



Dates that relate to degree conferral can be found at the College of Education website. Following are other upcoming dates.

EdPsych Spring Luncheon – Thurs. May 7

First day of Summer Session 1 classes:
Monday, May 18.

EdPsych office closed:
Monday, May 25

No classes:
Monday, May 25

First day of Summer Session 2 classes:
Monday, June 15.

Fall Family Event: Friday, Sept. 11

Notice we didn't say picnic. After getting rained out two years in a row, we've decided to guarantee sunshine by staying inside. Should work! We'll be partying in the North lobby, which means that we can also spread out to the porch, steps, and courtyard if we wish and Mother Nature cooperates. Watch your emails for more information on both this and the Spring luncheon on May 7.

Four EdPsych alumni honored by College and Department



Four of the seven 2009 recipients of the College of Education Alumni Award graduated from our department – **Thomas Andre** in 1971, **Allan Wigfield** in 1982, **Ólafur Proppé** in 1983, and **Alvin Leung** in 1988. All four spoke and answered questions in a department sponsored lunchtime roundtable discussion and break-out sessions on Friday, March 13.

In addition to the department event, recipients also attended a coffee hour with COE Dean Mary Kalantzis, a Q&A panel discussion, and an awards brunch during the weekend.

While you can find complete CVs for all four EdPsych award recipients on our department website at <http://education.illinois.edu/edpsy/distalumniaward.html>, keep reading to learn about some of their memories of student days, changes they've seen in their fields, and advice they'd like to share with current students.

Memories shared ... Dr. Proppé remembers his experience in the Center for Instructional Research and Curriculum Evaluation (CIRCE) in the 1970s and 1980s as one of the “serendipitous moments in academic history when a department or unit becomes the international center for new ideas and innovation in its field.” He recalls the inspiration he received from faculty such as **Robert Stake** (Queries retired faculty) and that “the faculty and students at the center engaged in constant critical discussions that attracted academic visitors from around the world.”

As a second-language English speaker, Dr. Leung's memories include his “struggles in practicum as well as in my TA assignments. Yet my teachers had confidence in me and my ability, and their support and trust were instrumental in keeping me going.” Citing especially the guidance of **Lenore Harmon** (Counseling emerita), his mentor and supervisor, Dr. Leung feels that his EdPsych program “prepared me well for the professional journey.”

Having chosen the Human Development area because of its “focus on children and adolescents' development in school contexts.” Dr. Wigfield found his doctoral experience to be “a very exciting time to study motivation at Illinois because of the amazing faculty in the College and the Psychology Department who were interested in achievement motivation.” He also noted a school-university practicum where he found “a real collaboration” between university faculty and students with school administrators and teachers and “strong connections between the programs in educational psychology.

He also remembers the “many long nights reading journal articles in the graduate library; with so many journals online now the library probably is much quieter” and his TA experience, including teacher training and mentoring as well as the “Friday afternoon happy hours [with other TAs] at Murphy's on Green St.”

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Grants, awards, honors, milestones

Queries retired professor **Robert Stake** will be honored on March 26 with an honorary doctorate from the University of Valladolid in Spain. Information is at <http://robertstakehonorarydoctorate.wikispaces.com/>.

Dorothy Espelage's (Child Development faculty) second co-authored book, *Bullying Prevention and Intervention: Realistic Strategies for Schools*, has been published by Guilford Press, and she has contracted with Lawrence Erlbaum publishing to do a second edition of her first co-authored book, *Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention*.

Kiel Christianson (CSTL faculty) has three new journal publications: "Sensitivity to changes in garden path sentences," *Journal of Psycholinguistic Research*, 37, 391-403; "Interpreting null pronouns (pro) in isolated sentences," *Lingua*, doi:10.1016/j.lingua.2008.11.005. (with Hee Youn Cho); and (with **Jeong-Ah Shin**, CSTL alumni) "The status of dative constructions in Korean, English, and in the minds of Korean-English bilinguals," in H. Yamashita, J. Packard, & Y. Hirose (Eds.), *Processing and Producing Head-final Structures*, Springer.

Students who have received awards from non-university sources include: **Bryana French** (Counseling), Champaign Area Psychological Association's Arnie Miller Achievement Award, 2008 ... **Tysza Gandha** (Queries), American Evaluation Association (AEA) \$500 Student Travel Award ... **Jorja Jamison** (Counseling), American Psychological Association, Division 17 Section for Lesbian, Gay, and Bisexual Awareness, Outstanding Graduate Student Award, 2008 ... **Gabrielle Jones** (Child Development), 3 year Pre-Doctoral Fellowship (\$25K per year) with **Dr. Jenny Singleton's** (Child Development faculty) NSF Science of Learning Center on Visual Language and Visual Learning (VL2) ... **Zhushan Mandy Li** (Queries), 2008 Best Junior Research Oral Presentation Award at the annual International Psychometric Society meeting in 2008 ... **Rong Su** (Counseling), APA Student Travel Award ... **Lora Passetti** (Queries), continuing fellowship from NIH ... Meg Schleppebach (CSTL), Spencer Predoctoral Fellowship ... **Jeong-Ah Shin** (CSTL alumni), AAAL travel grant to present a talk at the American Association of Applied Linguistics Annual Meeting.

