is there are always multiple legitimate values and value claims in any given context. While she feels that it's not appropriate for evaluators to impose their own value system on what's being judged, it is appropriate for evaluators to acknowledge how their values play in to those judgments.

Dr. Greene feels that evaluators need to be much more explicitly open in this area in order for their work to have value. As current president of the American Evaluation Association (AEA), her theme for the year concerns becoming more explicit about the ways that values enter into an evaluator's process, because "we are not just numbers... my own way of viewing the world is much more qualitative, much more about lived experience. As a student, quantitative methods courses didn't speak to me, and I didn't realize that until I bumped into qualitative studies and became enchanted with method, in a way I never was before, and that further drew me into the field of evaluation."



Personal memories and work materials share space on Dr. Greene's desk.

In our own Queries division, Dr. Greene sees three strands of research -- statistics, psychometrics and evaluation, and notes that "qualitative methods are very much respected within this Queries group, within this College and within this university."

What next for Jennifer Greene? With retirement a few years down the road, she has a couple goals before that day comes. One is to follow up on a National Science Foundation Research Project where "wonderfully talented students worked on making these ideas of the values dimension of evaluation more explicit." She feels the project made some good progress but would like to try it out on a larger scale.

(continued on page 6)



(Greene, continued from page 5)

She'd like to take a real sabbatical. Earlier when she had the opportunity to do that she had children – Fabio and Juliana, both adopted from Colombia, both now in their 20s with children of their own -- and felt her attention would have to be divided between child care and her work. More recently she felt that leaving the NSF project for a year would risk loss of funding and momentum.

When the time is right for a “regular sabbatical,” she'd like to go to New Zealand for a year. “I'm very interested in their biculturalism and in a very active group of New Zealand evaluators, and it's beautiful country.

Dr. Greene thinks she also “might want to write a second book before I retire. It's possible there would be a calmer space for writing after retirement, but when I retire I want to retire.” That means maybe do some consulting, some presentations, maybe teach a course now and then... but mostly she wants to devote her time to continue to work with dog-assisted therapy, mainly on a smaller scale with elderly and children, and in services such as search and rescue. “There are a lot of good things one can do with dogs and make a contribution.”

How about travel, a common retirement goal? “I like my fun to be tied in some way to work or a project or service, so I'd love to travel while working on something. Traveling has been an unexpected benefit of my job. I feel very fortunate about the opportunities that have come my way. Sweden, South Africa, New Zealand, Australia, Thailand – it's been a gift.” ♦

December EdPsych grads number 16

Five students were awarded doctoral degrees in December, the only degree conferral since the Fall 2010 PsychED! issue. New December 2010 doctoral alumni were **Iris Carillo** (Counseling) , **Alexis Clarke** (Counseling), **Nallely Galvan** (Counseling), **Zhushan Li** (Queries) and **Eun Young Lim** (Queries).



Carillo



Clarke



Galvan



Li



Lim

Students who received MS degrees in December and are continuing on for their doctorates include **Milo Dodson** (Counseling) and **Tamilia Reed** (Counseling).

The nine CTER online graduates (see page 1) were **Emily Brand**, **Carla Cross**, **Karen Dannenhauer**, **David Hohman**, **Susan Nottoli**, **Mary Rezk**, **Amanda Trewartha**, **David Troyer** and **Greg Van Hoorn**. ♦

Three EdPsych alumni honored as 2011 Distinguished Alumni Award Recipients

Three of the six College of Education alumni who were recently awarded the College's Distinguished Alumni Award graduated from our department. They included Dr. Marlene Schommer-Aikins (1989), Dr. Susan X Day (1999) and Dr. Nick Smith (1975). More information about these and the other recipients can be found on the College of Education website [alumni page](#). ♦



Sharing his experience

Tom Schwandt on life as an Educational Psychology department chair

As **Tom Schwandt** (Queries faculty) winds up his fourth year as Educational Psychology chair, he tells us that the best part of his work was “the possibility of setting new directions for the department and helping it enhance its reputation.” He found that kind of intellectual leadership around curriculum and programs the most rewarding and also at times the most difficult part of the chair role. Another interesting and challenging aspect of serving as chair was cultivating “two-way vision”: “A head of department must be able to look, and work, in two directions -- you’re always looking toward your department helping to ensure that it is doing well and thriving, while at the same time you’re looking towards the College as whole to make sure it’s doing well in light of what your department is doing.:



A couple of accomplishments during his tenure relate to our online master’s programs. For the new program, Quantitative Literacy (see page 1), “it took a long time to figure out how to integrate that into what we already do rather than it being a stand-alone undertaking.” One sign of this integration is that everybody scheduled to teach QL courses, with one exception, is regular department faculty.

