

**AERA 2016
Washington, DC
Friday, April 8 -
Tuesday, April 12**



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AERA Division I - Vice President's Message

Dear Colleagues,

Now that I hold the Division I gavel, I would like to thank the members of the Division for electing me to this esteemed position. From the beginning of my professional journey, I have had the privilege of participating in the Division, and I have played several roles—proposal submitter and reviewer, paper presenter, workshop organizer, member of the Established Investigator Awards Committee, and co-chair of the Division I Awards Committee. I was a member of the Division's Planning Committee for the 2012 Annual Meeting. I have organized sessions supporting Division I's Learning Communities initiative. In addition to chronicling the accomplishments of the scholars who have generated research on the education of professionals and development of expertise, I hope to increase the Division's visibility and audience through partnership and collaboration with AERA divisions with similar interests, and to engage our international members.

I am fortunate to assume this position at this time; the centennial celebration of AERA will take place in 2016. As the Program Co-Chairs have noted, this is an exciting and challenging time for research on education in the professions. Education has historically played a role in 'leveling the playing field' by providing opportunity to our diverse student population. Education continues to be relied upon to ensure that students are well prepared to function in society. In this context, we should all be thinking of research that best informs the development of professionals. In an era where information (and misinformation) is made available through technology, we need to think about how to share our findings in ways that will engage stakeholders and influence conversations.

I hope you are preparing proposals for the 2016 Annual Meeting of AERA. In this Centennial year, the theme is 'Public Scholarship to Educate Diverse Democracies'. I encourage you to consider research findings that we would like stakeholders (colleagues, students, policy makers) to know about and consider when thinking about education in the professions. Remember, the submission deadline is **July 22**.

I could not meet my goals without the support of Division I members. I would especially like to thank LuAnn Wilkerson for her leadership of the Division over the past three years. I would also like to thank Ara Tekian for his efforts in increasing the diversity of the professions that are represented by the Division. As you read through this issue of the PERQ, please consider joining one of our committees or communities. Share the PERQ with your colleagues and encourage them to join Division I.

Danette McKinley
Division I VP



PERQ

2016 Annual Meeting Program Chairs' Message and Call for Proposals

Dear Division I colleagues,

In 2016 – AERA's Centennial Year – the Annual Meeting will celebrate and reinvigorate the progressive aspirations that gave rise to our professional community in 1916: hope and determination that research can strengthen public education, society's most democratic institution. To mark this remarkable moment, the 2016 Annual Meeting will illuminate and enhance the role of education researchers as public scholars who contribute to public understanding, political debate, and professional practice in increasingly diverse democracies in the US and around the globe. As such, the theme for the 2016 Annual Meeting is "Public Scholarship to Educate Diverse Democracies."

The 2016 Centennial Annual Meeting will be held in Washington, DC from Friday, April 8 to Tuesday, April 12, 2016. By design and timing, the 2016 Annual Meeting will highlight the interplay of research, politics, and social analysis. The meeting will be held in the U.S. capital in the middle of an electoral season likely rife with contentious education debates, many of which are enmeshed with controversies and opportunities arising from population diversity. We as a community are uniquely positioned to engage in these debates and inform them with rigorous, scholarly inquiry. In particular, Division I can play a significant role in supporting the theme for the 2016 meeting because, by design, much of our scholarly work must engage policymakers and the public to meet the challenges of professional education in an increasingly diverse nation.

Submissions:

The AERA proposal submission system is now open, and the deadline for paper and session submissions is Wednesday, July 22, 2015. The full call for submissions can be found here:

http://www.aera.net/Portals/38/docs/Annual_Meeting/2016%20Annual%20Meeting/2016AM_CallforSubmissions_UPDATED.pdf

We invite submissions for the Division I program at the 2016 Annual Meeting on the theme of Public Scholarship to Educate Diverse Democracies as it relates to the education of professionals. We encourage submissions that highlight the creation of new knowledge that engages policymakers and other stakeholders to meet the challenges of professional education in an increasingly diverse society. In addition, we welcome submissions that incorporate compelling new strategies, media, and formats that combine academic rigor with the broader-audience demands of public scholarship.

Division I also welcomes research submissions on other topics including but not limited to: (a) curriculum development, reform, innovation, and evaluation; (b) teaching and instructional methods; (c) integration of instructional technology, including simulation, into professional education; (d) faculty development and mentoring; (e) assessment of student motivation, learning, competence and performance; (f) the nature of professional identity, socialization, and responsibility; (g) expertise development; (h) inter-professional education and interdisciplinary collaboration; (i) social, cultural, political, economic, and organizational efforts that relate professional education to improvement of professional practice; and (j) leadership development. New Division I members are particularly encouraged to submit for the 2016 Annual Meeting.

