**AERA 2015
Chicago, IL
Thursday, April 16 -
Monday, April 20**

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AERA Division I - Vice President's Message

Dear Colleagues,

Today I spent several hours exploring the AERA Online Paper Repository developed in 2010 to make unpublished papers widely accessible to AERA members. In 2013, the Repository became open access with approximately 20,000 papers currently available.
http://www.aera.net/Publications/OnlinePaperRepository/tabid/10250/Default.aspx

> "The AERA Online Paper Repository houses research papers in development. Currently, its content consists of an archival record of all scientific presentations, from 2010 forward, at AERA Annual Meetings and full-text papers voluntarily contributed to the repository by Annual Meeting presenters."

The Repository consists of a record for each paper, poster, round table, and symposium speaker for each year of the annual meeting from 2010 to 2014. It is easily searchable by multiple features of the record, either singly or in combination, and includes the abstract. Within a few minutes, I was able to take a tour of the work of our Division over this time period. I could trace the contributions of our most active members, the pattern of participation across professions, and identify work related to the VP address that I am preparing for the conference. What I could not do as often as I would have liked is pull up the full paper. With the inclusion of the final draft, the Repository provides an opportunity to access the presentations made at the annual meeting and to distribute our research to a broader audience than just those attending the session. The record also includes a place to add a link to any subsequent published version.

Unfortunately, only half of us have submitted our full papers in the past few years. In 2010, the first year of the Repository, the Division had many fewer records but of these, 63% included the full entry. As the number of presentations in the Division program increased, our submission of full papers headed downwards, with only 49% submitted in each of the past three years.

When submitting a proposal to AERA, you are asked if you wish to participate in the full paper aspect of the Repository if your proposal is accepted for presentation. When uploading the final draft several weeks before the conference, you are again asked to indicate your willingness to have the final version included in the Repository. And if you are the corresponding author, you can add the paper at a later time. There are several reasons why you might have declined -- fear that this would constitute "publication," the concern that someone could edit your work or claim it for their own, the rush involved in getting the final draft submitted on time, the belief that it will require extra work on your part to submit. I noticed that some authors clearly label their papers as drafts or put restrictions on use as citations.

This year when rushing to submit your final draft, please check "yes" as a contribution to current scholarship and research in the field of education in the professions:

Upload Final Draft (Please read the instructions carefully).
Online Paper Repository
Please check the appropriate box to indicate your willingness to participate in the AERA Online Paper Repository. Participation is voluntary.
Yes: ✔   No:

See you in Chicago.

LuAnn Wilkerson, Division I VP

PERQ

2015 Annual Meeting Division I Program Chair's Message

The 2015 Program Planning Committee had the privilege of reading the many excellent papers and symposia that were submitted and, as a result, we are excited for the AERA Annual Meeting to start in April. Of course, along with the pleasure of reading the submissions came the intricate task of selecting which papers and symposia would be of the greatest interest and value to Division I members and should be included on the program.

A quick summary of the program by the numbers:
⇒ 80 individual papers submitted: 32 accepted for paper sessions / 11 accepted for poster sessions / 9 accepted for roundtable sessions
⇒ 10 symposia proposals submitted: 6 accepted as symposia / 2 accepted as roundtables
⇒ 58 volunteer reviewers, each of whom read as many as 10 papers
⇒ Each submission received at least 3 reviews: symposia averaged 3.5 reviewers / papers averaged 3.7 reviewers
⇒ 318 authors and co-authors are participating in the program

Division I is fortunate to have such a large number of active members who are willing to be authors, collaborators, reviewers, session chairs, or discussants. For me personally, the opportunity to work with all of these dedicated and scholarly people is what keeps me engaged with Division I. A hearty thank you to all of the reviewers and other volunteers!

Given the high-quality submissions, the Program Committee found it easy to assemble interesting and worthwhile sessions of all types. To make attending the Annual Meeting in person even more valuable to members, the committee also will experiment with some innovations in presentation.

1.   "Crowd-sourcing" the discussion during paper sessions
To maximize engagement of presenters with audience members, the Program Planning Committee selected two paper sessions in which there will be no prepared presentation by a discussant, but rather a facilitated conversation between authors and audience about the papers.

> *Research on Training Professionals for Practice in a Multicultural Society*
> Friday, April 17, 2:15 to 3:45pm, Sheraton, Ballroom Level, Sheraton III

> *Selection, Matriculation, and Success for Students in Educational Programs for the Professions*
> Saturday, April 18, 10:35am to 12:05pm, Sheraton, Ballroom Level, Sheraton III

A special 'Thank You' is due to Janet Riddle, MD, and Anthony Palatta, DDS, MA, for their enthusiasm and willingness to take on the pivotal roles in these experimental sessions! Thanks are also in order for Danette McKinley for chairing one of these sessions. We believe that these leaders, in combination with the insight and wisdom of the Division I members, will make the experimental sessions well worth attending and perhaps worth replicating at future meetings. If you attend either of these experimental sessions, please direct your feedback on the efficacy of "crowd-sourcing" to the 2015 Program Committee Chair, Hugh Stoddard or to the 2016 Program Committee Co-Chairs, Tony Artino and Ting Dong.

2. A co-sponsored session with Division J (Postsecondary Education) along with Divisions C, D, E, G & H

> *Neoliberalism and Faculty Crises in Higher Education: The Market State, Knowledge Economy,*
> *and Professoriate*
> Saturday, April 18, 10:35am to 12:05pm, Swissotel, Event Centre First Level, Zurich D

Please note, for those of you who are in the process of selecting lodging for the meeting, most Division I sessions are scheduled to take place in the Sheraton Hotel, with the exception of a few sessions at the Hyatt.

Special thanks are due to the members of the Program Committee who have been great to work with and have been uniformly reliable, thoughtful, and collaborative. Thanks also to all of Division I for allowing me the honor of being the Chair for the 2015 Program Committee. This opportunity has reminded me of how invigorating the gusto of the Division is and how humbling can be to interact with so many respected, scholarly Division members. Plus, it's actually a lot of fun.

Hugh Stoddard,
2015 Division I Program Chair

PERQ

Division I Social
Saturday, April 18, 6:30 pm

Weber Grill Restaurant

539 N. State St.

Telephone (312) 467-0574

www.webergrillrestaurant.com

The Weber Grill Restaurant is the result of over 60 years of Classic Outdoor Grilling—from the people who invented the Weber Charcoal kettle grill. You'll taste the difference that decades of grilling expertise make. Our secret: a commitment to using quality ingredients, innovative recipes, honed grilling technique, and Weber charcoal kettles.

Menu includes:

~APPETIZERS~
Crab & avocado Crisp
Goat cheese stuffed cremini mushrooms
Bacon wrapped jumbo shrimp
Harvest salad:
Mixed greens, gala apples, dried cranberries, pecans, white balsamic vinaigrette

~ENTREES~
Grilled Australian lamb chops
Plank grilled Chilean sea bass
Filet mignon
Grilled vegetable kabob over rice (vegetarian)

~DESSERTs~
Seasonal crème brulee

Soft drinks, coffee, and tea included, cash bar will be available

Dinner cost: U.S.$ 70.00

All Division I members and friends are invited to attend! Please note that the sign-up process is different than it has been in previous years. Important changes to the process:

- **Space is limited and reservations must be made by <u>April 10th</u>**
- Late registrations CANNOT be taken ('day of event' registration will not be available)
- You must include the event in your AERA Registration; other means of registering will not be available. On the Registration page, go to the "Events" tab, and add the Division I Social. Even if you have already registered and paid for the 2015 meeting, log on to your account, then click on "MY AERA" scroll down to 2015 AERA Annual Meeting and then click on "Register and Make Your Hotel Reservation now". The next page will be your registration record, click "continue" at the bottom of the page, and on the next page, click on the "Events" tab and add the Division I Social to your registration.

PERQ

Mentoring Committee Update

Continuing the Division's long commitment to mentoring, the Mentoring Committee solicited member feedback to inform the committee's activities for the 2015 conference. We launched a mentoring survey in February in order to:

1)   learn more about the expertise of our mentors;
2)   learn more about the goals of our junior member mentees;
3)   match mentors and mentees along similar areas of interest, and
4)   engage junior and mid-career faculty in the opportunity to be both mentors and mentees.

We received 37 responses from 18 Mentees and 19 Mentors, which included 3 individuals who identified as both mentors and mentees. We will continue the junior-senior pairings this year. Prior to the conference, mentees and mentors will be contacted with details and information. This year we have 18 pairings. Most mentees identified as graduate students, seeking guidance on scholarship and career advice, which our mentors have in abundance!

We are also announcing a "Meet your Mentor" social hour, an informal gathering of mentors and mentees that will facilitate introductions and educational discussion of mutual interest. It is an open event and all members are encouraged to attend! We hope this event provides a relaxed setting for informal interactions, networking, and dialogue about professional education.

**The gathering will be on Friday, April 17th
at Chi Bar, Sheraton Hotel Towers at 8pm,
at the end of the Division I business meeting.**

The Mentoring Committee is comprised of two co-chairs, Rebecca Blanchard and Christina Cestone and three members at large, Lara Varpio, Bridget O'Brien (prior chair) and Maria Blanco (prior chair). Contact Christina (cmceston@utmb.edu) or Rebecca (Rebecca.BlanchardPhD@baystatehealth.org) if you would like to get involved. See you in Chicago!

Committee on Diversity and Equity (CoDE) Update

Everyone is welcome to the CoDE meeting, Sunday, 7:00 am!

I'm looking forward to meeting so many of you at the annual meeting. In order to gain a broader understanding of educational research related to CoDE across the professions, we're planning a session for Sunday morning during the Annual Meeting. This breakfast meeting will take place at 7:00am in the VP Suite at the Swissotel. Please call at the front desk and ask for LuAnn Wilkerson to get the room number.

I'd ask each of you interested in attending to bring a citation, or better yet a copy, of a published research work on diversity done either by you or others at your institution, and/or a work that served as a seminal influence on your research or understanding of the impact of diversity upon education in your particular profession. We will distribute a paper copy of our current Diversity Bibliography, and hope to add new entries after the discussions at the meeting.

Below are some of the sessions related to diversity and equity:
Friday, 2:15-3:45, *Research on Training Professionals for Practice in a Multicultural Society*, Sheraton, Ballroom Level, Sheraton III
Sunday, 8:15-9:45, *Researching a Region for Educational Equity*, Hyatt, East, Purple, Riverside East
Sunday, 10:35 – 12:05, *Research on Diversity and Equity in the Professions*, Sheraton, Ballroom Level, Sheraton III
Sunday, 4:05-5:35, *Cultural Competence*, Hyatt, East, Purple, Riverside East

Lawrence 'Hy' Doyle,
Committee on Diversity and Equity (CoDE) Chair

Assessment Community (AC) Report

The goal of the Assessment Community (AC) is to offer Division I members the opportunity to connect with others who have similar research interests in the areas of assessment, including theoretical, empirical, and practical applications. Examples of assessment topics include maintenance of credentials, measuring skills and knowledge, high stakes testing, reliability estimation and validity determination.