You can find more achievements in our department website, <http://education.illinois.edu/edpsy/research/>.

14 EdPsych Ph.D.s awarded in Fall 2008

EdPsych was well represented in the October and December degree conferrals. New CSTL alumni include **Kadeessa Abdul-Kadir**, **Sunglim Lee**, and **Jeong-Ah Shin**. Counseling graduated **Amanda Beer**, **Whitney Kingsbury**, **Megan Mayberry**, **Paul Poteat**, and **Tiffany Schiffner**. New Queries alumni are **Chia-Yi Chiu**, **Ji Young Kim**, **Hyeong-Jeong Lee**, **Wonsuk Lee**, **Tania Rempert** and **Min Hee Seo**.

Continuing doc students who were awarded master's degrees were **Melanie Marklein** and **Carol Fonseca** from Counseling, **Nora Gannon**, Queries; **Myunglee Seo**, Child Development; and **Xuefei Gao** and **Steven Luke**, CSTL. Seven CTER online Ed.M. students also graduated in December.

Several of the above alumni have reported on their post-graduation employment. Heong-Jong Lee is a tenure-track assistant professor in Minnesota State University, Tania Rempert is staying at UIUC as project director for Early Reading First External Evaluation, Chia-Yi Chiu is an assistant professor at Rutgers University, and Tiffany Schiffner is a PostDoctoral Fellow at Duke University's Counseling and Psychological Services.

Did you know?

Either many of us were reticent about sharing news for this issue, or nothing much happened to anyone. Either way, we have one, count'em, one item to report ... **Gary Cziko** (CSTL emeritus) is a grandfather for the first time. Lukas Spitler was born on January 17 in West Hollywood, CA, to parents Anne-Marie Cziko and Kevin Spitler. You can also check out <http://transitionillinois.ning.com/>, Gary's new website which promotes social networking on environmental issues.

International students share feelings and thoughts

Insights about the challenges and benefits of studying at UIUC

Language can be a major test, both academically and socially. One student reports that “I usually had to take a nap after I took a 3 hour class in my first year because I spent all my mental energy concentrating on listening and comprehending the lectures and discussions.” In social situations, “I needed some time to speak much faster and understand natives' fluent speech.” On the plus side, however, some students might find that language confusion can help in friendship building. “I remember people enjoyed my misidentifying the movie title, ‘what’s eating Gilbert Grape?’ with ‘who’s eating Gilbert Grape?’” Eventually, however, this same student feels that “language became less of an issue not because my English got better but because my expectation of my English got ‘realistic’.”

Other stumbling blocks to smooth social interaction can include getting used to customs that domestic students and faculty might not even think of as customs – for example, the practice of conversing while standing at social gatherings, or our “very relaxed and casual [attitudes] in terms of [our] interactions,” such as addressing professors by their first names. As one student pointed out, what at first appeared to be a lack of norms or guidelines, she later saw more clearly as “norms that were still there” but with much less “degree of strictness and explicitness” than those in her own culture.

Ease of making friendships with domestic students can vary according to the effort international students put into that pursuit. One respondent observed that “students usually prefer to interact with the students who are similar to themselves in terms of nationality,” and another notes, “people are very easy to communicate and to make friends with if you stay open and are willing to share, no matter what culture they are from. However, it takes time and effort to gain deeper understanding of their specific culture and to develop and maintain the friendship, just the same as with a friend from your home country.”

Another side to this coin, however, is that “being an international student is relative easy at UIUC because we have a large international community and the atmosphere on campus is very friendly and supportive.” Evidence of this includes activities sponsored by International Student and Scholar Services (<http://www.ips.illinois.edu/iss/>) for both international and domestic members of the university community.

Queries admits new student for Spring 2009

Ed Psych welcomes one new student this semester -- **Chih-Kai (Cary) Lin** (Queries), a May 2008 UIUC graduate from the TESL master’s program. Lin was originally accepted for Fall 2009 enrollment but chose instead to transfer to the Linguistics Department at Georgetown University. Less than halfway through the semester, he decided to return to Illinois “because of the solid training in statistics that UIUC has to offer.” A former high school teacher in Taiwan, Cary’s career goal is language testing, specifically for ESL writing assessment and standard alignments. He is currently exploring the feasibility of using computational tools and statistical models to understand the interactions between raters and grading rubrics in performance assessment. Whatever time that leaves for leisure is likely to be spent playing basketball, or “sitting on the Quad just to embrace the sunshine and enjoy the moment.”