Division I invites two types of submissions: (a) paper submissions, and (b) session submissions. A paper submission involves the presentation of an individual paper that, if accepted, will be grouped by the program committee with other papers on a similar theme into a paper presentation, a roundtable presentation, or a poster. To allow maximum flexibility by the program committee and to increase the likelihood for inclusion in the 2016 program, please consider selecting more than one presentation format for your paper submission. All submissions, regardless of format, must represent completed work and thus must include results and conclusions. Works in progress will not be considered. Finally, to make sure that you will be given credit for having a paper accepted at a national meeting, we still require that a final paper be submitted for all categories, including the posters. So, please pass the word along that we want high quality submissions from everyone, including students!

We strongly encourage submissions that meet the following general criteria: (a) broad application across professions; (b) intersection with the work of other divisions to foster joint sponsored sessions wherever appropriate; (c) demonstration of an explicit and sound theoretical framework and appropriate research methods/analyses; and (d) relation to the

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2016 Annual Meeting Program Chairs' Message and Call for Proposals

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Annual Meeting theme. The program committee also encourages authors to draw connections to the Division I Learning Communities Initiative in their paper and session submissions. Session submissions may be sponsored by one or more of the three Learning Communities: (a) Teaching and Learning Community; (b) Assessment Community; and (c) Professional Development Community.

Volunteering to Serve Division I:

Although the call for volunteer reviewers is closed, please feel free to contact Tony or Ting if you would like to be added to the pool of reviewers. Please briefly indicate your area of interest/expertise using meaningful descriptors that the selection committee can match to submissions. In addition, if/when you receive an invitation to review from the AERA online system, please accept the invitation. The number of proposals that each volunteer will be asked to review is contingent on the number of reviewers, so the more the merrier!

The peer review of proposals will take place in August of 2015, and the program planning committee will meet in September to make its final selections for the Division I program.

Finally, if you have not done so already, please login to <https://www.aera.net> as soon as possible to register as a session chair or discussant. Even if you signed up in 2014, you'll need to sign up again this year to be considered for one of these important leadership roles.

We hope to see everyone in Washington, DC in April of 2016!

Anthony R. Artino, Jr. PhD
2016 Division I Program Co-Chair
anthony.artino@usuhs.edu



Ting Dong, PhD
2016 Division I Program Co-Chair
ting.dong.ctr@usuhs.edu



2015 Annual Meeting Program Chair's Elogy "The Joy of Being a Division I Member"

As most people are well aware, AERA is large and diverse and Annual Meetings offer a broad spectrum of topics and approaches to understanding education in all contexts. At the 2015 Annual Meeting it was proven once again that Division I is made up of the most innovative and interesting people in AERA. Special recognition and thanks for their role in the 2015 meeting have been well earned by two groups of our colleagues for their roles in making this program exceptional. Of special note were the members of the 2015 Program Planning Committee who enthusiastically embraced the idea of trying new formats for presenting research – even though doing so was a risky departure from the traditional AERA session. The committee had meaningful discussions about scholarship, procedures, and the value of AERA. As a result of the committee's passion, the program was put together in a coherent, meaningful way - with some trial improvements built in. Regardless of opinions on the program itself or the formats of the sessions, no one can contest the selfless intentions of the committee members.

Even more integral to the success of the Division I Annual Meeting 2015 were the two people who led the innovative sessions that the program committee assembled. Anthony Palatta, DDS, and Janet Riddle, MD each took on the task of executing the Program Committee's experiment in "crowd sourcing" the discussant role. As anticipated, both of them did a marvelous job of engaging all attendees in discussion of the papers that were presented in these sessions. What was a windfall was the enthusiasm and willingness which both leaders displayed in taking on this mission. Without them, the experiment could easily have failed epically.

As mentioned above, the 2015 Division I Program Committee included some experimental sessions to engage all members of the audience in the paper presentations. These sessions did not include a traditional discussant role (and one session did not even include a discussant at all!) but relied on audience members to discuss and integrate the papers in the session. These sessions went quite well and even in some of the conventional sessions, the presenters, chairs, and discussants dispensed with the traditional role and focused on interacting with the audience. My thanks to all of the aforementioned people for their work and especially to Division I Vice President, LuAnn Wilkerson, for giving me the opportunity to work with these talented and thought-provoking people!