Given that the community concept is still relatively new, the goals and objectives of the AC remain a work in progress. This past year we focused on generating symposium proposals and linking our newer members with seasoned researchers. The development of the symposium proposals have served as an effective mechanism for creating such linkages. For this year's AERA meeting, the AC suggests the following Division I sessions, which are either from the assessment community or are particularly pertinent to assessment in the professions:

- Large-Scale Assessments: Issues in Development and Score Interpretation
  Thursday, April 16, 2:15-3:45pm, Sheraton, Second Level, Michigan A
- An Overarching, Holistic Trainee Evaluation Tool: The Product of Medical and Teacher Education Collaboration
  Friday, Apr 17, 10:35am-12:05pm, Sheraton, Ballroom Level, Sheraton III
- Research on Training Professionals for Practice in a Multicultural Society
  Friday, Apr 17, 2:15-3:45pm, Sheraton, Ballroom Level, Sheraton III
- Selection, Matriculation, and Success for Students in Educational Programs for the Professions
  Saturday, Apr 18, 10:35am-12:05pm, Sheraton, Ballroom Level, Sheraton III
- The Best Predictor of the Future May be the Past, but How Accurate Are the Predictions? Estimating Professional Competence Using Diverse Methodologies
  Sunday, Apr 19, 8:15-9:45am, Hyatt, West Tower-Gold Level, San Francisco
- Use of Exams for Education in the Professions
  Sunday, Apr 19, 12:25-1:55pm, Hyatt, East Tower-Puple Level, River West
- Assessment of Learners in Educational Programs for the Professions
  Monday, April 20, 10:35am-12:05pm, Sheraton, Second Level, Arkansas

Besides Division I, AC members should consider sessions hosted by AERA Division D and the Conference held in parallel by the National Council on Measurement in Education (NCME). One Division D session that would seem to have broad appeal to AC members is:

- Standard Setting: Issues and Applications
  Saturday, Apr 18,10:35am-12:05pm, Hyatt, East Tower-Purple Level, Riverside West

The NCME has not posted its full program as of the writing of this article, but among the highlights noted is a session titled:

- Contemporary Problems in Educational Measurement (Satirical Session)
  Scheduled Time: not yet posted

Besides the many Divisions hosted by AERA, there are a host of Special Interest Groups (SIGs) that may be of interest to AC members. Some SIGs to consider either joining or looking for sessions of interest include:
⇒ Classroom Assessment (SIG #18)
⇒ Cognition and Assessment (SIG #167)
⇒ Educational Statisticians (SIG #37)
⇒ Professional Licensure and Certification (SIG #80)
⇒ Survey Research in Education (SIG #123)
⇒ Test Validity Research and Evaluation (SIG #72)

For the 2015 AERA conference, the AC would like to continue its efforts to sponsor Division I symposia. We will have a breakfast meeting in the Division I suite in the Swisshotel on Friday, April 17 at 7:00am. Please call at the front desk and ask for LuAnn Wilkerson for the room number. We will use the breakfast meeting to identify topics of interest and link new members with seasoned researchers to pursue these proposals. If you have an idea for an important concern that relates to assessment and are interested in developing the idea into a viable symposium proposal, please email me at maalbane@wisc.edu.

We hope to see you all at this year's annual AERA meeting! Our AC welcomes anyone interested in joining our community of practice; please come to our breakfast session at 7:00am on Friday April 17. You can also meet up with us during Division I's business meeting that evening from 6:15pm until 8:15pm in the Sheraton, Ballroom Level, Sheraton III.

Mark Albanese

Teaching and Learning Community (TLC) Report

As many of you know, the "community concept" is now entering its third year. We are very grateful to Tony Artino, Associate Professor of Medicine at the Uniformed Services University of the Health Sciences in Bethesda, Maryland for providing leadership to the community and welcome Dorie Evensen, Professor of Education at Penn State University to continue this service over the next two years. The purpose of the TLC is to offer Division I members the opportunity to connect with colleagues who have similar theoretical, empirical, and practical research interests in the areas of teaching and learning.

Besides the benefits of its networking opportunities, the TLC has been successful in organizing symposia at the annual AERA meeting. Last year, Tony Artino and LuAnn Wilkerson chaired a session titled Using Novel Research Methods to Understand Teaching and Learning in the Profession. Presenters provided attendees with research examples of an array of non-traditional, in situ, analytical methods such as microanalysis, networking, verbal protocols, and listening guides. At this year's meeting in Chicago, the TLC is sponsoring a symposium titled Educating Professionals in an Age of Enhanced Communications and Accountability (Mon, April 20, 10:35am to 12:05pm, Sheraton, Ballroom Level, Sheraton III). The abstract for the symposium reads as follows:

> In the early 1990's an overview of issues facing professions education was collected under the auspices of Division I and published by Jossey Bass as Educating Professionals: responding to new expectations for competence and accountability. Undeniably the emphases on both competence and accountability have grown and communications technologies have transformed public and private life on a global basis. It is time for another review of these trends, the improvements they realized and their unintended effects on how the professions operate in all areas from recruitment to education, credentialing, licensure, daily work, ethics and professionalism, remuneration and longevity. This symposium is organized to present this challenge to the Division I community and to invite participation in the larger book project.

As the final sentence indicates, those attending this session are being presented with an opportunity to be part of a timely, collaborative effort that situates our educational research work in the professions at the cutting edge. Do plan to attend. In addition, below is a partial list of teaching/learning-related sessions (please consult program for titles of individual papers and names of authors).

Thursday, April 16, 12:00 to 1:30pm, Sheraton, Fourth Level, Chicago VI&VII (Poster Session)
Case-Based Learning and Reflection's Impact on Clinical Reasoning in Physical Therapy Education
Exploring Teachers' Beliefs and Attitudes About Information and Communications Technology Policy Text
Using Design-Based Research to Optimize Virtual Patient Simulations for Medical Students

Friday, April 17, 8:15 to 9:45am, Sheraton, Ballroom Level, Sheraton III (Paper Session)
Exploring Emotional and Motivational Factors for Education in the Professions

Friday, April 17, 12:25 to 1:55pm, Sheraton, Ballroom Level, Sheraton III (Paper Session)
Perspectives and Experiences of Faculty Members in Educational Programs for the Professions

Saturday, April 18, 8:15 to 9:45am, Sheraton, Ballroom Level, Sheraton III (Paper Session)
Student Perspectives and Experiences Regarding Education in the Professions

Saturday, April 18, 2:45 to 4:15pm, Sheraton, Ballroom Level, Sheraton III (Paper Session)
Instructor Perspectives and Experiences Regarding Education in the Professions

Monday, April 20, 10:35am to 12:05pm, Sheraton, Ballroom Level, Sheraton III (Symposium organized by TLC)
Educating Professionals in an Age of Enhanced Communications and Accountability

Monday, April 20, 12:25 to 1:55pm, Sheraton, Ballroom Level, Sheraton III (Symposium)
Workplace Learning: Blurring Classroom and Practice Boundaries

Finally, a few words about our new TLC Leader. Dorie Evensen has been on the College of Education faculty at Penn State since 1991. She completed a Ph.D. in Applied Psychology that same year at New York University. With Cindy Hmelo-Silver, she edited Problem-based learning: A research perspective on learning interactions (2000, Erlbaum). Her recent research focuses on legal education especially during the first year and among students considered non-traditional. She is presently completing a book entitled Supplementing Socrates: Toward an Efficient Use of Formative Assessments and Instructional Interventions in the First Year of Law School, under contract with Carolina Press. Dorie hopes to continue the work of the TLC and can be contacted at dhd2@psu.edu.

PERQ

Professional Development Community (PDC) Report

We are pleased to report that a paper session developed by several of our members for this year's annual meeting was accepted, and we look forward to engaging members of the Division in discussion. The session, titled *"Faculty Developers as Insiders and Outsiders: Work-based Learning for Professional Development,"* will focus on work‑based learning as a framework for professional development, as illustrated by recent research in the fields of education and the health professions. It will explore models for providing learners with authentic roles to improve professional skills and understanding of delivery systems, and explore the role of organizational structures and workplace settings in facilitating and sustaining improvements in professional practice. Drawing from several qualitative research studies, the authors will report on the benefits of immersing learners in authentic settings for professional development, as well as the challenges and implications for their work, when they must depend upon significant aspects of the learning environment that are beyond their control.

Participants:

⇒ Anne McKee: Developing a Research Agenda for Professional Development: Particular Challenges for Work‑Based Learning

⇒ Margaret Malloch: Developing 'Learning for, at, and through work' in a College of Education

⇒ Bridget O'Brien: Reconceptualizing Workplace Learning: Potential Models of Systems‑Oriented Workplace Learning Experiences (SOWLES)

⇒ Christy Boscardin: Action Research Program: Integrating Education with Clinic Needs

Katherine Edmondson: Session Chair

Patricia O'Sullivan: Discussant

The session will be held Thursday, April 16, 12:00‑1:30 pm, in the Sheraton, Second Level, Michigan A. We hope you will be able to attend!

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In addition to the paper session described above, members of the Professional Development Community will meet at the Annual Meeting in advance of the formal program to explore a number of questions related to cross‑professional development and directions for future research in this area. The think tank will focus on questions such as: What kinds of studies should we engage in? How might we align our Community to make an impact? What kinds of research will make an impact on the communities we serve? Are there opportunities for us to collaborate on research that will move our programs beyond maintenance of certification? What qualifications do people need to do this work? What will the next generation of faculty developers look like? Is there one career pathway, or are there many pathways? What do we value, and what is our professional status? Who are our clients? Who is the provider? Who pays, how, and for what? From this discussion, we hope new collaborations and questions for research will emerge.

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Last year, several members of our Professional Development Community developed a guide to the annual meeting for those who are new to AERA and/or Division I. It included program highlights from other Divisions that were relevant to Community members. We hope this resource complemented the information in PERQ, and encouraged us all to explore relevant work in other Divisions. The guide has been updated for the April 2015 meeting, and will be sent to Division I members in advance of the Annual Meeting. When you receive it, please share it with any colleagues you think might find it helpful.

If you attend sessions during the Annual Meeting that were sponsored by other Divisions, please help recruit new members to Division I (and our Community!) by contacting those authors who presented relevant papers. They provide a wonderful opportunity to grow and diversify our membership!

We will have a meeting in the Division I suite in the Swisshotel on Thursday, April 16 at 10:00am. Please call at the front desk and ask for LuAnn Wilkerson for the room number.

If you have questions, or are interested in joining the Professional Development Community, please contact Kathy Edmondson (kme2@cornell.edu).

See you in April!
Kathy Edmondson

PERQ

Graduate Student Committee Report

Graduate Student Participation in the AERA 2015 Division I Program

Statistics compiled from Division I proposal submissions and acceptances indicate that graduate student participation has remained on par with previous rates. For the 2015 annual meeting, of the 80 submissions received for Division I, 14 (18%) were from graduate students. Of those 14 submissions, 11 papers were accepted for the 2015 program – 8 as paper presentations and 3 as Roundtable sessions. As reference, in 2014, 16 out of 91 (18%) submissions were from graduate students and 14 were accepted as poster, Roundtable, or symposiums.

Additionally, graduate student reviewers again played a role in the proposal selection process for this year's program. Of the 50 proposal reviewers in Division I this year, 4 self-identified as graduate students.

Division I Fireside Chat

The Division I Fireside Chat – **"Navigating the Cultures of Careers: Recognize your Transferable Skill Set!"** is scheduled for **Friday, April 17th from 2:15-3:45pm at the Sheraton Chicago, Second Level, Michigan A**. Please join us as our panelists discuss possible careers after completing graduate school and how graduates can navigate the culture of their selected professional fields. Additionally, our panel will share how they transferred their skill sets to best serve their professional and personal development within their given fields. We will be joined by faculty members from across the country representing all facets of graduate education and professional fields. Our panelists include Yoon Soo Park (University of Illinois – Department of Medical Education), Bridget O'Brien (University of California, San Francisco – School of Medicine), and Christopher O'Neal (University of California, Los Angeles – School of Medicine).

