

Vice President's Letter

Dear Members,

I realize that I have been attending AERA meetings for now 30 years! It is amazing what new and exciting activities are featured at every meeting. I appreciate that many of our members face economic challenges in attending the annual meeting this year and I hope that if they are unable to attend they will seek copies of the papers from the presentations that make up our program.

Susan Case and her committee have assembled a great program with presentations across the professions. We are privileged to once again have a session with participants from the project on professions education sponsored by the Carnegie Foundation for the Advancement of Teaching. We have two "Working Group Roundtables" created in conjunction with Division D featuring an opportunity to listen and participate in discussion on cutting edge topics. Snacks will be available between the two back-to-back sessions on Wednesday.

For those who would like to drop in we will have a Graduate Student Mentoring session on Monday 10am -12pm. The graduate students are interested in the cutting edge issues in professions education and where to publish. We also have a "fireside chat" for all graduate students featuring Sonia Crandall who will help graduate students learn how to review journal articles. The graduate students are also engaging graduate students to activate the Division I graduate student committee.

Our membership committee is hosting a coffee on Tuesday morning as is the mentoring committee on Wednesday morning in the VP suite. Details are inside of this issue.

Division I is always social so please make an effort to attend our two events: Tuesday evening the Vice-President reception is folded into the business meeting and Wednesday evening we have our annual, off-site social. This year we went for tapas as a great way to mingle and meet people. AERA is sponsoring a free play, "No Child," this year and this type of social makes it easy for people to get to the play, too.

I do want to call your attention to this year's presidential sessions. They are featured on the webpage at www.aera.net and represent an extraordinary array of speakers. Please take a look at them.

Finally, I want to thank you for the opportunity to serve as your vice-president for these three years. I could not have done my job without the support of a host of great volunteers. I have worked with wonderful program chairpersons and their committees, marvelous PERQ editors, great graduate student representatives, vigilant awards, membership and mentoring chairs and so many individuals who answered numerous requests for help. We are one of the smallest divisions in AERA, but without a question we are one of the best in our efforts to support and present quality research. I wish that Dr. Ara Tekian will have the same pleasure as I have had.

Thank you,

Pat O'Sullivan
OSullivanP@medsch.ucsf.edu



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**Remember to
VOTE by March 31!**

See page 6 for details
and the ballot

Division I Education in the Professions Schedule-at-a-Glance

	Mon. April 13	Tue, April 14	Wed, April 15	Thu, April 16	Fri, April 17
7:00		Membership Coffee VP Suite	Mentoring Coffee VP Suite		
8:00		8:15—9:45	8:15—9:45	8:15—9:45	8:15—9:45
8:30		Acquisition of Profession Relevant Competencies (Symposium) SDCC Room 25C	What Happens in the Workplace? (Paper Session) MGHyatt Ballroom A	Testing the Test: High Stakes Examinations (Paper Session) SDCC Room 25B	Common Dilemmas in the Preparation of Professionals (Interactive Symposium) SDCC Room 16B
9:00					
9:30					
10:00	Introduction to Careers in Professions Education Research (Graduate Student Seminar) Marriott Hotel & Marina Anaheim				
10:30		10:35—12:05		10:35—12:05	10:35—12:05
11:00		Addressing Challenging Diversity Issues (Paper Session) SDCC Room 25C		Developing Tomorrow's Professionals (Paper Session) MGHyatt Ballroom D	Research in Skills Assessment (Paper Session) SDCC Room 16B
11:30					
12:00	12:00—1:30		12:00—2:00		
12:30	Graduate Student Fireside Chat SDCC Room 17A	12:25—1:55	Graduate Student Committee Meeting	12:25—1:55	
1:00		Career Choice and Persistence (Paper Session) SDCC Room 25C	12:25—1:55	Professional Learning Over the Lifespan (Symposium) SDCC Room 25B	1:15—1:55
1:30			Working Group Round Omni Gallery 1		Paper Discussions SDCC Ballroom 6A
2:00	2:15—3:45		2:15—3:45	2:15—3:45	
2:30	Professional Learning Over the Lifespan (Symposium) SDCC Room 15B		Skill Assessment: Advances & Challenges (Div D and I Working Group Roundtable) Omni Gallery 1	Ethical Behavior Across the Professions (Paper Session) MGHyatt Ballroom D	
3:00		3:05—3:45			
3:30		Paper Discussions SDCC Ballroom 6A			
4:00	4:05—5:35	4:05—5:35		4:05—5:35	
4:30	Issues in Clinical Learning & Performance (Paper Session) SDCC Room 14B	Collaborative Research Across Professions (Invited Session) SDCC Room 25C		How Do We Know and Reason? (Paper Session) MGHyatt Ballroom E	
5:00					
5:30					
6:00	6:00—8:00	6:15—7:45	6:00—8:00		
6:30	Division I Executive Committee Meeting VP Suite	Division I Business Meeting and Reception SDCC Room 28C	Division I Social at La Gran Tapa 6th & B Street (see page 7)		
7:00	Marriott Hotel & Marina (closed session)				
7:30					
8:00					
8:30					
9:00					
9:30					

2009 Annual Meeting Program Chair's Report

AERA in San Diego
April 13-17, 2009

Colleagues,

A quick glance at the Division I program outlined in this issue of PERQ reflects a focus on the AERA theme of spanning boundaries. Behind the scenes, the development of the 2009 program certainly reflects the theme as well. As program chair, I've had the benefit of interacting with different groups with diverse backgrounds, all working across organizational, institutional, and professional boundaries to achieve the common goal of developing the best program possible.