EdPsych is in the running ...

The Half-Marathon running, that is. At least five runners associated with our department plan to participate in the first Central Illinois Marathon on April 11 by tackling the Half-Marathon event. **Jeremy Henn** (Counseling), **Allison Ryan** (Child Development faculty), **Maurice Samuels** (Queries post-doc), **Janet Gaffney** (Special Ed with appointment in EdPsych), and **Helen Katz** (staff), are training for the 13.1 mile run. The course will start in Champaign on First Street, a tad south of Green Street, loop east and then south through Urbana, around Meadowbrook Park, north and west to downtown Champaign, south past Hessel Park and finish at the Assembly Hall. If you want to come out and cheer on the EdPsych contingent, as well as the other several thousand runners, check <http://www.illinoismarathon.com/> for information about spectator viewing areas.

Thomas Andre, whose grad school focus was mostly on learning and instruction, recalls that Thomas Andre, whose grad school focus was mostly on learning and instruction, recalls that **Richard Anderson** (CSTL faculty) “was the reason I went to Illinois,” especially to “be in the Program in Classroom Learning, and to work for him programming PLATO, an early computer based teaching system.” Illinois was the only school he could find that was working on “the idea of using computers for education” – an idea that was “very new and because of my interests, very exciting to me.”

He also found his coursework “intellectually exciting ... challenging, demanding, tough,” and that “having great thinking modeled and having my own thinking, biases, alternative conceptions, bad ideas, and writing challenged made the courses incredibly valuable, rewarding, and fun.” Those qualities came not only from faculty, but also from his fellow students, who were “among the brightest, hardest working, most interesting people I have known over the years” and often participated in “wide ranging” late night discussions in “the old Training Research Laboratory in the dungeon beneath Lincoln Hall.”

Changes noted ... Dr. Wigfield feels that the main change in the achievement motivation field has been continued growth and expansion, and adds that “many of the theories and projects that began at Illinois ... remain at the foundation of much current work.”

For counseling psychology, Dr. Leung points to “significant progress” regarding “cultural diversity,” and notes that “in 20 years, we have an impressive volume of literature accumulated on multicultural counseling as well as counseling with diverse clients.” Another major change has been the movement toward “internationalization,” which will “strengthen cross-cultural synthesis of research and practice” and put counseling psychologists “in a stronger position to assist in solving local and global concerns.” He also sees training programs becoming “more systematic and relevant to our communities” and more “standardized,” which he feels is a “safeguard to ensure that the competence of trainees would meet professional standards.”

Dr. Andre has seen many changes in educational psychology since 1971, most involving “acceptance of alternative theoretical and methodological approaches that provide intellectual tools to highlight new phenomena or new “lenses” for examining old phenomena.” Another major change: computer technology. Current researchers can keep all their data on a flash card and use the “world wide virtual library daily,” instead of spending “a lot of time in physical libraries” and hauling their dissertation data around in “10 boxes, 2000 cards each, of Hollerith (IBM) cards.”

But he also notes that those are “not real changes” in the field. “Research papers still have to be read and reflected on to be understood. The fundamental logic of a good research paper has not changed.”

Dr. Proppe observes that his work has benefited from his continued interaction with “the network of scholars” formed here, which “confirm[s] my conviction that the goals and ideals of the field of education can only be pursued through the open and democratic exchange of ideas among its practitioners and researchers.

Advice offered ... From Dr. Andre: “Pick problems or issues to work on that seem important to you and that you love thinking, reading, arguing, discussing, researching and writing about.... If you don’t have a ‘flow’ experience regularly in which you look up from reading, or data analysis, or writing and three hours have passed and you thought it was a half hour; find something else to do.... Find or make time for family, friends, and recreation.... Find a recreation that works for you and do enough of it to keep your mind fresh for the fun of the intellectual endeavor you have chosen for your career!”

From Dr. Wigfield: “Take as much advantage as you can of all the resources at Illinois.... Connect with faculty and students in other departments so that you have a broader perspective on your field.... Write as much as you can!”

From Dr. Leung: “Be persistent.” Being “bright and competent” is not enough. “Read beyond one’s professional and academic confines”.... [pursue] “knowledge both in depth and in breadth”.... “manage your personal and professional development as you mature in your profession. Chinese culture believes that one has to first manage oneself before he/she can manage others or to make a contribution professionally and socially.”