The second online project has been inaugurating the redesign of the Curriculum, Technology and Education Reform (CTER), which has been offered by the department for over a decade. While formerly it was aimed almost exclusively at working K-12 teachers, the aim now is to create “a kind of synergy or overlap between eLearning and CTER and then redesign the degree so that there are three tracks, that will be much more appealing to potential students.” The program redesign is currently under review at the Campus.

He’s also happy with the results of the department’s concerted effort during his tenure to aggressively pursue more grants and contracts, which has resulted in a significant increase in Indirect Cost Recovery (ICR) over the past 4 years.

In general, Dr. Schwandt, who has been on our faculty for 11 years, found it relatively easy to serve as chair in the department because “we’re a fairly cohesive group and share a general set of norms and expectations. Everybody pretty much shows up, and if you ask them to help, they do it.”

The other thing he sees as facilitating a consistent department atmosphere is the Executive Committee, composed of both faculty and student representatives. That committee helps the department have “a more democratic way of operating because the chair takes most matters to them for their input as a kind of advice and consent group.” Having an Executive Committee on which individual faculty members serve frequently over many years leads to a general sense among faculty of everyone knowing what is going on. More universal participation keeps knowledge better circulated and helps to promote a shared sense of responsibility. “It’s part of the culture. So when we hire people we think about that, how is that person going to fit in.”

When Dr. Schwandt’s tenure as department chair officially ends on August 16, one change in his professional life will be having more time. As chair, he was routinely scheduled to attend College of Education administration meetings and also belonged to a campus group, the Council of Unit Executive Officers. His service on the Graduate College committee currently reviewing doctoral programs, however, will continue through the summer. ◇



Achievements, milestones, awards ...

The following is a partial summary of recent as well as current news reported to PsychED! for this issue. You can find more accomplishments on our department's website's [Research and Scholarship](#) page.

Richard Anderson (CSTL retired faculty) was honored during a celebration of the 35th Anniversary of the Center for the Study of Reading during the Literacy Research Association's annual meeting in December in Ft. Worth, TX.

A Ford Foundation Dissertation Fellowship has been awarded to **Geneene Thompson** (Child Development).

Joe Robinson (Queries faculty) was recognized as an "Outstanding Reviewer" at this year's AERA conference, for two AERA journals. Also, an article he co-authored with Sarah Lubienski (Curriculum and Instruction faculty) about teacher expectations by gender in primary math education was published in the *American Educational Research Journal* and featured in an interview on WAND-TV.

A new pamphlet, *Principles of Instruction*, by **Barak Rosenshine** (emeritus faculty) has been published by the UNESCO Educational Practices Series, <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>.

This year's recipient of AERA Division D's Significant Contribution to Educational Measurement and Research Methodology Award is **Hua-hua Chang** (Queries faculty).

Steven Luke (CSTL) and **Kiel Christianson** (CSTL faculty) have co-authored three published or scheduled-for-publication articles. In addition, Kiel has published a review of a new book, *Choke: What the secrets of the brain reveal about getting it right when you have to*, by S. Beilock, online at <http://www.worldgolf.com/features/choke-golf-book-dr-sian-beilock-11732.htm>.

The TOEFL Small Grant for Doctoral Research in Second or Foreign Language Assessment has been awarded to **Heejeong Jeong** (Queries).

Dorothy Espelage (Child Development faculty) and **Phil Rodkin** (Child Development faculty) served as invited researchers at a White House Conference on Bullying as part of a National Summit on Gendered Violence.