Social and Mentorship Event at AERA 2015

In response to feedback from Division I graduate students and in an effort to foster community amongst Division I graduate students, the Division I graduate student representatives will host a social and mentorship event after the Division I Business Meeting. Immediately following all official business agenda items, please join us as we create a space to form mentoring relationships between junior, emerging scholars and established professionals and provide more networking opportunities with the Division I Executive Committee as well as other established Division I members. The Division I Business Meeting is scheduled for **Friday, April 17th from 6:15-8:15pm at the Sheraton Chicago, Ballroom Level, Sheraton III**.

Changes to the AERA Division I Graduate Student Listserv

AERA's announcement listserv system was recently upgraded and Division I's graduate student listserv email address was changed. The new listserv email address is:
AERA_DIVISION_I_STUDENT-ANNOUNCE@LISTSERV.AERA.NET.
The process to post a message to the Division I graduate student members has not changed. Approved officers (the VP of the Division) simply need to send an email to the new listserv email address. Once a posting has been submitted, it will automatically be distributed to all current graduate student members of Division I. Please note that any posting submitted from an unapproved email address will bounce.

We look forward to meeting Division I members at the annual meeting in Chicago!

Michael Soh, Division I Senior Representative
UCLA (mikey.soh@gmail.com)

Angela Blood, Division I Senior Representative
University of Illinois at Chicago (angela_blood@rush.edu)

Division I Membership Committee Report, Spring 2015

The snow should stop falling just in time for 2015 AERA Meeting in Chicago, April 16-20th. This will be another tremendous program and series of events for Division I. This is a chance for members to come together and connect and learn from one another.   I am happy to report that Division I is expanding the number of new members.

AERA Division I- Recent Membership Trends

	Feb. 2013	Feb. 2014	Mar 2015
Renewals	326	424	378
New as of calendar year	88	46	128
Total current year	414	470	506
Active previous year, not yet renewed	310	267	211
Total last 2 years combined	724	691	717

As of March 2015, we have 506 active members for 2015. That's an 8% increase over the previous year. This is due to amazing growth in new members; only three months into this membership year, Division I has nearly tripled the number of new members from the same time a year ago (46 to 128). Despite our growth, we still have 211 recent members of Division I who have yet to renew. Last month we reached out to these individuals and will continue to try to bring them back into the fold. If you have not renewed your Division I membership for 2015, please don't forget.

Division I has always worked to welcome and support graduate students. We currently have 88 student members (17% of all members). Growth in new graduate students is a big part of the growth of new members in Division I; 1 out of 3 new members are graduate students.

The Division I Twitter feed (http://www.twitter.com/#!/AERADivisionI) now has 173 followers. This feed will be regularly updated beginning in April to update members on the 2015 Annual Meeting. Follow us today to get all the latest news for the upcoming annual meeting.

The AERA Annual Conference is always a great time to engage potential members in the local area. This year Anthony Artino, anthony.artino@usuhs.edu, will be leading Division I's **Guest Pass Program**. We are looking to invite non-AERA members in the Chicago area to participate in the conference. As many of you know, Chicago is the home of many specialized accrediting agencies and professional associations. We would like to especially target those in these agencies and associations who are engaged in educational research. If you know someone in the Chicago are who is not an AERA member but would benefit from attending the AERA Annual Meeting and being a part of Division I, please send their name and email address to Anthony Artino, anthony.artino@usuhs.edu.

Together we make Division I stronger and together we can help the division grow. I look forward to seeing everyone in Chicago.

Eugene Anderson,
Membership Committee Chair

All Everyone Meeting Events

Everyone is invited to attend the following Division I events:

⇒ Thursday, April 16, *Professional Development Community Meeting*, 10:00am, Division I Suite, Swissotel

⇒ Friday, April 17, *Assessment Community Meeting*, 7:00am, Division I Suite, Swissotel

⇒ Friday, April 17, *Division I Business Meeting and Reception*, 6:15-8:15pm, Sheraton, Ballroom Level, Sheraton III

⇒ Saturday, April 18, *Division I Social*, 6:30pm, Weber Grill (reservations required, see page 3)

⇒ Sunday, April 19, *Committee on Diversity and Equity Meeting*, 7:00am, Division I Suite, Swissotel

⇒ Sunday, April 19, *Division I VP Invited Address and Panel Q&A, Research on Diversity and Equity in the Professions*, 10:30am – 12:05pm, Sheraton, Ballroom Level, Sheraton III

⇒ Monday, April 20, *Teaching & Learning Community Meeting*, 7:00am, Division I Suite, Swissotel

Awards Committee Report

The awards are announced at the Division I Business Meeting during the annual AERA meeting. Division I currently awards the following 4 categories of awards:

- New Investigator Award
- Established Investigator Award
- Outstanding Publication Award
- Distinguished Career Award (alternate years)

For both the New and Established Investigator Awards, members of those committees attend each presentation and use several criteria including organization, delivery, and responses to audience questions to determine whether both the presentation and the completed paper can be considered a significant scholarly contribution to the Division I program. The papers considered for the award may be presented in any format, whether at the podium, in a roundtable, or through a poster, although the awards have usually been given for paper presentations at the podium.

The New Investigator Award is given each year for the best paper by a new investigator. Committee members for 2014 award given at the 2015 Annual Meeting are: EunMi Park (Chair), Janet M. Riddle, and Douglas R. Ripkey.

The Established Investigator Award has historically been given each year for the best paper presented at the annual meeting by an established researcher. To receive an award, a final paper or poster must present the results of a disciplined comparison of data with theory and thereby advance the cumulative knowledge in the field. Committee members for 2014 award given at the 2015 Annual Meeting are: Monica Cuddy, Brian Hess, Andrew Jones, Mark Raymond, and Bill Roberts (Chair).

The Outstanding Research Publication Award gives out two separate awards including (1) books and (2) peer-reviewed journal articles/book chapters in alternate years. The committee accepts self-nominated works. The committee reads all materials nominated for the award, and evaluates the work based on contribution to Division I. Committee members for articles and books published in 2014 are: Erika Abner, Linda Behar-Horenstein, Maura Borrego, Heather Davidson, Gretchen Guiton, and Bridget O'Brien (Chair).

These awards will be given at the Division I Business Meeting and Reception, at 6:15 pm on Friday, April 17, in Sheraton III, Sheraton Hotel, Ballroom Level.

Division I would like to thank all of the committee members for the work that they do in recognition of the accomplishments of Division I. Their support of the program and the Division is invaluable.

Danette McKinley and EunMi Park, Division I Awards Committees Co-Chairs

Don't forget to sign up by April 10th for the Division I Social!

Saturday, April 18th at 6:30pm

Weber Grill, 539 N. State Street
(See page 3 for more details)

Call for Book Proposals:
Innovation and Change in
Professional Education

Series Editor: **Wim Gijselaers, Maastricht University, the Netherlands**

Associate Editors: **LuAnn Wilkerson, UCLA, USA**
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The primary aim of this book series is to provide a platform for exchanging experiences and knowledge about educational innovation and change in professional education and post-secondary education (engineering, law, medicine, management, health sciences, etc.). The series provides an opportunity to publish reviews, issues of general significance to theory development and research in professional education, and critical analysis of professional practice to the enhancement of educational innovation in the professions.

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2014 Division I Schedule-at-a-Glance

April 16, Thursday	April 17, Friday	April 18, Saturday	April 19, Sunday	April 20, Monday
	7:00am **AC Breakfast Meeting** Swissotel, VP Suite		7:00am **CoDE Breakfast Meeting** Swissotel, VP Suite	7:00am **TLC Breakfast Meeting** Swissotel, VP Suite
	8:15 to 9:45am **Paper Session** *Exploring Emotional and Motivational Factors* Sheraton, Ballroom Level, Sheraton III	8:15 to 9:45am **Paper Session** *Student Perspectives and Experiences* Sheraton, Ballroom Level, Sheraton III	8:15 to 9:45am **Roundtable E** *Researching a Region for Education Equity* Hyatt, East Tower, Purple Level, Riverside East **Symposium** *The Best Predictor of the Future May Be the Past* Hyatt, West Tower, Gold Level, San Francisco	8:15 to 9:45am **Roundtable D** *Mentoring of Experts by Experts* Hyatt, East Tower, Gold Level, Grand CD
10:00am **Professional Development Community (PDC) Meeting** Swissotel, VP Suite	10:35am to 12:05pm **Demonstration/ Performance** *An Overarching, Holistic Trainee Evaluation Tool* Sheraton, Ballroom Level, Sheraton III	10:35am to 12:05pm **Paper Session** *Selection, Matriculation, and Success for Students* Sheraton, Ballroom Level, Sheraton III **Invited Speaker Session** *Neoliberalism and Faculty Crises in Higher Education* Swissotel, Event Centre First Level, Zurich D	10:35am to 12:05pm **Division I Vice Presidential Address** Sheraton, Ballroom Level, Sheraton III	10:35am to 12:05pm **Paper Session** *Assessment of Learners* Sheraton, Second Level, Arkansas **Symposium** *Educating Professionals* Sheraton, Ballroom Level, Sheraton III
12:00 to 1:30pm **Poster Session** Sheraton, Fourth Level, Chicago VI&VII **Symposium** *Faculty Developers as Insiders and Outsiders* Sheraton, Second Level, Michigan A	12:25 to 1:55pm **Paper Session** *Perspectives and Experiences of Faculty Members* Sheraton, Ballroom Level, Sheraton III		12:25 to 1:55pm **Roundtable B** *Use of Exams for Education in the Professions* Hyatt, East Tower, Purple Level, Riverside West	12:25 to 1:55pm **Symposium** *Workplace Learning* Sheraton, Ballroom Level, Sheraton III
2:15 to 3:45pm **Paper Session** *Large-Scale Assessments* Sheraton, Second Level, Michigan A	2:15 to 3:45pm **Paper Session** *Research on Training Professionals for Practice in a Multicultural Society* Sheraton, Ballroom Level, Sheraton III **Division I Fireside Chat** Sheraton, Second Level, Michigan A	2:45 to 4:15pm **Paper Session** *Instructor Perspectives and Experiences Regarding Education in the Professions* Sheraton, Ballroom Level, Sheraton III		2:15 to 3:45pm **Symposium** *Emerging Perspectives of Research on Learning at Work* Sheraton, Ballroom Level, Sheraton III
	4:05 to 5:35pm **Roundtable A** *Professional Identity* Hyatt, East Tower, Purple Level, Riverside West		4:05 to 5:35pm **Roundtable C** *Cultural Competence and Equity* Hyatt, East Tower, Purple Level, Riverside East	

6:15 - 8:15pm
Division I Business Meeting & Reception
Sheraton, Ballroom Level, Sheraton III

6:30pm Division I Social Weber Grill 539 N. State Street

AERA Division I - Education in the Professions

Division I Program and Abstracts

Thursday, April 16, 10:00am

Professional Development Community (PDC) Meeting

Swissotel, VP Suite

Thursday, April 16, 12:00pm to 1:30pm

Division I Poster Session

Sheraton, Fourth Level, Chicago VI&VII

Poster Session

Priorities for Quality Honors Education
Patricia Joanne Smith, University of Central Arkansas