Given the productivity of our members, the program development task certainly required a substantial team effort. For 2009, Division I received proposals for 10 symposia and 96 individual submissions. Our division's tradition of a rigorous peer review (i.e., each proposal is sent to 5 individuals for assessment and feedback including at least two program committee members) required the generation, collation, and evaluation of more than 500 reviews for the individual submissions. In addition, we tried something new this year by having all symposia evaluated by a common group of raters to help ensure comparability of evaluations. All totaled, almost 75 unique individuals provided input for the program committee's decisions about the structure of the 2009 Division I program.

The program committee also brought an additional mix of energy, enthusiasm, and expertise into the process. For starters, each member read and commented on at least 30 individual proposals (or the equivalent work load in symposia). The team then gathered for a fall meeting in picturesque Madison, WI, for a rigorous day of discussion, selection, and organization to put together the 2009 Division I program. Listed alphabetically, this team of 9 included: **Mark Albanese, Kevin Eva, Christy Boscardin, Stanley Hamstra, Michael Kane, Marcia Mentkowski, Andrew Mroch, Patricia O'Sullivan, and Douglas Ripkey.**

I want to also offer thanks to a few people who worked mostly behind the scenes. These include Laurie Cipriano and others from the AERA central office who, in the process of organizing the final schedule, graciously accommodated Division I's desires, constraints, and changes. Much of the work surrounding this year's effort fell to Doug Ripkey, Associate Director of Testing, and Sean Riley, executive assistant, both at the National Conference of Bar Examiners, who organized the information for the program committee meeting and provided much of the brainpower behind the operation throughout the year.

Finally, I'd like to add a note of appreciation to the work of Pat O'Sullivan. The quality and quantity of her work for the Division is incredible. You have no idea how much work goes on behind the scenes and she is just amazing!

The end result of this team effort is that Division I includes 18 substantive sessions that showcase the breath and depth of the work being done in the field today. While all of these sessions merit interest, please note especially that three sessions are in a new format, the interactive symposia (working group roundtables), which involve hot topics and are designed to actively promote audience participation. In addition, there are the traditional meeting staples which include the Business Meeting (Tuesday evening) and the Division I Social (Wednesday night).

By the time you receive this newsletter those of you who are presenting should have uploaded the final copy of your paper to enable your Discussants to prepare their remarks. The Discussants and Chairs have volunteered their time to make the program a success, so you are encouraged to skim through the program looking specifically for their names and to offer words of encouragement and reinforcement for those who have taken on those tasks.



Throughout the meeting we will be asking you to let us know how we have done. If you are asked to complete an evaluation form, please take a minute to complete it and turn it in; if you have any additional feedback you would like the Division I Executive Committee to receive, do not hesitate to use me as a conduit so that future programs can be set up to meet your needs even better than this one. Thanks once again to all those individuals who contributed time and effort to AERA 2009. I look forward to seeing you all in San Diego.

Sincerely,
Susan M. Case
2009 Division I Program Chair

FOR GRADUATE STUDENTS

Fellow Graduate Students,

We look forward to seeing you in sunny San Diego! If you are planning to attend the meeting, please send us an email so we can get you on the list and stay connected. One of the biggest tips we can pass on is it is really helpful to print out and bring a copy of this newsletter, especially the Division I Schedule-at-a-Glance on page 2. (This saves lugging around the heavy Program Guide.) Here are some events for graduate students that you definitely want to attend:

We will kick-off the meeting with a mentoring breakfast on Monday, April 13th, at 10am: **“Introduction to Careers in Professions Education Research”** (Marina Anaheim room at San Diego Marriott Hotel). Learn about career opportunities in professions education, the organizations that seek applicants with your educational research skills, and the big research questions in the field. Come meet our Vice-President Pat O’Sullivan and share your interests and questions!

Have you struggled to write or review conference proposals? Then join us for our **Division I Fireside Chat** with Dr. Sonia Crandall: **“Accept, Revise, Reject: Reviewing Educational Research Manuscripts.”** Becoming a competent manuscript reviewer will also give you the added advantage of understanding how to publish your own research manuscripts. This workshop will be held on Monday from 12pm-1:30pm in Room 17A at the San Diego Convention Center (SDCC).

Are you interesting in becoming more involved in Division I? We are forming a new Division I Graduate Student Committee and are also currently seeking applications for a new Junior Representative. The Graduate Student Committee will meet on **Wednesday from 12pm-2pm** in the Graduate Student Resource Room (**GSCR** – Room 2 SDCC). If you are interested in either opportunity, please email Stephanie or Ling (include a brief bio and C.V. to apply for Junior Rep).

You should also plan to attend the **Division I Business Meeting and Reception** on Tuesday at 6:15 pm (SDCC Room 28C.) You get to meet everyone in the Division and there is always free food and drinks! Graduate students are also welcome to attend the social at *La Gran Tapa* on Wednesday.

Monday’s Graduate Student Council (GSC) Orientation and Social is helpful for first timers and those who want to be involved in the AERA graduate community. The orientation will begin at 6:15pm inside the **Graduate Student Resource Center (GSRC)** in Room 2 at the San Diego Convention Center. Remember, anytime you need assistance, the GSRC is open for you to network with other graduate students or provide space for group work and relaxation.

