

A Message from VP Cynthia Hudley

Inside:

- Program Report p 2
- Graduate Student Representative Report p 3
- Division E Awards p 3
- Graduate Student Seminar p 4
- Membership Committee Report p 4
- Affirmative Action Report p 5
- Early Career Faculty p 5
- Spotlight on Research p 6
- Division Officers p 7

As I begin my final year as vice-president for Division E, I have reflected on the two goals I articulated two years ago as I assumed office. Our membership co-chairs, Angela Taylor (Human Development) and Chris McCarthy (Counseling) have been actively reaching out to several SIG's that focus on our interests (i.e., counseling and human development) in order to increase our membership and broaden the diversity of expertise that is represented in our division.

In addition, I have explored the possibility of an edited handbook that captures the unique mix of exemplary research conducted by members of our division.

As we discussed at our 2009 Business Meeting, AERA has now developed a relationship with Sage Publications, and the organization has been actively soliciting prospectuses. I have begun assembling an

initial advisory committee to develop an appropriate prospectus for submission to the Books Editorial Board. Stay tuned for updates as the process moves forward.

I trust everyone is looking forward to an exciting time in Denver for the 2010 Annual Meeting, with the new schedule Friday through Tuesday. Please also consider participating in one of Division E's mentoring programs that are hosted immediately prior to the start of the annual meeting. In 2010 they will begin on Thursday April 29th and conclude at noon on April 30th.

As always, we will provide sessions for new faculty and for graduate students. These sessions are a great way to socialize our colleagues into the discipline, into AERA, and into the Division. If you can help, please respond positively when the announcement goes out. As well, please nominate your graduate students and encourage your junior colleagues to participate in

this valuable activity.

Finally, again thank you all for this opportunity to lead the Division. I look forward with excitement to my final year of working with and for all of the Division members and hope to see you in Denver.

Future AERA Meeting Sites

2010: Denver
April 30-May 4

2011: New Orleans
April 8-12

2012: Vancouver, BC
April 13-17

Program Highlights: Denver Here We Come!

Thank you to those who
have volunteered to be
reviewers for the 2010
Division E Program.

Report from the 2010
Program Committee Co-
Chairs

Rodney Goodyear,
University of Redlands

James Rodriguez
California State University,
Fullerton

This fall's Division E Program meeting was held on October 2, 2009 at the University of Redlands. The Committee members are the program co-chairs (James and Rod) along with Cynthia Hudley, Vice-President, April Taylor, Affirmative Action Committee Representative, and Capri Brooks and Shadi Roshandel, Graduate Student Representatives. This year Division E received 111 submissions total (103 individual presentations, 8 symposia).

Cynthia Hudley will present her Vice Presidential address, *The Developmental Niche: Understanding Human Development in Cultural Context*. Please make sure that is on your program schedule.

As well, the Division will have 16 other sessions, many of which map well to the 2010 AERA convention theme *Understanding Complex Ecologies in a Changing World*. These include including two poster sessions (one each for counseling and for human development), symposia, paper sessions, and round tables).

Titles for those sessions are:

- Cultivating Tolerance: Developing Moral Sensitivities, Competences and Attitudes for a Democratic Society;
- Developing Together: The Role of Social Relationships in Schools
- Fathers and Mothers: Parental Involvement in Diverse Contexts;
- Identity Development Among Ethnic Minority Adolescents;
- Mental Health and Academic Outcomes Among Children and Adolescents;
- Teachers' Views of Social Justice and Their Role in Promoting Student Development: Interdisciplinary Perspectives;
- Client Characteristics and Behaviors;
- Counseling Diverse Populations;
- Measurement of Counseling Related Constructs;
- Moving a Profession Forward to Implement 21st Century School Counseling Models; School Counseling: Consumer Perceptions, Expert Judgment about Role, and Demonstrated Effectiveness;
- STEM Career Development: Lessons Learned from the NSF ITEST program

The Program Committee relied heavily on the expertise of our reviewers in deciding which proposals to include for the 2010 Denver meeting.

This was the first year that AERA has employed reviewer panels. That is, groups of three reviewers chosen for their type of expertise (disciplinary; content; and, methodological) and each panel was sent the same proposals to review; proposals matched to that particular panel's expertise. Our impressions are that this was a very useful innovation that has improved the quality of reviews.

We want thank those who served as reviewers. We also would like to thank those of you who volunteered to serve as session chairs and discussants as these are critical roles in ensuring successful sessions.