Using Design-Based Research to Optimize Virtual Patient Simulations for Medical Students
Lise McCoy, A.T. Still University; Keith Wetzel, Arizona State University; Ann D. Ewbank, Montana State University; Harvey Simon, A.T. Still University

The Value of International Experiences in the Development of Engineering Students' Global Competency
Vanessa Vernaza-Hernández, Allan Feldman, University of South Florida

Exploring Teachers' Beliefs and Attitudes About Information and Communications Technology Policy Text
Thirusellvan Vandeyar, University of Pretoria

Medical Student Report of Clinical Encounter Differs From Expert's: Implications for Scoring of Clinical Competence
Regina Richter, University of California - Los Angeles

Health Information Employer, Employee, and Student Level of Importance of Employability Skills and Actual Competencies Needed to Succeed in the 21st Century
Corintha Price, Dowling College; Elsa-Sofia Morote, Dowling College

Case-Based Learning and Reflection's Impact on Clinical Reasoning in Physical Therapy Education
Rachel Trommelen; Aryn C. Karpinski, Louisiana State University - Health Sciences Center New Orleans; Sheila W. Chauvin, Louisiana State University

Evaluation of a Network of Scientists and Educational Specialists Developing Standards for Competence in Experimental Design
Yue Yin, University of Illinois at Chicago; Trevor R. Anderson, Purdue University; Stephanie M. Gardner, Purdue University; Nancy J. Pelaez, Purdue University

A Novel Method for Evaluating Item Quality in Medical and Professional School Exams
Kenneth Royal, North Carolina State University; Mari-Wells Hedgpeth, University of North Carolina - Chapel Hill; Ryan Madanick, University of North Carolina - Chapel Hill

Leadership Development Program: Investing in Future Leaders
Joseph David Narusis, Rhonda K. Kowalchuk, Emily Neuhoff, Joshua Palmer, Bruce DeRuntz, John Nicklow, Southern Illinois University - Carbondale

Thursday, April 16, 12:00pm to 1:30pm

Sheraton; Second Level; Michigan A

Symposium

Faculty Developers as Insiders and Outsiders: Work-Based Learning for Professional Development

(Chair) Katherine M. Edmondson, Cornell University
(Discussant) Patricia S. O'Sullivan, University of California - San Francisco

Conventional approaches to faculty development should expand to consider learners' context and learning trajectories more explicitly, develop local learning networks, and to bridge the "cultural divide" that separates disciplines, cultures, and ways of knowing. A work-based learning framework holds promise for accomplishing these goals. This paper session will present recent work that illustrates the advantages and challenges of using work-based learning to promote faculty development in the professions. Drawing from several qualitative research studies, the authors will report on the benefits of immersing learners in authentic settings for professional development, as well as the challenges and implications for their work, when they must depend upon significant aspects of the learning environment that are beyond their control.

Developing a Research Agenda for Professional Development: Particular Challenges for Work-Based Learning
Anne Christine McKee, King's College London

Developing "Learning for, at, and Through Work" in a College of Education
Margaret E. Malloch, Victoria University

Reconceptualizing Workplace Learning: Potential Models of Systems-Oriented Workplace Learning Experiences (SOWLES)

Bridget Colleen O'Brien, University of California - San Francisco; Melissa Bachhuber, University of California, San Francisco & San Francisco VA Medical Center; Arianne Teherani, University of California - San Francisco; Patricia S. O'Sullivan, University of California - San Francisco

Action Research Program: Integrating Education With Clinic Needs
Christy K Boscardin, University of California - San Francisco; Sara Ackerman, University of California - San Francisco; Holly Nishimura, University of California - San Francisco; Leah Karliner, University of California - San Francisco; Ralph Gonzales, University of California - San Francisco

Division I Program and Abstracts

Thursday, April 16, 2:15pm to 3:45pm

Sheraton; Second Level; Michigan A

Paper Session

Large-Scale Assessments: Issues in Development and Score Interpretation

(Chair) Paul F. Wimmers, University of California - Los Angeles (Discussant) Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.

Did the Implementation of Duty Hours Standards Affect Residents' Performance on Their Medical Board Examination?
Ying Du, American Board of Pediatrics; Rachael Jin Bee Tan, American Board of Pediatrics

In 2003, the Accreditation Council for Graduate Medical Education introduced the Standards for Resident Duty Hours, which limited residents' work week to 80 hours. This study investigates whether the implementation of the Standards affect residents' performance on their medical Board examination. No significant impact on residents' Board examination were found. However, residents affected by the Standards only in the later part of their residency training performed the best. The performance of residents graduated from American medical schools was better after the implementation of the Standards, while the performance of residents graduated from international medical schools decreased. These findings may contribute to the evidence-based approach in evaluating the inflexibility of the duty hour restrictions and the impact on different resident groups.

Examining Change in Maintenance of Certification Exam Scores Over Time
Kelli Samonte, University of North Carolina - Greensboro; Andrew Jones, American Board of Internal Medicine; Thomas W. Biester, American Board of Surgery; Mark Malangoni, American Board of Surgery

The American Board of Medical Specialties and its member boards require physicians to maintain certification via continuous professional development and evaluation, known as maintenance of certification (MOC). MOC is comprised of four components: licensure and professional standing, lifelong learning and self-assessment, cognitive expertise, and practice performance assessment. Previous research focuses mainly on the cognitive expertise component and suggests that cognitive expertise tends to decline over time. The current paper uses multilevel modeling to examine overall and individual change over time in scaled scores as well as pass/fail rates. Several individual characteristics were included to examine factors that impact changes in MOC exam scores over time. Results suggest that several individual characteristics predict changes in MOC exam scores over time.

Validity Evidence for the Performance Assessment for Interprofessional Communication and Teamwork–Video Tool
Chia-Ju Chiu; Douglas Michael Brock, University of Washington; Diana T. Buchanan, University of Washington; Erin Abu-Rish Blakeney, University of Washington; Brenda Zierler, University of Washington

Medical errors caused by breakdowns in teamwork and interprofessional communication contribute to many deaths each year. The University of Washington Macy Foundation grant team developed interprofession-al simulation training to teach teamwork and interprofessional communication skills to 306 pre-licensure health professional students. The "Performance Assessment for Interprofessional Communication and Teamwork" (PACT) tools were developed to evaluate the effectiveness of this training. Cronbach's alpha, intraclass correlations, exploratory factor analysis, and Kruskal-Wallis one-way analysis of variance of ranks were used to assess reliability and validity of the PACT-Video tool. The PACT-Video demonstrated good reliability and exhibited evidence that the tool can be used for research and evaluating student team performances. Further studies are needed to strengthen the validity evidence for the PACT-Video.

Setting a Performance Standard for the National Assessment Collaboration Examination: Application of Generalizability Theory
Andrea Gotzmann, Medical Council of Canada; Andre F. De Champlain, Medical Council of Canada; Sirius Qin, Medical Council of Canada; Fang Tian, Medical Council of Canada

The purpose of this study was to validate the cut-score for a national medical examination. A nationally representative panel of 18 physician experts were selected and divided into two sub-panels. A stratified random sample of 50 candidates was used to set the cut-score for each station. Each rater provided, per station, their judgment on which category each examinee belonged: unacceptable, borderline and acceptable. Generalizability-Theory analysis was conducted to evaluate the effects of persons, stations, raters, and panel. The results indicated that largest effect was for person by station, person, and station. There were small effects due to rater and panel. These results indicate a high level of confidence in the generalizability of the standard that was recommended.

Friday, April 17, 7:00am to 8:00am

Assessment Community (AC) Breakfast Meeting

Swissotel, VP Suite

Division I Program and Abstracts

Friday, April 17, 8:15am to 9:45am

Sheraton; Ballroom Level; Sheraton III

Paper Session

Exploring Emotional and Motivational Factors for Education in the Professions

(Chair) Sharon McDonough, The University of Tennessee - College of Pharmacy
(Discussant) Amy Louise Pittenger, University of Minnesota

Emotions in Medical Education: Developing and Testing a Self-Report Emotions Scale Across Medical Learning Environments
Melissa Duffy, McGill University; Susanne P. Lajoie, McGill University; Amanda Jarrell, McGill University; Reinhard Pekrun, University of Munich; Roger Azevedo, North Carolina State University; Kevin Lachapelle, McGill University

The purpose of this research was to develop and test a self-report scale designed to capture the unique range of emotions activated within medical education. Medical trainees' self-reported emotions were examined across two learning environments: (1) a computer-based learning environment designed to scaffold diagnostic reasoning skills; (2) a surgical environment designed to scaffold technical skills. Quantitative results revealed variations in intensity of emotions across time and learning environments. Qualitative results demonstrated that the self-report scale captured an appropriate range of emotions and that there was alignment between concurrent questionnaire and retrospective interview responses. The findings from this research provide an important step toward measuring and understanding the nature of emotions within medical education.

Self-Assessment Is a Complex Task for Medical Residents: Relations Between Goal Orientations, Reflection, Self-Assessment Accuracy, and Performance
Mariette H Van Loon, Maastricht University; Margaretha W.J. Van De Wiel, Maastricht University

This study examined medical residents' (N = 91) self-assessment accuracy, and its relation with goal orientation, reflection and performance. Residents completed a case test derived from the Medical Knowledge Self Assessment Program (MKSAP) and rated their confidence in the accuracy of each response on the case test. Furthermore, they completed questionnaires about goal orientation and engagement in reflection activities. Measures of self-assessment accuracy show that residents are highly overconfident for incorrect responses. Residents with a higher level of mastery-goal orientation self-reported more reflective activities, but also showed lower self-assessment accuracy and lower case test performance. These contradictory findings indicate that it is important to triangulate data by combining self-report questionnaire data with more fine-grained measures of self-assessment accuracy.

Representing Professional Scenarios: Can Nondescript Cartoon Graphics Portray a Range of Human Emotions?
Justin Kelly Dimmel, University of Michigan; Amanda Marie Milewski, University of Michigan - Ann Arbor; Patricio G. Herbst, University of Michigan - Ann Arbor

In this study, we examine the use of a nondescript cartoon graphics for representing emotion in professional scenarios. The results from fifteen inservice teachers who took 33 forced-choice items identifying emotions of 20 photos of human actors and 13 nondescript cartoon graphics of students represented in classrooms will be discussed. Findings show that participants' scores on the human and cartoon items are positively correlated (r=0.511, n=15, p=0.051) as well as demonstrating a non-significant difference between the means of the two sets; t(14)=1.484, p=0.160. This study has implications for the education within any profession for which interpersonal communication is a critical part of competent professional practice.

Relationships Among Students' Engineering Course-Related Motivational Beliefs, Engineering Identification, and Engineering Major and Career Intentions
Brett D. Jones, Virginia Polytechnic Institute and State University; Chosang Tendhar, Virginia Polytechnic Institute and State University; Edward Lee Rakes, Virginia Military Institute

Based on recent empirical studies involving domain identification theory and the MUSIC Model of Academic Motivation, we hypothesized that engineering students' motivational beliefs about their engineering courses would be statistically related to their engineering identification (i.e., the extent to which students identify with or value engineering), which in turn, would predict their engineering major and career intentions. We analyzed questionnaire data from 184 undergraduate engineering students using measurement and structural models. The fit indices suggested that the data supported the measurement model and the causality hypothesized in the structural model. The five course-related motivational beliefs were moderately related to engineering identification; however, only the perceived usefulness of engineering courses was statistically related to engineering identification in the full model.