I strongly encourage you to participate in the Division I program of the 2016 Annual Meeting in Washington DC. Please use the information throughout this PERQ and on the Division I website: <http://www.aera.net/AboutAERA/MemberConstituents/Divisions/EducationintheProfessionsI/tabid/11137/Default.aspx> for information about volunteering, submitting, or becoming a member of one of our Learning Communities.

Hugh Stoddard
2015 Program Chair



A Division I audience engages with the panel of presenters during a spontaneously 'crowd-sourced' session at the 2015 AERA Annual Meeting

Mentoring Committee Update

At the annual meeting we were excited to try a new social event for “Meet a Mentor” at the Chi Bar in Downtown Chicago. We had 7 mentoring pairs meet and chat over drinks following the Division I Business Meeting. During the Executive committee meeting, the outgoing Program Chair and members at large suggested we offer mentoring on the AERA Division I paper submissions to ensure high quality reviews and feedback to scholars. With the submission deadline of July 22, the review process will be underway in no time. There are many web resources on conducting a good paper review (see references below). We also suggest the following:

- ⇒ Try to balance critique of the work with constructive comments and feedback.
- ⇒ Be sure you have the time to commit to doing a thorough peer review, or decline to review.
- ⇒ Keep comments concise and related to the appropriate sections of the paper.
- ⇒ Recognize that the submission is not the final paper, and your feedback may enhance the final paper.
- ⇒ Meet review deadlines.
- ⇒ Sit in the Program Chair’s seat, quality reviews contribute to a great conference schedule for everyone!

Cheers!

Rebecca Blanchard (Rebecca.BlanchardPhD@baystatehealth.org) and Christina Cestone (cmceston@utmb.edu)

Additional references:

Durning S.J., Carline J.D., eds. Review Criteria for Research Manuscripts, 2nd ed. Washington, DC: Association of American Medical Colleges; 2015.

Eva, K. (2009). The reviewer is always right: Peer review of research in Medical Education. *Medical Education*, 43, 2-4.

<http://www.elsevier.com/reviewers/how-to-conduct-a-review>

<http://editorresources.taylorandfrancisgroup.com/reviewers-guidelines-and-best-practice/>

Assessment Community (AC) Report

The Assessment Community (AC) continues 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. The community concept is now in year four. While the goals and objectives of the AC remain a work in progress, we continue to help members develop symposium proposals for the AERA Annual meeting. This past meeting, the division I business meeting included “speed dating” on research interests. Attendees divided into three groups and circulated among the three communities. In the assessment community, potential topics for symposium proposals were discussed. Over 10 topics were developed by this process. Subsequently, the topics were sent around to the assessment community members to determine which topics had the most interest. There were 5 topics that had 3 or more members interested, and topic groups were formed of those interested in the topic. These groups are now in various stages of developing proposals. If you are interested in any of the 5 topics, and particularly if you have data that could be pulled together as a presentation, contact Mark Albanese who will hook you up with the other members who are interested. The five topics are:

- ⇒ *Longitudinal resident evaluation*
- ⇒ *Quality improvement/Performance assessment*
- ⇒ *Peer assessment and mentoring*
- ⇒ *How does assessment drive professional identity/proliferation of subspecialization and socialization, who is being protected, the profession or the public?*
- ⇒ *Assessing interprofessional competencies*

Our AC welcomes anyone interested in joining our community of practice; please contact Mark Albanese (maalbane@wisc.edu) if you wish to join our community.

Teaching & Learning (TLC) Report

The purpose of the TLC is to offer Division I members the opportunity to connect with others who have similar research interests in the areas of teaching and learning, including theoretical, empirical, and practical applications.

Members of the TLC met in Chicago at a breakfast meeting to discuss symposia topics related to our purpose that might attract participation. The following topics were proposed:

- ⇒ *The Status of Signature Pedagogies in the Professions. This session might also provide a way of connecting with the overall meeting theme, Public Scholarship to Educate Diverse Democracies. Certain cultural stereotypes retain a strong hold on public images of professions like medicine, law, engineering, teaching, etc.*
- ⇒ *Remediation/Developmental Education/Academic Support and the Struggling Student*
- ⇒ *Uses of Social Media in (various professional T&L contexts)*
- ⇒ *Mentorship*
- ⇒ *Professionalism*
- ⇒ *Changing Times. The question of what particular professions might most fear was raised.*

If any of these topics interest members, or persons who may wish to join the TLC, and if you wish to have the TLC sponsor your submission, please contact Dorie Evensen, now serving as the TLC chair, at dhd2@psu.edu. She is in the process of creating a TLC list and can get messages out to the community. Also, if you did not receive a message by email about this list and wish to be included, please let Dorie Evensen know.