(continued on page 9)

EdPsych instructors ranked by students as "excellent" in Fall 2010

The Center for Teaching Excellence [website](#) list of Fall 2010 teachers voted as "excellent" their students included 23 EdPsych instructors, both TAs, adjuncts and core faculty. PsychED! applauds all the following:

James Brooks (Counseling) for EPSY 220, **Crystal Carlson** (CSTL) for EPSY 201, Ashley Davis for EPSY 203, Robyn Deterding for EPSY 203, **Michelle Flores** (Queries) for EPSY 220, Anjali Forber-Pratt for EPSY 407, Ramin Karimpour (Child Development) for EPSY 201, **John Knorek** (Counseling) for EPSY 236, **Kathleen Kordesh** (Counseling) for EPSY 202 and 220, Paul Mathewson for EPSY 201, Joe Minarik for EPSY 203, **Leigh Mingle** (CSTL) for EPSY 201, Eugene Moore for EPSY 202, **Christina Murdock** (Counseling) for EPSY 220, **Helen Neville** for EPSY 510 (Counseling faculty), **Tamilia Reed** (Counseling) for EPSY 220, **Joe Robinson** (Queries faculty) for EPSY 580, **Tom Schwandt** (Queries faculty) for EPSY 590, Jennifer Scott for EPSY 203, **Geneene Thompson** (Child Development) for EPSY 236, **Shuai Wang** (CSTL) for EPSY 201, Katherine Weseman for EPSY 203, **David Zola** (CSTL faculty), EPSY 199, 200, 201 and 404. ♦



(Achievements, continued from page 8)

Jennifer Greene (Queries faculty) is current president of the American Evaluation Association and looks forward to being a visiting professor in Umea, Sweden in February 2012. (See her profile interview starting on page 4.)

A NIH/NCMHD-funded Minority Health International Research Training (MHIRT Latino Mental Health Program Scholarships has been awarded to **Michelle Flores** (Counseling).

Robert Stake (Queries emeritus faculty) welcomed a visiting Spring faculty member, Pilar Garcia from the University of Huelva, Spain, to the Center for Instructional Research and Curriculum Evaluation. Dr. Garcia is a specialist in evaluation in higher education.

William Chandler Bagley Awards have gone to **Jioni Lewis** (Counseling) and **Jennifer Mayfield** (Counseling).

Josh Kingsbury (Counseling) reports that he has accepted a postdoc position at the University of New Hampshire where he is currently interning.

The Department of African American Studies has awarded their Outstanding Graduate Student Research Paper Award to **Tamilia Reed** (Counseling).

Sharon Tettegah (Curriculum and Instruction/Educational Psychology faculty) has been appointed to serve on two American Psychological Association committees — The Committee on Continuing Education 2010-2103 and the Division 15 Publications Committee.

Educational Psychology department members recently announced as 2011 College of Education award winners include: **Allison Ryan** (Child Development faculty) — Distinguished Senior Scholar, **Helen Neville** (Counseling faculty) — Hardie Faculty Fellow, **Travis Wilson** (Child Development) — Outstanding Student Medal for Doctoral Students, and **Helen Katz** (staff) — Distinguished Staff Member

Paula Allen-Meares, adjunct professor, has three articles accepted and in various stages of publication, and also has published a book, *Cross-Cultural Research* through Oxford University Press. ◇

This and that about who's doing what

Jennifer Greene (Queries faculty) is happy to be sharing her home temporarily with a wonderful dog named Ellie, whose owners are spending the year in Korea.

Tyra Shanks — more generally known in the department as **Ayesha Boyce** (Queries) — invites one and all to watch her compete in a Roller Derby bout at the University of Illinois Ice Arena. The first bout of the summer will be May 21 and tickets can be purchased online at <http://www.brownpapertickets.com/event/173115>. Other scheduled dates are June 4, June 18 (tentative), July 9 and August 6. You can read her roller derby profile at <http://twincityderbygirls.com/site/about/teams-staff/item/43-tyra-shanks>. And in case you go to one of the meets and think you don't see Ayesha in the line-up, here's a picture of her Tyra alter ego to help you recognize her! ◇