Friday, April 17, 10:35am to 12:05pm

Sheraton; Ballroom Level; Sheraton III

Demonstration/Performance

An Overarching, Holistic Trainee Evaluation Tool: The Product of Medical and Teacher Education Collaboration

(Chair) Elizabeth Birr Moje, University of Michigan
(Presenter) Jonathan Zimmerman, Oakwood Hospital – Dearborn
(Presenter) Emily Rainey, University of Michigan
(Presenter) Bridget Leigh Maher, University of Michigan - Ann Arbor
(Presenter) Bob Bain, University of Michigan

Physician training and teacher preparation programs bear an uncanny resemblance in purpose, structure and process. Medical education is headed full-speed to adopt competency-based assessment and education (CBA). Likewise, CBA is around the corner for pre-service assessment, accreditation, and for inservice teacher evaluation. However, the wholesale application of CBA rubrics to professional training risks reducing professional practice to checklists of discrete skills rather than assessing the interaction of those skills in a way that reflects the complexity of actual practice. In this session, the presenters will describe and demonstrate the development of a holistic tool to assess (and teach) their respective trainees. The presenters will take participants through coding exercises to demonstrate how their evaluation tools work and to invite feedback.

Division I Program and Abstracts

Perspectives and Experiences of Faculty Members in Educational Programs for the Professions

(Chair) Eunmi Park, Johns Hopkins University
(Discussant) Bob L. Johnson, Jr., The University of Alabama

A Closer Look at East Asian Faculty's Engagement in Institutional Service and Administration
Mo Xue, The University of Alabama; Aaron M. Kuntz, The University of Alabama; Sara M. Childers, Independent Scholar

Most of the literature on service issues of international faculty employs quantitative inquiry approaches, indicating that Asian faculty spend less time and are less involved in institutional service and administration than their U.S.-born counterparts. However, the reasons for this phenomenon have been rarely explored. This qualitative phenomenological study intends to get a deep understanding of 12 East Asian faculty's lived experiences with service, bringing the voices of this underrepresented group to the forefront. Data sources include 36 in-depth interviews. Some strategies are used to ensure the trustworthiness of this study. Data analysis indicates language, culture, race, institutional policies, and academic reward structure work together affecting their participation rates. Implications for educational researchers, international faculty, and administrators are discussed.

Internationalization of Higher Education: Experiences and Challenges Addressed by Faculty
Hanife Akar, Middle East Technical University

Universities in the US are largely affected by the process of internationalization, yet there is insufficient evidence of how the faculty meet the challenge. This study examined how a selected number of higher education institutions (N=6) in the Northeast that have either traditionally international student populations or are working towards this goal have institutionalized an international higher education policy into their agenda through employing a cross-cultural multi-phase mixed design. Data were collected from available online-policy documents, semi-structured interviews (N=6), and an online-survey to examine the experiences and challenges encountered by faculty (N=213) in Spring 2014.

Mentoring and Turnover Intent
Thomas G. Reio, Florida International University; Chaundra Whitehead, Florida International University; Iryna Dzhuryak, Institute of International Education

The aim of the study was to examine the relations among mentoring, workplace adaptation, job satisfaction, organizational commitment, and turnover intent. Survey data were collected from two-hundred fifty two middle school teachers (58.3% female) located in ten U.S. schools. Results demonstrated that constructive mentoring experiences, successful adaptation, and greater organizational commitment were negatively associated with turnover intent. Longitudinal research with larger, more diverse samples and moderator variables (e.g., school climate) were recommended. Both formal and informal mentoring were highlighted as possible leverage points for reducing teacher turnover intention.

The Relationships Among Organizational Innovation Climate, Principal Instructional Leadership, and Teacher Teaching Expertise
Xiaoyue Shen, Beijing Normal University; Yonghong Cai, Beijing Normal University; Jun Lei, EduChina Center for Education Development; Shuibo Yu

Teacher makes difference and this is where excellent teachers come to the fore. The cultivation of high quality teachers and gaining teaching expertise is a task of top priority. The study with 1123 teachers from China aimed to examine the effect of organizational innovation climate (OIC), principal instructional leadership (PIL) and job engagement (JE) on teaching expertise (TE), to gain insight in the development of expert teacher. The results point out that: Positive organizational innovation climate and principal learning leadership tend to enhance teacher motivation and promote their teaching expertise development. Taken together, our study integrates theorizing on OIC, PIL and TE by corroborating that job engagement is central mechanism behind OIC and PIL.

Research on Training Professionals for Practice in a Multicultural Society

(Chair) Danette W. McKinley, Foundation for Advancement of International Medical Education and Research
(Discussant) Anthony Palatta, American Dental Education Association

Impact of Reflective Writing Assignments on Dental Students' Views of Cultural Competence and Diversity
Carol A. Isaac, Mercer University; Linda Behar-Horenstein, University of Florida; Barbara Lee, Keiser University; Frank A Catalanotto

To respond to widespread healthcare disparities, the Council of Dental Accreditation (CODA) stress that prospective dentists become culturally competent, responsible practitioners. The authors examined linguistic differences in students' reflective writing assignments before and after interviewing a culturally different individual. Text analysis software analysed category frequencies for 160 documents among 80 pre-doctoral dental students (36 male, 44 female; 26 URM, 54 "non-minority"). Significantly positive differences occurred for interviews between assignments 1 and 2 (p=.005-.000) in five areas of cultural diversity. Factor 1 differences, described as ""important others' influence" were between assignments (p = .000), assignments by interview categories (p=.033), and URM/majority participants by assignments by interview category (p=.018). The findings suggest that the use of interviews facilitated students' questioning preconceived assumptions.

Going Off Script: Cultural Responsiveness in the Face of Standardization
Elizabeth Anne Self, Vanderbilt University

Professionals in fields of human improvement (medicine, education, counseling) increasingly face potential tension between standardization and cultural responsiveness. Findings from a comparative case study of an LGBT standardized patient encounter in undergraduate medical education reveal how future physicians' positioning with respect to a standardized form affected their responsiveness to the patient. A qualitative

Division I Program and Abstracts

analysis of the data suggests that the medical students' positioning of the power as either in the form or in the patient influenced whether they elicited important diagnostic information and how well they responded with preventive counseling. Implications are considered specifically for teacher education but also more generally for related fields.

"I Didn't See It as a Cultural Thing": Student Teacher Supervisors Define Culturally Responsive Supervision
Linda B Griffin, Lewis & Clark; Dyan Watson, Lewis & Clark; Tonda Liggett, Washington State University - Vancouver

Student teaching supervisors can play an integral role in teacher candidates' ability to understand and enact culturally responsive teaching (CRT). However, supervisors may lack the awareness, knowledge, skill, or willingness to serve as culturally responsive supervisors. This paper reports the findings from a qualitative study of supervisors' beliefs and decision-making processes around supporting teacher candidates with CRT. We found supervisors spoke differently about race and culture when defining CRT as a general concept than when they discussed race and culture related to their supervisory practice. Furthermore we found they hold unsophisticated views of CRT and face the following challenges enacting culturally responsive supervision: feelings of inadequacy, difficulty talking about race, color-blind orientations, and a tendency to purposefully avoid race talk.

Racial Differences in Communication Apprehension and Interprofessional Socialization in Fourth-Year Doctor of Pharmacy Students
Aryn C. Karpinski, Louisiana State University - Health Sciences Center New Orleans; Joseph M LaRochelle, Xavier University of Louisiana; Sheila W. Chauvin, Louisiana State University

Enrollment of minority students in Pharmacy schools has slowly increased over time. The purpose of this study is to examine racial differences in communication apprehension (CA) and interprofessional socialization (IS) in 4th-year Doctor of Pharmacy students at a university with a large minority population. Participants (N = 114) completed a survey containing CA and IS scales. The results indicated that African-American (AA) students had lower mean CA scores than Caucasians (p = .001) and Asians (p < .001), and higher mean IS scores than Asians (p = .022). Results can guide university educators/administrators in structuring Pharmacy curricula to maintain AA students' communication confidence and openness to interprofessional teamwork (i.e., and also reduce CA and increase IS in other racial groups).

Friday, April 17, 2:15pm to 3:45pm

Sheraton, Second Level, Michigan A

**Division I Fireside Chat
Navigating the Cultures of Careers:
Recognize Your Transferable Skill Set!**

Invited Speaker Session

(Chair) Michael Soh, University of California - Los Angeles
(Chair) Angela D. Blood, Rush University

Yoon Soo Park, University of Illinois at Chicago
Bridget Colleen O'Brien, University of California - San Francisco
Christopher O'Neal, University of California - Los Angeles

How have emerging and established scholars in the field adapted their expertise to a career in professional education? Are there specific professional/personal experiences that are most translatable or valuable in a career in professional education? How do I shape my graduate school experiences to best position myself to successfully transition and thrive in any particular field (medical, dental, legal, etc.)?
This Fireside Chat will answer these questions—and more—through a panel discussion with several scholars who will share their experiences throughout their career trajectory. Participants will have the opportunity to ask honest questions and hear honest answers about how and why one can communicate and market themselves as an educator with transferable skills.

Friday, April 17, 4:05pm to 5:35pm

Hyatt; East Tower - Purple Level; Riverside West

Roundtable Session 14

Professional Identity (Roundtable A)

(Chair) Andrea Gotzmann, Medical Council of Canada

A Longitudinal Study of the Relationships Between Engineering Career Intention, Engineering Identification, and Engineering Expectancy
Chosang Tendhar, Virginia Polytechnic Institute and State University; Marie Christine Paretti, Virginia Polytechnic Institute and State University

The two purposes of this study were to improve understanding of student retention in the engineering fields by: (1) investigating students' engineering career intention growth trajectories, and (2) testing the impact of gender, engineering identification, and engineering program expectancy on engineering career intentions. Students' perceptions of their career intention did not grow or decline significantly and no significant difference between male and female students was discerned in terms of their initial status and growth rates. Engineering identification did, however, significantly predict individual differences in the initial scores and growth rates among students, whereas engineering program expectancy was only marginally significant in predicting individual difference in initial scores.

Division I Program and Abstracts

Secondary School Teachers' Teaching Beliefs and Readiness for Differentiated Instruction: Two Case Studies in Hong Kong
Sally Wai-Yan Wan, The Chinese University of Hong Kong; Yan Wong; David Chong-Kwai Yeung, Chinese University of Hong Kong; Thomas Wing-Ki Lee, The Chinese University of Hong Kong; Kelvin Shing-Pan Chong, The Chinese University of Hong Kong

Catering for learner diversity is one of the major concerns in Hong Kong curriculum reform. Differentiated instruction is regarded as an effective way for catering learner diversity. Using a questionnaire and focus group interviews, this mixed-method study aims to explore teachers' beliefs and readiness for differentiated instruction in two Hong Kong secondary schools. Key research questions included (1) What are teachers' teaching beliefs with respect to differentiated instruction?, (2) To what extent do teachers feel they are ready for differentiating instruction for diverse students?, and (3) Are teachers' teaching beliefs and readiness associated with demographic characteristics?. Findings demonstrated that teachers held positive attitudes and readiness towards differentiation. Discussion and implications are presented at the end of the paper.