As we near April, join our [Division I Facebook group](#) for updates!

Sincerely, Stephanie Rivale & Ling Hsiao



Stephanie Rivale
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Ling Hsiao
Junior Representative
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Cambridge, MA
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Division I Social Information and Registration form on page 8

THURSDAY
FEBRUARY 2008
SAN DIEGO COUNTY NEWS

FOOD & DRINK

From Tapa to Turquoise to Tapa again: La Gran Tapa online at <http://lagrantapa.com/Tapas%20Article.pdf>

From the mythical turquoise sea you arrive at "La Gran Tapa," a newly restored San Diego Spanish restaurant. In 2007 it was slated for destruction, sold to a fast-food chain. Thanks to the insight and determination of the building owners, the sale was null and void. The restaurant is now a public-private partnership. Ceravolo's existing place, Turquoise, has a unique, fun, cultural and intimate atmosphere, offering a fantastic wine selection and organic tapas. It is like no other great food, which is just the right idea for the tired La Gran Tapa, located across from the San Diego Symphony. Ceravolo's existing place, Turquoise, has a unique, fun, cultural and intimate atmosphere, offering a fantastic wine selection and organic tapas. It is like no other great food, which is just the right idea for the tired La Gran Tapa, located across from the San Diego Symphony.



CONGRATULATIONS!

Katherine M. Edmondson
Cornell University
Division I Secretary-Elect

COFFEE CORNER

Division I is hosting two morning coffees for members who are interested in getting more involved in Division I.

Membership Committee Coffee
Tuesday, April 14th

Mentoring Committee Coffee
Wednesday, April 15th

Both will begin at 7:00 am and will be held in the Division I VP Suite at the Marriott Hotel and Marina.

Labor Actions at AERA—A statement from the President and Executive Director

With the online 2009 Annual Meeting Program now available and members focused on sessions, special events, exhibits, and seeing colleagues, we are writing to update you on issues related to the Manchester Grand Hyatt Hotel since we communicated with you in mid-October.

First and foremost, we want you to know that the Association—its officers, Council, and the Social Justice Action Committee (SJAC)—have continued to track all information or queries that we have received related to Proposition 8 or Unite Here's concerns about labor issues at the Hyatt Hotel. We have continued to do our due diligence as best we can about the issues and the facts, and we have personally responded to all e-mails.

In October, we announced a number of steps that the Association was taking after wide consultation, including with the AERA Queer Studies SIG, to address the fact that, in 2008, Mr. Douglas Manchester,

Continued on page 6

Labor Actions at AERA continued from page 5...

the primary owner of the Manchester Grand Hyatt Hotel, made a large individual contribution promoting passage of Proposition 8 in California. The steps taken by AERA include:

* The Association purchased additional space at the Convention Center and shifted all high profile and social justice-related sessions as well as all official AERA Annual Meeting functions to the Convention Center or other hotels. The Association had planned to hold 850 sessions at the Hyatt and has reduced this number to 350 sessions.

* The Association continues to include The Manchester Grand Hyatt Hotel among the hotels offering rooms to attendees. As is AERA practice, individual registrants are choosing in which hotels to make reservations until AERA blocks are filled.

* As part of the 2009 Annual Meeting Program, AERA has added two Presidential symposia relevant to GLBT issues.

We took these actions mindful that, while Mr. Manchester is the owner of the Hotel, his views and actions do not reflect those of the Hyatt Hotels & Resorts and that the Hyatt Hotel operates the Manchester Grand Hyatt independent of Mr. Manchester. The Hyatt General Manager has appreciated our concerns and our actions to make clear the Association's commitment to equal access, equal treatment, and non-discrimination as a matter of business policy and practice regardless of race, gender, sexual orientation, age, disability, or

Continued on page 9

TIME TO VOTE ON REVISED BY-LAWS

Many thanks to those of you who reviewed the Division I by-laws and sent recommendations and suggestions for changes. After reviewing suggestions and a good deal of work by Dorthea Juul and her committee, the amended by-laws were presented to the AERA Council and were approved. **Now it is time for the membership to vote.** The revised by-laws are available on the AERA Website (go to www.aera.net) under Resources. Please download the by-laws, read and vote "YES" or "NO" on approving the revised Division I by-laws.

You have two choices on how to cast your vote.

Option 1 - E-mail Christine Taylor (Division I Secretary) at taylorc2@ccf.org In the subject line type in **AERA By-Laws** and in the message type either "**YES-Accept**" or "**NO-Reject**".

Option 2 - Print this page, mark an "X" next to either "**YES-Accept**" or "**NO-Reject**" fax the entire page to Christine Taylor at 216 445 4471.

Please complete the voting process by March 31st. We will present the findings at the Business Meeting in San Diego.

DIVISION I BY-LAWS BALLOT

The Division I By-Laws have been reviewed and amended and approved by the AERA Council. I have reviewed the revised By-Laws and I vote:



Invitation to Mentoring Committee Meeting

All Division I members are invited to join us on Wednesday, April 15th at 7:00 AM in the Vice-President's Suite (Marriott Hotel & Marina) to plan the future of the Division I Mentoring Committee. The Committee will combine the talents of both junior and senior faculty members to provide Division I junior faculty with supports to promote their career development. At this 90-minute organizational session we will discuss the organizational structure of the committee and will recruit committee members.