Finally, we want to thank all who submitted proposals. We regret that it was not possible to accept all submissions, and hope all who submitted will find the reviews helpful (these are available online at the AERA program submission site).

We are thrilled with the 2010 program and look forward to seeing you in Denver!

2010 year's program
theme, "*Understanding
Complex Ecologies in a
Changing World*".



"I See What You Mean"

Graduate Student Representative Report

Sending Fall Greetings to you! We are getting excited about next year's upcoming annual meeting in Denver.

2010 Annual AERA Meeting: Fireside Chat

"The In Between: How to use my time wisely"

This session focuses on the many transitions we, as graduate students, face during our "race to the finish." Should I get a job after my master's degree before I start my doctorate degree? Should I teach during my doctorate program or should I get some clinical experience? How much time should I spend publishing during school? With the job market so difficult right now, how should I spend my time if I can't get a full-time job?

This session will be one that provides practical information about using time during life transitions. Come join us as we get some advice from people who've been here before.

Lynley Anderman, The Ohio State University
Cynthia Hudley, University of California Santa Barbara
Theresa Thorkildsen, University of Illinois at Chicago
David Wakefield, California State University Northridge
Frank Worrell, University of California Berkeley

Send us your information

As many of you know we send you emails every once in awhile announcing

fellowships and scholarships, upcoming conferences, and job announcements. We would like to ask that you send us some of your own announcements that we can include in a monthly email as well as in our quarterly newsletter. So, please send us some of your updates.

- Are you attending a conference and looking for roommates?
- Did you receive a scholarship or fellowship that we should congratulate you on and encourage others to apply for?
- Did you come across a job opportunity that some of Division E students would be interested in?
- Do you know of a scholarship or fellowship deadline that is approaching?

We are looking forward to working with you. If you have questions about upcoming meeting events, Division E, or GSC, please do not hesitate to contact us. We look forward to seeing you all in Denver!

Capri Brooks
scp1@msstate.edu

Shadi Roshandel
rosohandel@gmail.com

**** We are on Facebook! ****

<http://www.facebook.com/groups/edit.php?members&saved&gid=71830300528#/group.php?gid=71830300528>

Division E Awards

Namok Choi, Counseling
University of Louisville

Kathy Nakagawa, Human
Development Awards
Arizona State University

Division E seeks nominations for two types of awards in both Counseling and Human Development:

Outstanding Dissertation Award: Nominations for this category will be accepted for dissertations completed during the years 2007, 2008, and 2009. Nomination materials should include two electronic copies of an article-length manuscript from the dissertation with personal information removed from one of the copies. Full length dissertations will **not** be accepted. Nominations must also include a letter of nomination from the dissertation chair and verification that the nominee is currently a Division E Member. Manuscripts may or may not have been published.

Distinguished Research Award: Nominations for this category will be accepted for journal articles or book chapters published during 2007, 2008, 2009.

Self-nominations for these awards are encouraged.

Nomination materials must include an electronic copy of the publication and a nominating letter indicating the unique and important contribution of the study to the literature along with verification that at least one of the authors is a current Division E member.

Each award recipient will receive a plaque and a monetary award, to be presented at the 2010 AERA Annual Meeting Division E business meeting. Nominations must be received no later than **December 1, 2009** to be considered for the 2010 competition.

Send nominations for the awards in the **Counseling** area to Awards Chair, Namok Choi, College of Education and Human Development, University of Louisville, namok@louisville.edu

Send nominations for the awards in the **Human Development** area to Awards Chair, Kathy Nakagawa, Fulton Institute & Graduate School of Education, Arizona State University, nakagawa@asu.edu

Call for Papers!

Deadline for Submission:
December 1, 2009

Division E Graduate Student Seminar

Membership Committee

Join the AERA Division E Facebook Page for Pictures, Announcements, and More!

We are putting together a great Graduate Student Seminar for 2010. The seminar is designed to allow and encourage students to interact with faculty on issues of interest and concern to them. The seminar will include an interactive workshop led by a panel of academics on issues such as:

- Starting a research agenda;
- Tips on publishing;
- The Scholarship of Teaching,
- Job search and Interviews;
- Networking/ Collaboration both Nationally and Internationally.

The seminar will include dinner on Sunday evening before the annual meeting as well as breakfast and the workshop session from 8:00 a.m. -12:00 noon on Monday, the first day of the annual meeting.

Fellowships provide a financial reimbursement for the actual cost of the Sunday night hotel. Recipients of fellowships must be Division E members. Students interested in receiving a fellowship must be nominated by a Professor who is a member of Division E. The application deadline is January 29, 2010.