The Professional Identity and Status of the Advanced Skills Teacher
Carol Fuller, The University of Reading; Andrew C. Goodwyn, University of Reading

Even though public opinion positions teachers second only to doctors and nurses in terms of their professional status and prestige research in the UK suggests that teachers still believe that they have much lower status than other professions. The Advanced Skill Teacher grade was introduced in 1998 as a means to recognise and reward teaching expertise and also raise the status of the teaching profession. Using survey data from 849 ASTs and in depth interviews with 31, this paper seeks to explores the ways that the AST designation impacts or not on teachers' perceptions of their professional identity. The results from this research suggest that recognising the skills and expertise of teachers is clearly important in supporting teacher retention.

Friday, April 17, 6:15pm to 8:15pm

Sheraton; Ballroom Level; Sheraton III

Business Meeting

Division I Business Meeting and Reception

(Chair) LuAnn Wilkerson, University of California - Los Angeles

The Division I business meeting will be spent on updates from the Division committees and the annual Division awards will also be announced. The business meeting includes a reception which offers an opportunity to meet Division leaders and members. Current Division I members as well as those who are interested in learning more about the Division are encouraged to attend!

Saturday, April 18, 8:15am to 9:45am

Sheraton; Ballroom Level; Sheraton III

Paper Session

Student Perspectives and Experiences Regarding Education in the Professions

(Chair) Jane Rosenthal, Keck Graduate Institute
(Discussant) Sheila Rae Goodwin, University of South Carolina - Beaufort

A Novel Approach for Evaluating Curricular Redundancy in Professional Education Programs
Kenneth Royal, North Carolina State University; Kathryn Shirley Akers, Kentucky Department of Education; Letao Sun, University of Kentucky

Curricular redundancy can be a major problem in many professional education programs (e.g., medical, veterinary, pharmacy, etc. schools), especially those with a highly integrated curriculum. Although some redundancy is desirable, many forms of redundancy are not. Unfortunately, evaluating curricular redundancy and discerning desirable redundancy from undesirable redundancy can be quite challenging. Further, pinpointing undesirable redundancy and quantifying it so as to produce an estimate of inefficiency is even more difficult. This article describes a novel, and promising, student-led strategy for evaluating redundancy in a highly integrated medical school curriculum.

Emerging Communities of Practice in Business School Massive Open Online Courses
Don Huesman, University of Pennsylvania

This mixed methods study combined a quantitative analysis based on learner analytics and social network analysis with surveys and interviews to explore and map peer-to-peer interactivity, its structure and segmentation within a large MOOC learning community offered by the Wharton School at the University of Pennsylvania. We found that peer-to-peer interaction is highly correlated to retention, completion and assessment, and that a large segment of active participants showed evidence of mutual engagement, joint enterprise and shared repertoire, representing an emerging global community of practice involved in peer supported professional development.

Medical Student Mistreatment and the Learning Environment in the Obstetrics and Gynecology Clerkship
Laura E Baecher-Lind, Tufts University; Katherine Chang, Northwestern Memorial Hospital; Maria Alejandra Blanco, Tufts University

The Obstetrics and Gynecology clerkship is associated with high rates of medical student mistreatment but the specific contributing factors are unclear. A qualitative study was conducted to explore student's perceptions of the learning environment and mistreatment, both among students yet to start and among students having completed the clerkship. Four ninety-minute focus groups were conducted; nine pre-clerkship nine post-clerkship students participated. While students having yet to complete their clerkship hold high learning expectations, the actual experience of the clerkship seems to fall short of these expectations. Pre-clerkship students' perceptions of mistreatment covered a wide range of behaviors while post-clerkship students focused on a lack of respect for the student as a person. Implications for reducing perceived mistreatment are offered.

Division I Program and Abstracts

The Changing Role of the Veterinary Profession: Veterinary Students' Identity as Future Educators
Nadine E. Dolby, Purdue University; Annette L. Litster, Purdue University

Significant changes in the public understandings of the relationship between humans and animals are creating new, challenging realities for veterinary professionals. This paper discusses one largely overlooked role that veterinarians engage in on a regular basis—that of educator. Drawing from Beijaard, Verloop and Vermunt's (2000) teacher professional identity model, we discuss an exploratory, open-ended survey conducted with veterinary students, and how the students understand themselves as educators. We focus on two areas of current concern in veterinary medical education: animal welfare and the human-animal bond. This research suggests that there is a need to expand the veterinary medical curriculum to acknowledge veterinarian's increasingly significant role as educators to clients and the general public.

Saturday, April 18, 10:35am to 12:05pm

Sheraton; Ballroom Level; Sheraton III

Paper Session

Selection, Matriculation, and Success for Students in Educational Programs for the Professions

(Chair) Janet M. Riddle, University of Illinois at Chicago

Inspiration and Information: Two Pillars of M.D.–Ph.D. Matriculation
Daniel M Read, University of Virginia; Theresa Noelle Melton-Mejia, National 4-H Council; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wathington, University of Virginia; Robert H. Tai, University of Virginia

This study examines the pre-matriculation influences of MDPHD students in order to identify influential experiences and motivations. The researchers conducted semi-structured interviews with a diverse sample of 69 U.S.-based MDPHD students. Using qualitative content analysis, we developed a coding frame based on deductive main categories and inductive subcategories to identify the diversity of themes on this topic. Of all coded text segments, 41% were related to experiences and exposure in the laboratory, 23% were located in the academic environment, and 27% dealt with the respondents' motivations. The findings expand our knowledge of why students pursue MDPDH programs, and offer insight into how laboratory and academic experiences can be leveraged to sustain the interest and motivations of talented and engaged individuals.

Beginning the Conversation: First-Generation Law Students
Chad Christensen, Indiana University - Bloomington; Louis Rocconi, Indiana University - Bloomington; Aaron N. Taylor, Saint Louis University

A preponderance of evidence demonstrates that first-generation undergraduate students face serious obstacles in their academic pursuits. However, relatively few studies focus on first-generation (FG) students pursuing graduate degrees and research on FG students at law schools is virtually nonexistent. This paper seeks to fill in this literature gap by exploring the challenges that FG students encounter during law school. Findings illustrate that many of the barriers FG students face during their undergraduate programs continue even after they complete a baccalaureate degree.

Indicating Disadvantage: Who Identifies as Disadvantaged, and What Are the Effects on Admissions Offers?
Kadian McIntosh, The University of Arizona; Diana B Sesate, The University of Arizona; Jeffrey F. Milem, The University of Arizona; W. Patrick Bryan, The University of Arizona; Matthew James Hoolsema, The University of Arizona

Large disparities remain among the types of students who enter the higher education pipeline, particularly medical schools. Efforts to provide equitable access have included asking students to identify if they are disadvantaged or creating indicators of disadvantage. This study examines the relationship between self-identifying as disadvantaged, indicators known to be related to socioeconomic disadvantage, and admission offer rates in a medical school population. Sixteen percent of applicants identify as disadvantage and most possess several indicators associated with socioeconomic disadvantage. Self-identification increased likelihood of acceptance. However, most students with socioeconomic indicators did not identify and were not admitted at equal rates. This study supports the need for class-conscious admissions, not relying on proxies, and gathering more objective indicators.

Survival of the Richest: How the Process of Medical School Admissions Is Hindering Access for Low-Income Students
W. Patrick Bryan, The University of Arizona; Kadian McIntosh, The University of Arizona; Jeffrey F. Milem, The University of Arizona; Diana B Sesate, The University of Arizona

Medical school is one of the most highly stratified segments of the American higher education system—and one of the most selective. The purpose of this paper is to outline the many ways in which access to important forms of capital (economic, social and cultural) limit access to medical school through the actual process of applying for admission. Using data readily available from the Association of American Medical Colleges (AAMC) and individual medical school websites, we demonstrate how the bureaucracy and expense of the medical school admissions process presents a significant barrier to access to the medical profession for low-income students.

Division I Program and Abstracts

Saturday, April 18, 2:45pm to 4:15pm

Sheraton; Ballroom Level; Sheraton III

Paper Session

Instructor Perspectives and Experiences Regarding Education in the Professions

(Chair) Winona M. Taylor, Bowie State University
(Discussant) Allan Feldman, University of South Florida

Identity Development of New Faculty Developers in an Area With Faculty Shortages
Patricia S. O'Sullivan, University of California - San Francisco; David M. Irby, University of California - San Francisco; Jessica Beard, University of California San Francisco; Charles Mkony

This qualitative study analyzed the identity development of faculty who participated in a faculty development program in a university with an extreme faculty shortage. They assumed the role of developers delivering an education course and workshops. Their educator identity evolved in the two years covered by the study and for some the faculty developer identity was incorporated into this new identity. They were motivated to do faculty development by the desire for mastery, a sense of duty, purpose and satisfaction and the relationships with other developers. These developers changed their teaching, became respected resources to others at the university and changed the institutional educational culture.

Barriers to Socialization: Experiences of African American Former Faculty in Academic Medicine
Jamilah M. Hackworth, Cincinnati Children's Hospital Medical Center; Brandelyn L. Tosolt, Northern Kentucky University

This study was designed to gain greater understanding of the experiences of African-American former faculty members. Specifically, we sought to understand faculty members' lived experiences through the lens of organizational socialization theory. For the purpose of this study, organizational socialization is defined as "the process by which a person learns the values, norms, and required behaviors which permit him [or her] to participate as a member of the organization" (Van Maanen, 1976, p.67). The ultimate implication of the study is to reveal the unintended consequences and constraints that result from ineffective socialization processes for African-American faculty and to understand what steps might be taken to improve the recruitment, retention, and promotion of African-Americans holding faculty appointments in academic health centers.

Professionalism: A Case Study of Teachers, Nurses, and Social Workers
Mary Antony Bair, Grand Valley State University

Although there are numerous calls to enhance the professionalism of teachers, there is little empirical research that examines educators' understanding of the concept. This cross-professional case study examined how professionalism was conceptualized by faculty and students in the professional preparation programs for teachers, nurses, and social workers at a regional university in the Midwest. Findings indicated that professionalism in teaching, nursing, and social work can be characterized, respectively, as "restricted," "status," and "activist" professionalism. These findings suggest that if we are to prepare teachers to work for social justice, the discourse on professionalism needs to shift from the individual to the group and from the classroom to the broader society.

Expertise Development of Top-10 Early Childhood Teachers in Shanghai
Haiping Hao, Texas A&M University; Patricia J. Larke, Texas A&M University

China's principal concern for ensuring educational quality has generated an emphasis on teacher development efforts. As China's largest city, changes made in Shanghai have far-reaching effects throughout the entire nation. Through naturalistic inquiry, this study explored the meaning of teaching expertise, and the process by which early childhood teachers in Shanghai evolve from novices to experts. Data analysis yielded a model of six consistent and interrelated themes with each evoking a central phenomenon, professional engagement. This multi-dimensional concept is critical to teachers' growth as vigorous, dedicated and fulfilled experts. Teacher expertise increases gradually with every step of their careers. This study found distinctive career trajectories of expert teachers--eight stepping-stones with threes role transitions and basic strategies.

Saturday, April 18
6:30pm
Division I Social

Weber Grill
539 N. State Street

(See page 3 for more details!)