The agenda for this organizational session is:

- Discuss the mission of the Mentoring committee
- Decide how and where will the committee function
- Determine a definition of "junior faculty"
- Determine how interdisciplinary the Mentoring Committee should be
- Define faculty supports
- Discuss how to integrate with graduate students
- Brainstorm methods to recruit senior faculty as mentors

The desired outcome of this session is to identify support for Division I junior faculty members to promote their career development, such as:

- Interdisciplinary networks
- Peer review of work-in progress
- AERA sessions on specific topics (e.g. teaching portfolio; scholarly teaching and the scholarship of teaching and learning)
- On-line resources

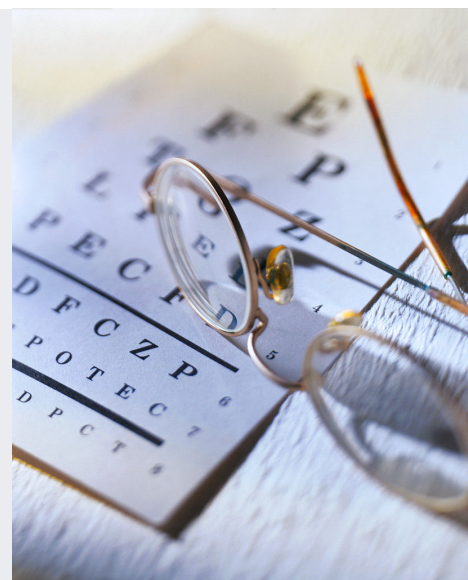
We hope you will join us on Wednesday! Hugh and Maria

Does your presentation meet the needs of those with disabilities?

AERA strongly supports accessibility for those attending or presenting at the AERA Annual Meeting. The Association offers guidelines for all those presenting at sessions. Take a moment to review these guidelines at http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3709/676_676_12EdR08.pdf

In general, presenters are encouraged to:

- Bring 3 to 4 large-print copies of handouts
- Use at least 18 point font on overheads or PowerPoint
- Utilize the microphone at all times
- Speak at a moderate rate
- Consult with chair in identification of audience members with special needs
- Verbally describe visual images
- Offer a brief period of silence when showing visuals
- Speak directly to individuals, rather than interpreters



JOIN US AT THE DIVISION I ANNUAL SOCIAL



From Left: Oliver Rodriguez, Basilio Ceravolo (owner), Chef Ryan Ramey, Pete Federson. *Image from lagrantapa.com*

to be held at

LA GRAN TAPA

April 15, 2009
6:00 pm to 8:00 pm

6th & B Street
San Diego, CA 92101
619-234-8272

\$60 per person

Two beverages per person included



Tapas Frias (Cold Tapas)

Marinated Mushrooms, Marinated Beets, Marinated Peppers, Bread & Sauces

Tapas Calientes (Hot Tapas)

Champiñones al Ajillo

Mushrooms sautéed in garlic and white wine

Pinchos

Tender Marinated Lamb Skewers grilled to perfection

Fresh Tender Greens

Organic garden chard sautéed in garlic, onions and white wine with toasted pine nuts

Ratatouille

The Provencal vegetable ragout with eggplant, zucchini, peppers, onions & tomatoes

Spanish Paella

Saffron rice, pork, chicken, shrimp, mussels and calamari

Dinner fees may be paid by check (*preferable*) or credit card.

o Check: (Enclosed) made out to AERA

o Credit Card:

Visa MasterCard Expiration Date: _____

Card Number: _____

Signature: _____

Your name and that of any guests (print):

Mail to: Patricia O'Sullivan

521 Parnassus C 254 Box 0410

UCSF School of Medicine

San Francisco, CA 94143-0410

Fax/ Email: 1-415-514-0468 patricia.osullivan@ucsf.edu

Close to hotels and the 8 PM performance of "No Child" at the Globe Theater



Labor Actions at AERA continued from page 6...

religious preferences. The Manchester Grand Hyatt Hotel itself has a well documented history of inclusiveness on GLBT issues. For example:

- * The Human Rights Campaign honored Hyatt's respect for the GLBT community by continuing to place Hyatt on its "2009 Best Places to Work" list, marking Hyatt's sixth consecutive year of being recognized by the GLBT community as a most admired employer and attaining a 100% score in the annual survey.
- * Hyatt is one of the first hotel organizations to offer domestic partners benefits. Families of all full-time associates enjoy the option of receiving Domestic Partner Benefits, such as medical leave, bereavement pay, and relocation expenses.

Unite Here Local 30 in San Diego has also sought to raise questions about labor practices at the Manchester Grand Hyatt Hotel. Some members may have received a recent posting urging support of Unite Here's efforts to boycott the Hotel and urging AERA to take action. AERA policy is explicit about fair employment practices and non-discriminatory practices. Also, our contracts with hotels provide the AERA with leverage to act in the case of employee strikes, disputes, and grievances with management. After extensive consultation with knowledgeable San Diegans and other associations holding meetings in the city, we found no evidence of current employee-employer disputes. Unite Here cites problems between labor and management at the Manchester Grand Hyatt around job security and workload. On these issues, we have the following information:

- ◆ The Hyatt Corporation has a contract with the Manchester Group Financial through July 2037. This contract guarantees that Hyatt and its employees will manage this hotel through that date, even if the current ownership sells its assets. Thus, employees' jobs are secure independent of whether the Hotel is sold.
- ◆ Housekeepers at the Hyatt participate in a program on a voluntary basis that assigns credits to the room based on the level of cleaning required. This program allows housekeepers to work an 8-hour day and also provides financial incentive for the housekeeper. The Hotel reports that 98% of its housekeepers participate voluntarily; anyone can opt out at anytime. The Hotel also reports a turnover rate among housekeepers in 2008 of 6.8%--well below the national average of 54%.