Please contact the co-chairs for additional information:

Dr. Susanne Foulk,
foulk@usc.edu,

Dr. Peter Hartley,
Peter.Hartley@vu.edu.au, or

Dr. Sachin Jain
sjain@uidaho.edu.

Angela Taylor
University of Arizona

Chris McCarthy
University of Texas, Austin

In our continuing efforts to increase the Division E membership, our focus over the past few months has been on promoting cross-membership between Division E and SIGs with related areas of interest. This effort began prior to the 2009 AERA Conference with emails to chairs of 10 SIGs (including Adolescent & Youth Development, Adulthood and Aging, Early Education and Child Development, and Social-Emotional Learning, among others) inviting their SIG membership to attend our Division E Business Meeting and Reception.

At that time, VP Cynthia Hudley also initiated an effort to organize a joint reception with the Adolescent and Youth Development (AYD) SIG (although ran into scheduling conflicts).

This year, we have continued with a similar strategy targeting a small number of SIGs. Chris McCarthy has been working with the leadership of the Stress and Coping SIG, and Angela Taylor is making a renewed effort at setting up a joint reception with the AYD SIG.

We also plan to invite SIG chairs/members to participate with us at the 2010 Division E Business Meeting on strategies for/benefits of Division-SIG partnerships.

Finally, we plan to work with the Division E Program Committee on ways we can leverage co-sponsored sessions to promote joint memberships between SIGs and Division E.

We invite all Division E members to help with our membership efforts by encouraging your colleagues to consider a joint membership in Division E.

We also welcome your creative ideas about ways we can continue to grow the Division E membership.

Announcement

Please continue to encourage colleagues and students to consider joining AERA.

Please note that many officers have changed. Officers please check your contact information on page 7 and let me know if you have been included and are no longer serving or have not been included and should be. Also, I do not have contact information for everyone so please send that to me.

**Juli Raskauskas
Newsletter Editor**

Affirmative Action

April Taylor
California State University,
Northridge
Greetings Division E
Members,

This year the American Educational Research Association (AERA) held its annual Coordinated Committee Meeting (CCM) on October 23-24 at the Hyatt Capitol Hill in Washington, D.C. The CCM marks the annual gathering of AERA's elected, appointed, and executive leadership to provide a forum and opportunity for cross-committee and -council discussions.

The agenda for the Affirmative Action Council (AAC) in particular included reports from each Division's AAO, and joint meetings with the Social Justice Action Committee, the Scholars of Color in Education Committee, and the Scholars & Advocates for Gender Equity in Education Committee.

Key discussion topics included recommendations regarding new, sustainable mentoring activities that are potentially co-sponsored across the divisions as well as promoting and supporting the mentoring activities. Do you have any ideas for mentoring activities that you would like to see? Any comments or suggestions from the membership are welcome and I will gladly add them to the discussion.

The AERA Social Justice

Action Committee (SJAC) is interested in pursuing the appointment of an SJAC representative to Council. Stay tuned for updates on this effort.

In terms of our program for next year's meeting, submissions were down compared to last year but we nonetheless have an exciting program lined up.

Please join me in welcoming Shadi Roshandel, Amber Gonzalez, and Aletha Harven to the Division E Affirmative Action Committee. I encourage graduate students and others interested in serving to contact ataylor@csun.edu.

Looking forward to seeing you in Denver!

Affirmative Action Committee Members

April Taylor, Chair, California State University Northridge
Janice E. Jones, Valerie McGaha, Zsuzsanna Szabo, Carol Wong, Kimberly Gordon, Shadi Roshandel, Amber M. Gonzalez, and Aletha M. Harven.

Early Career Faculty Mentoring Pre-conference

Teresa A. Fisher
Denice Ward Hood

Division E invites new assistant professors (three years or less) to participate in the Early Career Faculty Mentoring Preconference at the AERA 2010 meeting.

The Division E Early Career Faculty Mentoring Preconference provides new faculty members with the opportunity to meet, receive advice from successful researchers in their fields, and establish mentoring with an experienced scholar.

The preconference consists of two components: one-to-one mentoring/networking dinner the evening before the start of the 2010 Annual Meeting and ½ day seminar/panel in the morning prior to the Meeting.