Sunday, April 19, 7:00am to 8:00am

Committee on Diversity and Equity (CoDE)

Breakfast Meeting

Swissotel, VP Suite

Division I Program and Abstracts

Sunday, April 19, 8:15am to 9:45am

Hyatt; East Tower - Purple Level; Riverside East

Roundtable Session 19

Researching a Region for Education Equity: A Symposium With University of California, San Diego, Faculty and Researchers (Roundtable E)

(Chair) Mica Pollock, University of California - San Diego

UC San Diego faculty, staff and student researchers in the Department of Education Studies share work aimed at transforming education in under-served communities. Our mission is to work with local communities to wield the tools of research to impact disparities in students' educational experiences and outcomes. We created a new Ph.D. program, Transforming Education in a Diverse Society, to address existing challenges in racially, linguistically, and socially diverse educational environments and re-define the research expectations for a new generation of Ph.D. faculty and education researchers. The new program involves undergraduate and graduate students, interdisciplinary faculty collaboration, and actors from local community initiatives. We present new research and curricular projects focused on the transformation of education in specific diverse contexts.

Leveraging a University Toward Equity in STEM: The CREATE STEM Success Initiative at the University of California, San Diego
Mica Pollock, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego

Building and Strengthening the Undergraduate Pipeline With Education Courses That Fulfill Diversity Requirements
Thandeka K. Chapman, University of California - San Diego; Makeba Jones, University of California - San Diego

Children and Adults Playing and Talking Together: Tools for School Readiness
Alison Gallwey Wishard Guerra, University of California - San Diego; Robert C. Carr, University of North Carolina - Chapel Hill; Juan Gaytan, University of California - San Diego

Project Gaining Access 'n Academic Success: Raising the Bar Among Hispanic-Serving Institutions in California
Frances Contreras, University of California - San Diego

Culturally Diverse Families and Disability: Transforming Cultural Strengths Into Tangible Tools
Shana R. Cohen, University of California - San Diego

Sunday, April 19, 8:15am to 9:45am

Hyatt; West Tower - Gold Level; San Francisco

Symposium

The Best Predictor of the Future May Be the Past, but How Accurate Are the Predictions? Estimating Professional Competence Using Diverse Methodologies

(Chair) Monica M. Cuddy, National Board of Medical Examiners (Discussant) Danette W. McKinley, Foundation for Advancement of International Medical Education and Research

Myriad factors influence achievement over the course of an individual's education. Focusing on the profession of medicine, this symposium examines the predictive power of past learning and achievement variables on subsequent performance along the continuum of education and training. It includes six studies that examine the predictive utility of individual characteristics, previous assessment outcomes, student feedback, and curriculum on various educational outcomes. These studies model change over time using a diverse set of complimentary quantitative methodological techniques. This symposium aims to provide insights into optimal curriculum design, quality of student assessments, and contributions to student success. While the papers included in this symposium focus on medicine, the substantive educational issues explored and methodological approaches employed remain broadly relevant for other professions.

Level of Group Participation in Small-Group Tutorials and Student Achievement
Paul F. Wimmers, University of California - Los Angeles; Ming Lee, University of California - Los Angeles

Effects of Prior Clerkship Experience on End-of-Clerkship Performance in Pediatrics and Psychiatry
Wenli Ouyang, Monica M. Cuddy, Jonathan Phung, David B. Swanson, National Board of Medical Examiners

Predicting Family Medicine Specialty Certification Status Using Standardized Measures for a Sample of International Medical Graduates Engaged in a Practice-Ready Assessment Pathway to Provisional Licensure
Andre F. De Champlain, Medical Council of Canada; Cindy Streefkerk, Medical Council of Canada; Fang Tian, Medical Council of Canada; Marguerite Roy, Medical Council of Canada; Sirius Qin, Medical Council of Canada; Carlos A. Brailovsky, Université Laval; Paul Rainsberry, College of Family Physicians of Canada; Tim Allen, College of Family Physicians of Canada

Comparative Values of Medical School Assessments for Predicting Internship Performance
Ming Lee, Paul F. Wimmers, Michelle Lynn Vermillion, LuAnn Wilkerson, University of California - Los Angeles

Retention of Basic Science Information by Senior Medical Students and Graduates on the United States Medical Licensing Examination
David B. Swanson, National Board of Medical Examiners

Effect of Online Longitudinal Progress Test Feedback
Jeroen Donkers, Maastricht University; Arno Muijtjens, Maastricht University; Cees Van der Vleuten, Maastricht University

Division I Program and Abstracts

Sunday, April 19, 10:35am to 12:05pm

Sheraton; Ballroom Level; Sheraton III

Invited Speaker Session

Division I Vice Presidential Address. "The Arc of the Moral Universe Is Long but It Bends Toward Justice": Applying Research on Diversity and Equity in the Professions

(Chair) Hugh A. Stoddard, Emory University
(Speaker) LuAnn Wilkerson, University of California - Los Angeles

The Vice Presidential session for Division I will examine the contributions of the Division over the past three years to promoting social justice and creating a more diverse professional workforce. The session will include several invited presenters who will briefly describe findings from their research on diversity and equity with a focus on implementing their research into professional education and practice. The goal of the VP session is to inspire all investigators to apply what they learn through their research to: engage in advocacy, promote social justice, optimize learning, and improve access for all into careers in the professions.

Sunday, April 19, 12:25pm to 1:55pm

Hyatt; East Tower - Purple Level; Riverside West

Roundtable Session 22

Use of Exams for Education in the Professions (Roundtable B)

(Chair) Rebecca A. Baranowski, American Board of Internal Medicine

Do Medical Certification Exams Present More Challenges to International Medical Graduates?
Yanling Zhang, American Board of Internal Medicine; Stephen Cubbellotti, American Board of Internal Medicine

International medical graduates (IMGs) have gradually increased in the US medical training and workforce in the last two decades. This study examined the candidate performance, demographics, time used, and differential item functioning (DIF) of IMG relative to US medical graduates (USMG) on a subspecialty exam. The findings suggest that IMGs performed better in both the certification and maintenance of certification exams. IMGs used more exam time but regression analysis proved the variance of exam time used was not explained substantially by the IMG status, performance, age, or gender. DIF results suggest that IMGs integrated well into the US physician workforce. The study provided evidence that the secure exams are appropriate and fair assessments to IMGs.

Do Resources and Study Strategies That Medical Students Use to Prepare for National Board of Medical Examiners Subject Examinations Predict Their Actual Scores?
Angellar Manguvo, University of Missouri; Jennifer Quaintance, University of Missouri - Kansas City; Stefanie Ellison, University of Missouri - Kansas City; Megan Litzau, University of Missouri - Kansas City

This study investigated medical students' study strategies and resource usage when preparing for NBME subject exams and the predictive effects on actual scores. Sixty participants from the University of Missouri-Kansas City School of Medicine were surveyed for Internal Medicine, Emergency Medicine, OB/GYN, Surgery, Pediatrics, Psychiatry, and Behavioral Science. The UWorld, assigned non-assigned texts, and lecture materials were consistently used across clerkships and were generally rated as helpful. Other resources were selectively used. The most common study strategies were individual study, question-answer practice sessions, repetition, and mnemonics. Peer teaching and peer quizzing were moderately used while concept-mapping and pictorial representation were least used. Responses were linked to actual NBME subject exam scores to determine which resources and strategies predicted higher scores.

The Predictive Validity of the American Board of Family Medicine's In-Training Examination
Zijia Li, University of Kentucky; Thomas R. O'Neill, American Board of Family Medicine; Michael Peabody, American Board of Family Medicine; Kenneth Royal, North Carolina State University

The purpose of this study is to examine the ability of the In-Training Examination (ITE) to predict an examinees' performance on their next ITE or certification examination. This study employed a repeated measures design across three program years of medical residency program with 3 different cohorts. In total, 25,161 residents from roughly 450 residency programs were included. The results indicated that the ITE has a high level of specificity, but a moderate level of sensitivity. The Pearson correlations ranged from .67 to .75, suggesting that the ITE score is a reasonably good predictor of future performance on the ITE and certification examinations. The growth analysis indicates more residents showed improvement from the previous program year to the later program year.

Sunday, April 19, 4:05pm to 5:35pm

Hyatt; East Tower - Purple Level; Riverside East

Roundtable Session 25

Cultural Competence and Equity (Roundtable C)

(Chair) Eli Gottlieb, Mandel Leadership Institute

Developing Cultural Competence Among Dental Students Through Service-Learning
Linda Behar-Horenstein, University of Florida; Xiaoying Feng, University of Florida; Micaela Gibbs, University of Florida College of Dentistry; Frank A Catalanotto; Kellie W. Roberts, University of Florida; Charisse Nerissa Southwell, University of Florida

Service learning in dental education helps students integrate knowledge with authentic practice. The Students Training and Rural Service (STARS) program was offered to expand students' beliefs about competence, professionalism; perceptions of access and disparities issues and desire to serve the underserved population. Five newly admitted dental students participated in this six-week program in at-risk settings to experience care delivery. Data included 12 reflective writing assignments and interviews. Grounded theory was used to analyze reflective writings. Seven themes and interview findings showed enhanced participants' awareness of social healthcare issues and patient differences, as well as a social justice orientation and desire to address disparities. Research should examine the civic notions of these programs, and explore curriculums to avoid mis-educative possibilities.

Division I Program and Abstracts

Developing Professional Learning Communities Around Equity-Focused Practice-Based Teaching
Imelda Nava, University of California - Los Angeles; Jaime Park, University of California - Los Angeles; Jarod N. Kawasaki, University of California - Los Angeles

This study provides insights into how a teacher education program has developed a professional learning community around equity focused teacher practice. Costa, Garmston & Zimmerman (2014) identify the need for educators to reflect personally and collaboratively as a path toward self-efficacy. The pre-service teacher education program has selected four core practices that are focused on equity and access. These core practices include: content rigor, content discourse, equitable access to content, and classroom ecology. The practices are implemented through various reflective contexts and structures. Preliminary findings suggest some convergence between reflective practice and enactment. Developing PLC's that are structured around core practices may be a powerful means to transform educational practice and student learning.

Revisiting the Face of the Veterinary Profession: Current and Past Data on Racial Diversity in the Veterinary Colleges
Annie J. Daniel, Louisiana State University School of Veterinary Medicine; Lisa Greenhill, Association of American Veterinary Medical Colleges

This study proposed here will analyze the demographic data from both of the studies noted above to determine if the subject that was visited in 2003 at the Iverson Bell Symposium, "The face of the veterinary profession: Educators wrestle with promoting racial diversity in the veterinary colleges," has changed in ten years. Have the statistics for racial/ethnic diversity has changed, or has the face of the veterinary profession become more diverse? If not, what initiatives are proposed or in place to increase diversity?

Monday, April 20, 7:00am to 8:00am

Teaching and Learning Community (TLC)

Breakfast Meeting

Swissotel, VP Suite

Monday, April 20, 8:15am to 9:45am

Hyatt; East Tower - Gold Level; Grand CD

Roundtable Session 27

Mentoring of Experts by Experts: Dyadic Workplace Learning in Education and Other Professions (Roundtable D)

(Chair) Deborah Loewenberg Ball, University of Michigan - Ann Arbor

This session brings together researchers from different countries and educational settings to examine an innovative practice in teacher professional development: expert-expert mentoring. Most previous mentoring research has focused on the mentoring of novice teachers by more experiences ones. This session seeks to extend such research in three ways: first, by studying mentoring situations in which both mentor and mentee are experts; second, by comparing mentoring in teaching with mentoring in other professions; and third, by comparing models of expert-expert mentoring in different countries and professional settings. In so doing, we hope to understand better how this innovative form of mentoring works and how it might be further developed to support teachers' lifelong learning and continued professional growth.