AERA policy
is explicit about
fair employment
practices and
non-discriminatory
practices.

We wanted you to receive a further update as the 2009 Annual Meeting draws near. In October, the Social Justice Action Committee and AERA Council determined that the Association is taking the right steps unless new facts come to light, which has not happened in the intervening period. In the interest of open communication, the SJAC has placed this topic on the agenda of its open meeting scheduled for Tuesday, April 13th, at 10:35am-12:05pm at the San Diego Marriott Hotel. Any one interested in learning more or expressing a view from any perspective is welcome to join.

Best wishes and see you in San Diego,

Lorraine M. McDonnell
AERA President, 2008-2009

Felice J. Levine
Executive Director



TIPS for Chairs and Discussants

If you are serving as a chair or discussant, here are some helpful hints for running a smooth session. These ideas are mostly drawn from Keith Barton's article in the December 2005 issue of Educational Researcher, entitled "Advancing the Conversation: the Roles of Discussants, Session Chairs, and Audience Members at AERA's Annual Meeting." Chairs and discussants should each retrieve copies of the manuscripts from the AERA website.

Chairs

Take charge: Be in contact with the presenters to verify technology resources. *Though LCD projectors are now provided, someone will need to make a laptop available for the session.* It is also a good idea to communicate with presenters regarding the need to bring their presentations on a memory stick to upload before the session. There should be an email link to the presenters on the online listing. If you cannot find email addresses, consider contacting another author on the paper. Ensure there will be time for discussion. Generally, we plan about 12 minutes for presentation and 1-2 minutes for points of clarification. This should leave time for the discussant and discussion. Indicate to the presenters how you will communicate that they have 5, 2, and 1 minutes left.

Introduce the session and speakers: Welcome the audience, identify that it is a Division I session, introduce speakers in the order that they will present and note institutional affiliation and paper title. Even though this information is in the program, this sets a positive tone and interest for the session.

Provide context and structure: You may want to give a brief overview of the topics to be discussed, explain the session format, moderate calling on audience members, be prepared with a question or two to stimulate discussion should there be no immediate questions from the audience. Know when to call an end to the session!

Discussants

Discuss the paper: This may sound radical but there have been discussants who fail to mention the presented papers. Presenters and authors are looking for meaningful feedback, and the audience would like some insights. The discussant has to prepare in advance to read, reflect on the papers, and develop a well-reasoned and *timed* analysis.

Balance synthesis and individual attention: Do mention each paper but do not limit the discussion to isolated comments. Try to draw on each paper to arrive at an overall synthesis. This may be a challenge in paper sessions and in such cases the discussant may close with an overview of similarities and differences.

Balance praise and criticism: The audience and presenters should know more after the discussant has presented comments than they did before. The ideal is to acknowledge achievements of the work while rigorously evaluating the contribution of the work. A gentle way of critiquing can often be achieved by using indirect questions such as "I wonder if. . ."

Pay attention to time limits: Barton did not mention this, but it is as critical for discussants to use the time as assigned as it is for presenters.

For paper discussions (formerly called roundtables): Division I uses discussants for the paper discussions. Here the discussant acts both as a chair and discussant. Be prepared to provide a critique as described above and use it to help stimulate discussion among those who may attend.



Outside of the Box and Beyond the Round Table: An Innovative Session Format to Increase Collaboration—JOIN US!

AERA Division I (Education in the Professions) and Division D (Measurement and Research Methodology) are taking the lead in introducing a innovative format to AERA—the Working Group Roundtables. This format will begin with engaging cases or questions followed by interactive contributions from the participants. The sessions will be moderated to allow interactive participation from both the table participants and the audience, as appropriate. Unlike a panel presentation, this format will allow for more interchange and idea development rather than a series of presentations.

The sessions are scheduled back to back on Wednesday, April 15th and will provide a coherent and continuous discussion of a number of challenging issues that are of interest to both researchers and practitioners. Light refreshments will be served at each of the sessions. We are excited about bringing you this new format and think you will find it a welcome change from the typical paper session. We are looking forward to seeing you in San Diego!

Wednesday, April 15th - 12:25 to 3:45 in the Omni San Diego - Gallery 1

SESSION 1

“Responding to Errors in High Stakes Assessment”

**Wed. April 15th 12:25—1:55
Omni San Diego (Gallery 1)**

Introductions/moderator: Linda Cook, Educational Testing Services and Vice President, Division D

What are our experiences in discovering errors that potentially had broad impact on our stakeholders? What kinds of topics were important in the successful responses to quality problems? How do the operational and theoretical perspectives compliment or contradict when such problems occur?