Professional Development Community (PDC) Report

Members of the Professional Development Community met at AERA, 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’ format generated a number of ideas that could lead to further research and increased collaboration. We considered how we might use a writing conference (supported through AERA) to generate a research agenda for faculty development and report current scholarship that would propel us forward, moving beyond a focus on the work that we have done, to a clearer vision for the work we need to do. The discussion was wide ranging, but several themes and related questions emerged. These include:

- ⇒ *Distinguishing faculty development as professional service, from scholarship: How do organizational promoters and inhibitors shape what faculty development is allowed to be in our respective environments, and across institutions?*
- ⇒ *Establishing teaching qualifications for faculty in higher education, and professionalizing programs through certifications and other forms of recognition: Are there critical competencies we should focus on in our programs? How might we articulate the necessary qualifications for those who lead faculty development programs, and criteria for evaluating the programs we offer?*
- ⇒ *We advocated for a principled approach to faculty development, so that participants learn the principles underlying teaching: Are there Entrustable Professional Activities (EPAs) related to faculty development, and the skills or attributes we aim to instill in our faculty?*
- ⇒ *Workplace learning was also a recurrent theme. Much of our discussion centered on the organizations (and their respective cultures) in which we work, how they facilitate or hinder our efforts, and the degree to which our participants are able to apply what they have learned—both as it relates to teaching, and to their subsequent learning in the work environment. We expressed a desire to trace the impact of faculty development programs through individuals’ contributions to the university over time. To what extent do participants in our programs develop or refine skills that facilitate the achievement of broader, institutional goals?*

Focus groups during the Division I Business Meeting generated additional topics, many of which complement the themes listed above, that members of the Community may also wish to pursue in collaboration with others. Some of these included common challenges for faculty developers across the professions, measuring outcomes, the advantages or disadvantages of being an “outsider” (in terms of content expertise, as compared to the disciplinary backgrounds of those with whom we work), and training and background requirements for professional development facilitators in the future.

The formal annual meeting program included a symposium organized by members of the Community titled “Faculty Developers as Insiders and Outsiders: Work-based Learning for Professional Development.” The symposium focused on work-based learning as a framework for professional development, as illustrated by recent research in the fields of education and the health professions. Feedback after the session was positive; it was well attended and well received. We are hoping to propose another symposium for next year’s meeting, in addition to individual paper submissions.

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

Graduate Student Report

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

This year’s Division I fireside chat shed light on the various entry points into a career in professional education and the unique skillsets that have proven to be valuable in this field. The graduate student representatives prepared guiding questions for the panelists but also allowed for questions from the audience. We were fortunate to be joined by three wonderful scholars – Drs. Yoon Soo Park, Bridget O’Brien, and Christopher O’Neal.

We had great attendance and panelists were open and honest about their experiences. Many participants shared candid thoughts about their careers and a thoughtful discussion ensued about successful strategies for entering professional education. As a result, many audience members (including graduate students, junior scholars, and established scholars alike) walked away with valuable insight into their own academic and professional endeavors.

Thank you to all who attended and participated!

Mentorship Event at AERA 2015

This year, the Mentoring Committee (led by Drs. Rebecca Blanchard and Christina Cestone) matched interested graduate students with established Division I scholars for a “Meet Your Mentor” social following the Division I business meeting. This was a great opportunity for graduate students and junior scholars to network with their peers as well as more senior scholars and professionals. Several graduate students found these mentorships very valuable and insightful. For this reason, we will explore more opportunities for mentorship before, during, and after the annual conference. Please stay tuned for more information!

Graduate Student Participation in the Annual Meeting and Upcoming Program Submission Deadline!

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. In addition, of the 50 proposal reviewers in Division I this past year, 4 self-identified as graduate students. Congratulations to all those who presented at the annual meeting! And thank you to those who volunteered to review proposals!

As a reminder, the deadline for submissions for AERA 2016 is July 22, 2015. We hope you’ve already started thinking about your proposal submission!