The schedule will be as follows:

Thursday April 29th, 6:00 pm – Networking Dinner hosted by Division E

Friday April 30th, 8:00 am to 11:50 am – Mentoring Seminar and Breakfast

Application Process

New Faculty (appointed to their first position within the past 3 years) should submit the following application materials (as e-mail attachments) to Program Co-Chair Teresa Fisher by **Friday January 8, 2010**:

- (1) Cover Letter that states:
- Why the applicant is interested in participating. Including the applicant's goals for participating.
 - Describes applicant's research interests and career goals.
 - Indicates at least one potential mentor (Division E member). This information is vital to identification of appropriate mentors.

(2) (CV) that includes:

- Name
- Affiliation
- Address
- Phone & Fax
- Email
- Educational background
- Teaching, research and service experiences

Selection Process

Participants will be selected based on faculty status, goals and research interests. There will be a limited number of participants in order to facilitate interaction and engagement.

To be eligible, participants must be members of Division E, register for the annual meeting, and attend **both** the networking dinner and seminar.

The Division will reimburse participants' hotel costs for Thursday night so they may participate in the networking dinner on Thursday evening and the Breakfast workshop on Friday morning.

Questions

Please contact Teresa A. Fisher (TAFisher@niu.edu) or Denice Ward Hood (dwhood@illinois.edu)

Spotlight on Research

From AERA Session: Cognition and Creativity Among Children

Is Creative Behavior a Function of Creative Self-Efficacy?

Gay Lemons, Tufts University

This paper was presented at a well attended session, with three others. Since I had not stepped into an elementary school in more than a decade, I was rather surprised to read the title of the session: Cognition and Creativity Among Children. The fact that my paper reported results from surveys collected from college students didn't seem to faze the audience at all. The speakers were informative and presented a variety of interesting topics that generated a high level of interest from the attendees. The discussant was thoroughly familiar with each of our papers and did an excellent job of analyzing and critiquing the presentations.

To briefly summarize, a 10-question, open ended survey was given to college students (N=242) asking about their creative behavior and what they believed about their own creative abilities. Content analysis was used to code and categorize the qualitative data. Creative behavior does appear to be a function of creative self-efficacy, up to a point. This study also found that 21% (23/109) of this student sample, reported high levels of creative self-efficacy but low levels of creative behavior. Although some of the responses might have had a social desirability bias, part of this finding can be explained by myths many students held about creativity (e.g., Every word I say is unique and therefore creative). Generally, these students trivialized creativity and did not understand the time, effort, and passion needed to pursue creative endeavors.

This study also found a group of students (12%, or 6/47) who reported very low levels of creative self-efficacy but highly creative behavior. These students were also influenced by creativity myths. Most believed that creativity is not found outside the visual and performing arts (e.g. math is not creative) and that creative people are

innovative on demand and across disciplines. Many also referred to an element of fear in exposing their pursuits.

This sample was from a rural university with a strong program in the visual and performing arts. Future research would be to collect responses from a more cosmopolitan school with an emphasis on science and technology. Would science, math, and technology majors transcend the myths of creativity?

From AERA Session: Promoting Success Among Young Children: Making Early Childhood Education Work!

Examining the Relationship between Temporary Classroom Transitions and Children's Social Outcomes

Vi-Nhuan Le, Claude M. Setodji, RAND

Diana Schaack, Erikson Institute

Children form close relationships to their caregivers and peers when they are in stable environments. Despite the importance of caregivers and peer group stability, child care programs are increasingly making economic decisions that interrupt children's continuity of care. In an effort to meet state licensing requirements programs temporarily move children and teachers into different classrooms throughout the day. To shed more light on how this practice impacts the quality of children's relationships with their teachers and peers, we conducted this study to better understand:

- the prevalence of caregivers and child movement between classrooms in child care settings,
- the impact of temporary classroom transition on children's feeling about their caregivers, peers and child care experiences,
- the relationship between transitions and caregivers perceptions of their relationship with children.

Our analytic sample consisted of 307 children linked to 295 teachers in 49 child care centers in Colorado receiving funding from the state- sponsored School Readiness Program. To measure temporary transitions, we used

a sign-in/sign-out procedure in which parents signed their children in and out of classrooms as they dropped their children off and picked them up. During the day, staff members were responsible for signing children and themselves in and out of classrooms.

Our preliminary analysis suggested that temporary transitions into other classroom were a fairly common phenomenon for both children and teachers. Nearly 31 percent of children temporarily changed classrooms, with an average frequency of 7 moves over the 10-day period. For children who moved, approximately 10 percent of their care was outside of their assigned classrooms. Transitions were even more pervasive among teachers, where 82 percent temporarily changed classrooms, with an average of approximately one classroom transition per day. When teachers moved classrooms, they spent 2.5 hours outside of their assigned room. This translated to approximately 37 percent of teachers' working hours spent in other classrooms. Only 7% of children did not experience any type of disruption in continuity of care.