Framing of the question:
Brian Clauser, National Board of Medical Examiners

Participants:

- Craig Mills, American Institute of CPAs
- Ron Nungester, National Board of Medical Examiners
- Larry Fabrey, Applied Measurement Professionals
- Susan Case, National Conference of Bar Examiners
- Robert Brennan, University of Iowa
- Barbara Plake, University of Nebraska- Lincoln
- Steve Sireci, University of Massachusetts- Amherst

SESSION 2

“Skill Assessment: Advances and Challenges”

**Wed. April 15th 2:15—3:45
Omni San Diego (Gallery 1)**

Introductions/moderator: Patricia O'Sullivan, Univ. of California, San Francisco and Vice President, Division I

What developments in the last decade of assessment have had impact on how we define and measure skills? Are expensive proxies for skill assessment justifiable, or are we just re-defining a glossary for test development? How have high stakes assessments evolved in an information saturated culture, when knowing how to find out is more important than knowing facts? What is our success in testing ethics, professionalism, communication skills?

Framing and a case study:
Krista Breithaupt, American Institute of CPAs

Participants:

- John Mattar, American Institute of CPAs
- Melissa Margolis, National Board of Medical Examiners
- Pat Kyllonen, Educational Testing Services
- Mark Shermis, University of Florida
- Mark Geirl, University of Alberta
- Allan Cohen, University of Georgia



Division I Education in the Professions

Sessions / Abstracts

MONDAY, APRIL 13

Monday 10:00 am to 12:00 pm

**INTRODUCTION TO CAREERS IN PROFESSIONS
EDUCATION RESEARCH**

(Graduate Student Seminar)
San Diego Marriott Hotel & Marina, Anaheim

Chair: Ling Hsiao (Harvard University)

Monday 12:00 pm to 2:00 pm

**ACCEPT, REVISE, REJECT: REVIEWING EDUCATIONAL
RESEARCH MANUSCRIPTS**

(Graduate Student Fireside Chat)
San Diego Convention Center, Room 17A

Monday 2:15 pm to 3:45 pm

**PROFESSIONAL LEARNING OVER THE LIFESPAN:
CHANGE AND IDENTITY**

(Symposium)
San Diego Convention Center, Room 15B

Chair: Anne McKee (Anglia Ruskin University)
Discussant: Ilene B. Harris (University of Illinois - Chicago)

Session Participants:

Professional Identity Formation and Transformation Across

the Life Span *Muriel J. Bebeau (University of Minnesota)

The Role of Reflection in Continuous Professional

Development in Medicine *Silvia Mamede, Remy M. Rikers,
and Henk G. Schmidt (Erasmus University Rotterdam,
Netherlands)

Academic Identities and Research-Informed Learning and
Teaching *Anne McKee (Anglia Ruskin University)

This is the first of two symposia. This session is designed to enable the audience to engage with chapters planned for the second half of a Division I book. Papers in this symposium examine professional development issues that span the lifespan, focusing upon how identity, professional practice and judgment are shaped. Bebeau examines the development of moral reasoning and identity in dental education and

practice, offering learning support recommendations. Rikers identifies how automated practice develops over time and suggests how reflection can enhance decision making for experienced medical practitioners reducing potential for error. Mc Kee examines academic practice and identity in relation to teaching and research roles, identifying tensions between academic and disciplinary research and teaching practice and implications for organisational change and policy.

Monday 4:05 pm to 5:35 pm

**ON CALL: ISSUES IN CLINICAL LEARNING AND
PERFORMANCE**

(Paper Session)
San Diego Convention Center, Room 14B

Chair: Louis J. Grosso (American Board of Internal
Medicine)

Discussant: Karen J. Mitchell (Association of American
Medical Colleges)

Session Participants:

**A Methodology for Setting Performance Standards for
Physicians in Clinical Practice** *Brian J. Hess, Rebecca S.
Lipner, and Weifeng Weng (American Board of Internal
Medicine)

Assessing physicians' performance in clinical practice is becoming increasingly important for quality improvement initiatives, competency-based education, pay-for-performance recognition programs, and physician accountability. To assess physician performance in practice or in residency programs, we need to not only use reliable and evidence-based measures, but also meaningful and credible performance standards. Our study presents an application of cluster analysis and receiver operating characteristic (ROC) curves to determine whether a viable performance-based standard can be set using clinical data from a sample of 1,260 physician practices. This study addresses a gap in the literature by proffering one method for assessing physicians' performance in practice and for determining standards based on a set of standardized clinical measures of quality.

Identification of Students With Clinical Deficits Using Latent Class Analysis *Christy Kim Boscardin (University of California - San Francisco)

While clinical exams using standardized patients (SP)s are used extensively across medical schools for summative purposes, the method of setting the cut-score or minimum competency standards varies widely and there is a lack of consensus over the best methodological approach. In this study, we were able to identify two distinct groups (classes) of students with different performance profiles using latent class analysis. The lower performing group, class 1, had lower average scores on both history taking and physical examination skills. About 33% of the students were designated as belonging to class 1. This information may guide in identification of critical items and minimum competency standard setting where item discrimination will be a key consideration.

Predicting Cross-SES Friendships: What Matters? *Arianne Teherani, Bridget O'Brien, and Karen Elizabeth Hauer (University of California - San Francisco)

To understand how the continuity of supervision effected clinical teachers perceptions of teaching and learning during clinical education. Methods We interviewed 25 preceptors from 7 disciplines who supervised students in a year-long longitudinal clerkship and could compare this teaching to non-longitudinal clinical teaching. Results The time demands of precepting students longitudinally are significant. Longitudinal precepting was not as successful in some specialties yet preceptors recognized that students were gaining integrated learning. Continuity of supervision has benefits to the student because the preceptor becomes more responsible for structuring the learning experience, and providing close observation and feedback. Discussion To develop future longitudinal preceptors faculty development should focus on organization of teaching during clinic, selecting patients for learning, and disciplinary exposure.