New Graduate Student Representative – Sarah McBrien

A big welcome to Sarah McBrien, Division I’s new junior graduate student representative! Sarah is pursuing her Ph.D. in Educational Studies with an emphasis in Instructional Technology from the University of Nebraska-Lincoln. She is also the Curriculum and Assessment Program Manager for the College of Medicine at the University of Nebraska Medical Center. She will be serving a two year term, which began this past April after AERA 2015, and joining Michael Soh as Division I’s graduate student representatives.

We are also indebted to the lasting contributions of Division I’s outgoing senior graduate student representative - Angela Blood. A huge thank you for her service to Division I and her commitment to AERA graduate students! And, as always, thank you to Dorthea Juul for her continued support and guidance!

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

Sarah McBrien, Division I Junior Representative
(sarah.mcbrien@unmc.edu)



PERQ

Division I Membership Committee Report, Summer 2015

Greetings from the hot and humid capital of the United States! School may be out, but the work of Division I continues. Following another wonder AERA showing by Division I we are excited to see our membership continue to grow. As of July 2015, we have 539 members. That's a modest 3 percent increase from last summer. We are certainly pleased with this growth, but we know there are many more potential Division I members. We continue to try to resign up the 204 individuals who were members last year, but have not renewed.

AERA Division I- Recent Membership Trends

	June 2014	March 2015	July 2015
Renewals	386	378	390 (48 graduate students)
New as of calendar year	138	128	149 (38 graduate students)
Total Current Year	524 (108 graduate students)	506	539 (86 graduate students)
Active previous year, not yet renewed	267	211	204

Current members are always the best recruiters. Please continue to promote the benefits of Division I membership to your colleagues.

The Division I Twitter feed (<http://www.twitter.com/#!/AERADivisionI>) now has 186 followers. The twitter feed is a great place to share ideas and information related to education in the various professions.

The AERA Annual Conference is always a great time to engage potential members in the local area. This past April, Anthony Artino, 2016 AERA Annual Meeting Division I Program Planning Co-Chair, put together a successful Division I Guest Pass Program. We had several local researchers from various associations and agencies in the health professions attend our sessions in Chicago. We look forward to expanding this program next year in Washington, DC.

Together we make Division I stronger and together we can help the division grow.

Enjoy the rest of your summer.

Eugene Anderson,
Membership Committee Chair

Awards Committee Report

The AERA Division I New Investigator Award recognizes an initial contribution to the Division I program and field of educational research. In order to qualify for the New Investigator Award, the first author must be within three years of receiving a terminal degree and demonstrate extensive effort for developing a scientific study. This award often recognizes dissertation studies, and the author's initial contribution.

The 2014 Division I New Investigator Award was given Dr. Theresa Grohnert. Working with her colleagues, Drs. Roger Meuwissen and Wim Gijsselaers, she presented the winning paper in Philadelphia, Pennsylvania at the 2014 Annual Meeting. The paper title was "Supporting Professional Learning in Low-Validity Environments: Lesson From Deliberate Practice."

Professional ability for making informed judgment is a pivotal performance in a variety of settings where uncertainty is a factor. While certain ability for informed decision making may be learned, we do not know how the professional ability is developed in a workplace where is little known about the predictors. Dr. Grohnert and her study team conducted a case study that measured quantity and quality of experiential learning patterns with 53 auditors of an international audit company context in Netherland. Descriptive statistics, correlations, and structural equation modeling suggested a model of how three factors of specific experience (i.e., partner incidents, reflection, and manager routine task) were related to informed vs. uninformed judgment. The study findings confirmed the notion that professionals in low-validity environments rely heavily on learning from specific experiences to make informed judgments. It implies that deliberate practice is important for making informed decision with professionals.



We are pleased to acknowledge the work of the 2014-2015 New Investigator Committee members, Janet M. Riddle and Douglas R. Ripkey. We thank them for all of their effort and thoughtful insights.

EunMi Park, Chair, New Investigator Award Sub-Committee

The AERA Division I 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.

The 2014 Division I Established Investigator Award was given to Dot Horber, National Board of Osteopathic Medical Examiners, Department of Continuous Professional Development and Innovations, for her paper "Teaching and Assessing Doctor-Patient Communication using Remote Standardized Patients and SKYPE: Feedback from Medical Residents". This pilot study addresses an exciting topic in medical education and focuses on exploring the use of remote standardized patients and Skype to teach and provide feedback related to communication skills to residents. It has broad applications for other disciplines as the use of computer-based technology for communication is quickly advancing in other fields such as psychology. Reviewers indicated that Dr. Horber presented her study well and engaged the audience's interest in the topic. Her slides were simple and clean, and thus allowed for a straightforward understanding of her work. The importance of and potential implications for the results of this preliminary study were outlined well and appropriately highlighted. We congratulate Dr. Horber on this accomplishment.