Mentoring and Unmentoring Leaders in Education and Other Professions
Daniel Marom, Mandel Leadership Institute

Joint Work on Teaching and Teacher Learning: Exchanging Expertise
Sharon Feiman-Nemser, Brandeis University

Coaching Between Experts: The Process and Its Outcomes
Miriam Ben-Peretz, University of Haifa; Eli Gottlieb, Mandel Leadership Institute

Monday, April 20, 10:35am to 12:05pm

Sheraton; Second Level; Arkansas

Paper Session

Assessment of Learners in Educational Programs for the Professions

(Chair) Rebecca D. Blanchard, Baystate Medical Center
(Discussant) Carol A. Morrison, National Board of Medical Examiners

Can Item Keyword Feedback Help Remediate Knowledge Gaps?
Richard A. Feinberg, National Board of Medical Examiners; Amanda Clauser, National Board of Medical Examiners

Testing can be used not just to measure the amount of content mastered, but also to facilitate learning and identify of areas of strength and weakness. In postgraduate medical education, learning from assessment results can be important to guiding professional development when the assessment and feedback mechanisms can support a formative model. When individuals cannot directly access the test questions / responses, one way of creating a formative component to high-stakes assessment is to provide item keyword feedback. The provision of keyword feedback appears, in preliminary results, to help examinees to identify areas of weakness within the context of a training examination given to physicians completing sub-specialty training.

Division I Program and Abstracts

Score Report Development as a Collaborative Process Between Measurement, Communications, and Subject Matter Experts
Robert J. Cook, American Board of Internal Medicine;
Bradley G. Brossman, American Board of Internal Medicine

On credentialing exams, examinees are eager to know pass/fail decisions, exam scores, relative peer performance, and what they can do to address deficiencies in their knowledge and ability. In presenting this information to examinees, it is important for the organization to consider the appropriateness of the content presented in its score reports and the effectiveness with which it communicates this content. The purpose of this study was to develop, through an iterative process of stakeholder feedback and subsequent revisions, a score report that provides desired score information in a clear and understandable way. The result of this approach was a new score report format that stake-holders found to contain valuable and easily understood summative and diagnostic information.

Hybrid Simulation for Teaching and Assessing Clinical Knowledge and Skills
Hyuksoon S. Song, Georgian Court University; Adina L. Kalet, New York University; Michael Nick, New York University; Steve Yavner, New York University; Martin V. Pusic, New York University; Demian Szyld, New York University; Thomas S. Riles, New York University

To both prepare transitioning students for residency and to assess individual's competency, MD-on-Call which leverages both web-based and hands-on educational approaches was developed and integrated with simulation with a standardized patient and nurse. This study had two aims. First to examine whether the hybrid simulation helps subjects improve their performance of a clinical task as interns and second to determine if type of checklist based feedback in the MD-on-Call program (short- vs. whole-form checklist) helps improve their clinical performance. Although there was no difference between the two checklist conditions in terms of knowledge acquisition and perfor-mance, pretest-posttest comparison showed that the participants could be prepared to care for common clinical problems faced by interns after the hybrid simulation

Student Pharmacist Perceptions of a Computerized Integrated Examination
Sharon McDonough, The University of Tennessee - College of Pharmacy; Elizabeth Alford, The University of Tennessee - College of Pharmacy; Shannon Finks, The University of Tennessee - College of Pharmacy; Robert Parker, The University of Tennessee - College of Pharmacy; Marie Chisholm-Burns, The University of Tennessee - College of Pharmacy; Stephanie Phelps, The University of Tennessee - College of Pharmacy

Objectives of this study were to assess first-year (P1) pharmacy students' studying behaviors and perceptions after implementation of a new computerized "Integrated Examination" (IE) testing procedure. Student surveys were conducted before and after IE implementation. A matched-pairs design was used to examine changes in behaviors and perceptions. The survey yielded a 92% response rate (n=149). Significant changes included an increase in concerns about limited number of questions per course on each test (14% vs. 28%, p=0.005), and decreased concerns about time allotment (13% vs. 3%, p=0.001) and inability to write on the IEs (13% vs. 3%, p=0.001) between pre- and post-IE integration. Less cramming (29% vs. 11%, p<0.001) but more priority studying (34% vs. 53%, p=0.001) occurred after IE implementa-tion.

Monday, April 20, 10:35am to 12:05pm

Sheraton; Ballroom Level; Sheraton III

Symposium

Educating Professionals in an Age of Enhanced Communications and Accountability

(Chair) Anthony R. Artino, Uniformed Services University of the Health Sciences
(Discussant) Lynn Curry, Curry Corporation

In the early 1990's an overview of issues facing professions education was collected under the auspices of Division I and published by Jossey Bass as Educating Professionals: responding to new expectations for competence and accountability.   Undeniably the emphases on both competence and accountability have grown and communications tech-nologies have transformed public and private life on a global basis. It is time for another review of these trends, the improvements they realized and their unintended effects on how the professions operate in all areas from recruitment to education, credentialing, licensure, daily work, ethics and professionalism, remuneration and longevity. This symposium is organized to present this challenge to the Division I community and to invite participation in the larger book project.

The Role of Massive Open Online Courses in Educating Professionals
Carol Ann Moore, Croy and Associates

Accountability: Vehicle for Improvement or Driver for Control?
Toni Ungaretti, John Hopkins University

Competency-Based Education in Educating Professionals
Marcia Docherty, Canadian National Institute of Health

Teaching and Learning With Live Feedback Data
Lily Fountain, University of Maryland; Lynn Chen, University of Maryland - Baltimore; Nina Trocky, University of Maryland

Division I Program and Abstracts

Monday, April 20, 12:25pm to 1:55pm

Sheraton; Ballroom Level; Sheraton III

Symposium

Workplace Learning: Blurring Classroom and Practice Boundaries

(Chair) Patricia S. O'Sullivan, University of California - San Francisco
(Discussant) Pamela L. Grossman, Stanford University

Optimizing the interface between the education of clinicians and delivery of health care services is vital as healthcare reform continues to rapidly evolve. What are optimal models for blurring the lines between classroom and clinical education that will prepare highly qualified health care practitioners? With workplace learning as a grounding concept, this session explores the continuum of learning for practice in an emerging, rapidly growing health profession, physical therapy. While the profession has rapidly transitioned to a clinical doctoral degree, the traditional integrated model of clinical education experiences within the curricula still remains dominant. The symposium will offer participants ways to purposefully explore and expand the concept of orkplace learning at their institutions and consider broader implications of participatory learning.

Workplace Learning: A Model for Exploring Learning Through Participation
Bridget Colleen O'Brien, University of California - San Francisco

Learning for Practice: Early, Integrated Workplace Experiences Matter
*Gail M. Jensen, Creighton University; Elizabeth Mostrom, Central Michigan University; Jan Gwyer, Duke University; Laurita Hack, Temple University; Terrence Nordstrom, Samuel Merritt Univer*sity

Learning Through Practice: Navigating Complexity, Care, and Competence
*Elizabeth Mostrom, Central Michigan University; Gail M. Jensen, Creighton University; Terrence Nordstrom, Samuel Merritt University; Laurita Hack, Temple University; Jan Gwyer, Duke Univer*sity

Learning Through Practice: Exploration of Interprofessional Learning in Physical Therapy
Amber Fitzsimmons, University of California San Francisco

Monday, April 20, 2:15pm to 3:45pm

Sheraton; Ballroom Level; Sheraton III

Symposium

Emerging Perspectives of Research on Learning at Work: Uncovering Processes of Professional Development

(Chair) Christian Harteis, Paderborn University
(Discussant) Bridget N. O'Connor, New York University

Much research on work-related learning focused on individual or organisational learning. One of the central findings is that those individuals who engage in individual learning or in efforts to develop their organisation are doing so intentionally. Far less is known about implicit learning processes in workplace contexts and how these may be aligned with organisational goals. The contributions discuss various aspects of implicit and intentional learning on individual and organisational level in the context of daily work. The symposium brings together researchers from different research groups presenting current research on identifying work related learning processes in different professional domains.

Studying Teachers' Informal Learning With Mixed Methods
Eva Kyndt, University of Leuven

Understanding Work-Related Learning During Internships: The Role of Individual and Job-Related Variables
Vincent Donche, University of Antwerp; David Gijbels, University of Antwerp; Piet Van den Bossche, Maastricht University; Christian Harteis, Paderborn University

A Multilevel Analysis of Individual and Situational Influences on Learning Within Social Interactions in the Workplace
Andreas Rausch, University of Bamberg

Seeing the Others: The Advocatory Approach as a Learning Tool for Vocational In-Service Teachers
Sarah Heinzer, University of Zuerich; Fritz K. Oser, University of Fribourg

Professional Licensure and Certification SIG Program

Friday, April 17, 6:15 to 7:45pm

Marriott, Fifth Level, Los Angeles/Miami

Business Meeting

Joint Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG

(Chair) Timothy A. Sares
(Chair) Andrew Jones, American Board of Internal Medicine

(Speaker) Barbara S. Plake, University of Nebraska - Lincoln

Saturday, April 18, 2:45pm to 4:15pm

Sheraton, Second Level, Michigan A

Paper Session

Important Issues in Medical Licensure and Certification

(Chair) Andrew Jones, American Board of Internal Medicine

Comparing Maintenance of Certification and Certification Examinations
Linjun Shen, American Board of Psychiatry and Neurology, Inc., Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.

How Much Uncertainty Can Be Acceptable in a Test Specification?
Yu Zhang, Jiyoon Park, Aijun Wang, Lorin Mueller, Federation of State Boards of Physical Therapy

Illustrating the Psychometric Construct of Family Medicine on the American Board of Family Medicine's Examinations
Michael Peabody, Thomas R. O'Neill, Roger Fain, Lars Peterson, Melanie Lybarger, American Board of Family Medicine

Improving the Certification of Medical Specialists in Mexico:
A Case Study of Otorhinolaryngology
Melchor Sanchez-Mendiola, Universidad Nacional Autónoma de México; Laura Delgado-Maldonado, Instituto Nacional para la Evaluacion de la Educacion

Relationship Between Performance on the National Board of Medical Examiners® Comprehensive Clinical Medicine Self-Assessment and United States Medical Licensing Examination® Step 3 for U.S. and International Medical Graduates
Carol A. Morrison, Linette P. Ross, Jacqueline Vasinda, Charisse Smith, Aggie Butler, National Board of Medical Examiners

Sunday, April 19, 10:35am to 12:05pm

Hyatt, East Tower - Purple Level, Riverside West

Roundtable Session

Issues in Validity and Licensure Testing Across the Professions

(Chair) Carol A. Morrison, National Board of Medical Examiners

Evaluating Clinical Judgment in Licensure Tests: Applications of Decision Theory
William Joseph Muntean, Pearson. Marie Lindsay, Pearson Assessment & Information, Joseph Betts, Pearson VUE, Ada Woo, National Council of State Boards of Nursing, Doyoung Kim, National Council of State Boards of Nursing, Philip Dickison, National Council of State Boards of Nursing

Examining the Recommendations Provided by Highly Qualified and Minimally Qualified Subject-Matter Experts Using Three Standard-Setting Methods
Michael Peabody, American Board of Family Medicine

Impact of National Board for the Professional Teaching Standards Certification on Student Achievement
Sarah Irvine Belson, American University, Thomas A. Husted, American University

PERQ   Professions Education Researcher Quarterly

PERQ is the official newsletter of Division I (Education in the Professions) of the American Educational Research Association. Current division officers and committee chairs are:

Vice President (2012-2015):

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