Training Medical Students to Evaluate Situated Clinical Teaching Behaviors *Alice Frohna, Larry D. Gruppen, and William Wilkerson (University of Michigan)

Purpose Teaching evaluations are limited as they aggregate encounters, are not timely, and blur the impact of situated interactions. To improve their value, we trained medical students to evaluate teaching behaviors. II. Methods Medical students viewed videotapes of teacher-student interactions and completed a rating form. Students then selected actual teaching interactions to evaluate throughout their clerkships. III. Results 542 evaluations were completed. The most frequently observed teaching behaviors were conveying medical knowledge and modeling professional behavior. Behaviors reported less often included identifying areas for improvement and encouraging students to read about the patient. IV. Conclusions Students can be trained to complete evaluations on specific faculty encounters, which provides a more a specific evaluation of teaching performance.

Monday, 6:00 pm to 8:00 pm

Division I Executive Committee Meeting
(closed session)
Division I VP Suite—Marriott Hotel and Marina

TUESDAY, APRIL 14

Tuesday, 7:00 am to 8:00 am

NEW AND INTERESTED MEMBERS IN MEMBERSHIP
(Morning Coffee Session)
Division I VP Suite—Marriott Hotel and Marina

Tuesday, 8:15 am to 9:45 am

ACQUISITION OF PROFESSION RELEVANT COMPETENCES DURING AND AFTER CAREER ENTRY AND THE RESULTING IMPACT ON FURTHER EDUCATIONAL PROGRAMS

(Symposium)

San Diego Convention Center, Room 25C

Chair: Fritz Oser (University of Fribourg)
Discussant: James G. Greeno (University of Pittsburgh)

Session Participants: James W. Pellegrino (University of Illinois - Chicago), Matthias Baer (University of Zurich), Manuela Keller-Schneider (University of Zurich), Sarah Heinzer (University of Fribourg)

Changes in basic teacher competences, their quality measurement and development over the training and later in the in-service field continue to be of real interest for practical and theoretical reasons. The presented symposium deals with central aspects of these changes, namely with the implementation and modelling of new competences, the quality change of competences, biographical changes, changes through technology aspects and of course with the procedural measurement, and diagnostic aspect as multilevel and multivariate techniques. Besides quantitative questionnaires and qualitative research (interviews and observations), results of two longitudinal studies and data obtained by means of film vignettes will be presented. Due to its internationality and methodological diversity an interactive and interesting symposium can be expected.

Tuesday, 10:35 am to 12:05 pm

ADDRESSING CHALLENGING DIVERSITY ISSUES IN THE PROFESSIONS

(Paper Session)

San Diego Convention Center, Room 25C

Chair: Ara Tekian (University of Illinois - Chicago)
Discussant: Eugene L. Anderson (American Dental Education Association)

Developing an Innovative Admission Policy for a New Leadership Program in Medicine *Lawrence Hy Doyle, Michelle Vermillion, and Sebastian Uijtdehaage (University of California - Los Angeles)

PRIME-UCLA is a new dual-degree leadership program for eighteen medical students per year whose career goals are to improve health care for the medically underserved. The objective of this study was to identify a set of non-cognitive characteristics of applicants that were deemed to be prerequisites for this program. In a modified Delphi process, 22 stakeholders were asked to list and rate prerequisite student characteristics. They also rank-ordered the top seven prerequisites using pair-wise comparisons. The resulting list was used for a three-tiered selection process and for blueprinting a set of eleven Multi Mini-Interview stations.

Differences Across Racial/Ethnic Groups on Licensure and Certification Examinations *Andrew A. Mroch and Michael T. Kane (National Conference of Bar Examiners)

The primary purpose of this study was to explore differences across racial/ethnic groups on licensure and certification exams. Specifically, we examined relationships among variables describing academic achievement before professional education, in professional education, and licensure/certification exam performance. We used a data base that included undergraduate grade-point average, Law School Admission Test scores, law-school grade-point average, and bar examination scores for groups identified by race/ethnicity. In particular, we examined differences in licensure examination performance among racial/ethnic groups in the context of performance before and in professional school. We also explored the potentially biasing effects of regression artifacts on results and conclusions when comparing groups that have different mean scores on the variables of interest.

Diversity Addiction: Comparing Cross-Racial Interactions in Law School and College *Meera E Deo (UCLA), Maria Luisa Woodruff (UCLA), Walter R. Allen (UCLA), A. T. Panter (UNC Chapel Hill), Charles Daye (UNC - Chapel Hill), Linda F. Wightman (UNC - Greensboro)

While there is abundant research on college diversity, few studies look beyond college to consider relationships in graduate or professional school, where diversity may be even more important. This study compares cross-racial interactions in law school and college. The 203 law students surveyed and interviewed about their college and law school experiences reveal that college and law students of all racial backgrounds value diversity. Additionally, cross-racial interactions occur with greater frequency in law school when compared to college, suggesting that once students are exposed to diverse learning environments, they continue to seek those out further into their educational careers.