We are pleased to acknowledge the work of the 2014-2015 Established Investigator Committee members, Monica Cuddy, Brian Hess, Andrew Jones, Mark Raymond, and Larissa Smith. We thank them for all of their effort, insights and thoughtful reviews.

Bill Roberts, Chair, Established Investigator Award Sub-Committee

Dr. Horber's award was accepted by Dr. Hao Song

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Awards Committee Report (continued)

The AERA Division I 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 for significance, approach, innovation, writing style, and contributions to the field and to the scholarship of Division I.

Our committee is pleased to announce the two publications (1 book, 1 journal article) selected for the 2014 Division I Outstanding Research Publication Award. This year the committee received nominations for 2 books and 5 articles.

Outstanding Book Award

The Cambridge Handbook of Engineering Education Research (CHEER), edited by Aditya Johri, Virginia Polytechnic Institute and State University and Barbara Olds, Colorado School of Mines, contains 35 chapters organized thematically around a research agenda identified through a series of colloquia funded by the NSF. This impressive book represents a collaborative effort by many authors within and beyond engineering education and is the first comprehensive presentation of engineering education research.

The value of this work is not limited to engineering; it is an excellent resource for scholars and educators in many fields, as evident in one reviewer's comments: "I am impressed that a field of scientific inquiry has published a dedicated resource to the study of learning science, pedagogy and research methods. Publishing this book seems to signify the importance of educational research, theory and practice to scientific inquiry, perhaps a trend that might be emergent across other disciplines in time. If that is the case, CHEER might have established the standard for excellence." The book is available at: <http://www.cambridge.org/us/academic/subjects/engineering/engineering-general-interest/cambridge-handbook-engineering-education-research>



Outstanding Journal Article Award

The paper "Examining shifts in medical students' microanalytic motivation beliefs and regulatory processes during a diagnostic reasoning task," written by Timothy Cleary, Ting Dong, and Anthony Artino, Jr., provides several intriguing insights into medical students' diagnostic reasoning processes by tying together theories related to self-efficacy, feedback, strategic thinking, and diagnostic reasoning. The authors used a novel assessment methodology called self-regulated learning microanalysis to examine shifts in the motivational beliefs and regulatory processes of second-year medical students as they engaged in a diagnostic reasoning activity. They found that students' self-efficacy and use of strategic self-regulatory thought processes declined when they learned they had not identified the correct diagnosis (negative feedback) and were asked to try again. The authors highlight the important implications of these findings for the design of feedback processes that encourage students' persistence and strategic thinking for improvement when they receive negative feedback on performance. Reviewers commented on the "clever study design" and praised the article for "both its theoretical grounding and its methodological rigor ... it highlights the best of what a medical education research project can and should be – a theoretically grounded, rigorous, empirical investigation of thinking and learning in context."



Congratulations Drs. Cleary, Dong, and Artino! We encourage members of the Division to read this paper which is available at: <http://link.springer.com.ucsf.idm.oclc.org/article/10.1007%2Fs10459-014-9549-x>

Many thanks to the members of the Outstanding Research Publication Committee. Their invaluable efforts make this award possible: Erika Abner, Linda Behar-Horenstein, Maura Borrego, Heather Davidson, Gretchen Guiton, Bridget O'Brien (chair). Please keep an eye out for outstanding publications (articles) in 2015 and send nominations to Bridget O'Brien (bridget.obrien@ucsf.edu). Thank you!

Bridget O'Brien, Chair, Outstanding Research Publication Award Sub-Committee

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

Awards Committees Co-Chairs, EunMi Park (epark12@jhmi.edu) and Linette Ross (lross@nbme.org)

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:

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Professional Education Researcher Quarterly (PERQ)

is published three–four times a year and is available on the Division I website. Suitable publications for PERQ include official notices to the Division I membership, articles, descriptions of research in progress, reviews of research, book reviews, letters, and announcements of jobs, funding, or events judged to be of interest to researchers in professions education. Publication of such items is dependent on available space. Materials should be submitted to:

Marta van Zanten, PERQ Editor

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3624 Market Street

Philadelphia, PA 19104

mvanzanten@faimer.org

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