Contrary to expectations, movement was not associated with poorer relationships with teachers or peers, but was instead a positive predictor of affinity with others. The rate with which children moved between classrooms was positively related to their preference for spending time in the center, and to their peers' ratings of their likeability. The analysis also showed that when children moved classrooms, they often encountered higher-quality care than would have been the case had they not moved from their assigned classrooms. Future research will take into account factors likely to influence children's social development, such as parental caregiving style, and will examine a broader range of outcomes, including cognitive measures.

This project was supported by Grant No. 00125692 awarded by the National Institute of Child Health and Human Development division of the National Institute of Health. The views expressed here are those of the authors and not necessarily those of the funders.

Division E Officers

Division E of the American Educational Research Association (AERA) is concerned with encouraging research on human behavior, development, and interactions among individuals in educational settings, as well as judicious use of psychological and educational procedures in the school.

Vice-President

Cynthia Hudley
Gevirtz Graduate School of Education
University of California, Santa Barbara
Santa Barbara, CA 93106
805-893-8324
hudley@education.ucsb.edu

Secretary

Denise Beesley
Department of Educational Psychology
820 Van Vleet Oval, Rm 321
University of Oklahoma
Norman, OK 73019
405-325-5974
dbeesley@ou.edu

Graduate Student Seminar Co-Chairs

Dr. Susanne Foulk
foulk@usc.edu

Dr. Peter Hartley
Peter.Hartley@vu.edu.au

Dr. Sachin Jain
sjain@uidaho.edu

Affirmative Action Officer

April Taylor
Department of Child & Adolescent
Development
California State University, Northridge
Northridge, CA 91330
818-677-7211
april.taylor.11@csun.edu

Newsletter Editor

Juliana Raskauskas
California State University
Department of Child Development
6000 J. Street
Sacramento, CA 95819
916-278-7029
jraskauskas@csus.edu

Grad Student Representatives

Capri Brooks (Counseling)
Dept. of Counselor Education
Mississippi State University
Capriposey@hotmail.com

Shadi Roshandel (Human Development)
Gevirtz Graduate School of Education
University of California, Santa Barbara
Santa Barbara, California 93106
sroshandel@education.ucsb.edu

Program Co-Chairs

Rodney Goodyear (Counseling)
Professor, School of Education
University of Redlands
1200 East Colton Avenue,
P.O. Box 3080
Redlands, CA 92373-0999
909-748-8800
rod_goodyear@redlands.edu

James Rodriguez (Human Development)
Associate Professor
Department of Child and Adolescent Studies
California State University Fullerton
800 N. State College Blvd.
Fullerton, CA 92834-6868
657- 278-4048
jamesrodriguez@fullerton.edu

Faculty Mentoring Co-Chairs

Denice Ward Hood (Human Development)
Department of Educational Policy Studies
University of Illinois
1310 S. 6th Street
Champaign, IL 61820
602-728--9520
dwhood@illinois.edu

Teresa Fisher (Counseling)
Department of Counseling, Adult and Higher
Education
200 Gable Hall
Northern Illinois University
DeKalb, IL 60115
815-753-1448
TAFisher@niu.edu

Nominating Committee Chair

Jody Newman
Department of Educational Psychology
820 Van Vleet Oval, Room 321
University of Oklahoma
Norman, OK 73019
405-325-5974
jlnewman@ou.edu

Awards Committee Co-Chairs

Namok Choi (Counseling)
College of Education and Human
Development
University of Louisville

Kathy Nakagawa (Human Development)
Mary Lou Fulton College of Education
Arizona State University
Tempe, AZ 85287
480-965-0582
nakagawa@asu.edu

Membership Committee Co-Chairs

Cheryl A. Offutt (Counseling)
Department of Educational, School, and
Counseling Psychology
University of Missouri-Columbia
573-882-2592
RauC@missouri.edu

Angela Taylor (Human Development)
Norton School of Family and Consumer
Sciences
University of Arizona
Tucson, AZ 85721
520-621-7127
artaylor@u.arizona.edu

Web Editor

Angela Nievar
Development and Family Studies
University of North Texas
119H Matthews Hall
P O Box 310829
Denton, Texas 76203
940-891-6800
ANievar@coe.unt.edu