Framing Persistence: Race and Gender in Undergraduate Engineering *Susan M Lord (University of San Diego), *Matthew W. Ohland (Purdue University), Michelle Madsen Camacho (University of San Diego), Richard A Layton (Rose-Hulman Institute of Technology), Russell A Long (Purdue University), Mara H Wasburn (Purdue University)

While most educational persistence studies focus on gender or race separately, we use a longitudinal, multi-institution database to quantitatively examine how gender and race interact in undergraduate engineering persistence. This research relies on the Multiple-Institution Database for Investigating Engineering Longitudinal Development, including over 79,000 students matriculating in engineering from 1987 to 1999 at nine institutions in the Southeastern University and College Coalition for Engineering Education. We find that, for all races, women who matriculate in engineering are most likely to persist in engineering and, except for Native Americans, do so at rates comparable to those of men.

Tuesday 12:25 pm to 1:55 pm

CAREER CHOICE AND PERSISTENCE
(Paper Session)

San Diego Convention Center, Room 25C

Chair: Stanley John Hamstra (University of Michigan)
Discussant: Bianca L. Bernstein (Arizona State University)

Attitudes and Careers in Engineering: A Cross-Sectional Study From Elementary School to the Profession

*Elena Prieto, Sidney F. Bourke, Allyson Patricia Holbrook, Adrian Page, John O'Connor, and Kira Husher (University of Newcastle)

A shortage of professional engineers across a large part of the western world, but particularly in Australia, (Engineers Australia, 2003) led us to a consideration of factors that might be related to the choice of engineering as a career. The roles of parents and other family members, and of teachers and careers' advisers, and student interests in mathematics, science and computing were investigated. This paper focuses on attitudes to mathematics, science and computing across five cohorts – students at primary/elementary school (aged 10 years), secondary school (aged 16-17 years), in the first and final years of a university undergraduate degree course in engineering, and professional engineers. Attitude differences across the cohorts, and any gender and location differences within cohorts are identified.

Leaving Engineering: A Multiyear Single Institution Study

*Rose M. Marra (University of Missouri), Demei Shen (University of Missouri - Columbia), Kelly A. Rodgers (University of Texas - San Antonio), Chia-Lin Tsai (University of Missouri)

This paper describes the results of a multi-year study designed to uncover the reasons why students choose to leave engineering. The authors collected profile information hypothesized to be factors in retention or attrition (e.g. academic preparation, reasons for choosing engineering, participation in academic support and extracurricular activities) and measured the factors that influenced students' decision to switch out of an engineering degree program. The reported results are from data collection over three years at a large engineering degree granting institution in the eastern U.S. are reported.

Retention Is Not the Problem: A National Study of Academic Persistence of Engineers Compared to Other Majors *Alexander C. McCormick (Indiana University - Bloomington), *Gary Lichtenstein (Stanford University), Sheri D. Sheppard (Stanford University), *Jini Puma (University of Colorado - Denver)

This study used the National Survey of Student Engagement (NSSE) to identify correlates and predictors of persistence within broad major group of students in engineering; arts and humanities; social sciences; business; and science, technology & math. Data were analyzed for over 85,000 first-year and senior students enrolled in diverse colleges and universities nationwide. Results suggest that engineering loses majors at rates comparable to other major groups, but has a lower rate of in-migration. Academic performance and engagement do not distinguish engineering majors from others or leavers from stayers. However, some factors do predict persistence in the major from the first to senior year. In addition, institutional factors affect students' ability to migrate from one major into another.

"Driven by Passion, Curiosity, Engagement, and Dreams?" Findings From the Academic Pathways Study on Undergraduates' Motivations to Study Engineering

*Deborah Kilgore (University of Washington), Andrew E Morozov (University of Washington), Cynthia J. Atman (University of Washington), Ken Yasuhara (University of Washington), Debbie Chachra (Franklin W. Olin College of Engineering), Ozgur Eris (Franklin W. Olin College of Engineering), Christine Loucks (University of Washington)

In this study, we examine students' motivations to study engineering. Quantitative and qualitative data analyzed here were gathered as part of a large-scale, multi-institution, mixed-methods, longitudinal study. We observe that students are motivated to study engineering by a range of intrinsic and extrinsic values, but their early experiences in undergraduate education do not present them with a vision of how they can satisfy their intrinsic values, like serving the social good, as professional engineers. We argue that early interventions demonstrating how engineers are called to serve the social good may be effective in attracting diverse students to engineering.

Tuesday 3:05 pm to 3:45 pm

PERCEPTIONS ABOUT THE EDUCATIONAL PROCESS

(Paper Discussion)

San Diego Convention Center, Ballroom 6A

Do Generational Differences Matter in Medical School? Instructional Preferences and Their Implications for Medical Education Beatrice A. Boateng (University of Arkansas - Medical Sciences), Anna S. Moses (University of Arkansas), Lea A. Mabry (University of Arkansas - Medical Sciences), Erin E. Fullerton (University of Arkansas - Medical Sciences)
Discussant: William Rickards (Alverno College)

Education and Professionalization: The Case of the Evaluation Profession in Israel *Hilla Tal (Ben Gurion University of the Negev), Dorit Tubin (Ben Gurion University of the Negev)
Discussant: Maria Blanco (Tufts University)

Educational Partnerships in the 21st Century: Expanding the Circle of Knowledge *Joan L. Fee (Aurora University)
Discussant: Patricia O'Sullivan (University of California—San Francisco)

Examining Curriculum Change in U.S. Dental Schools *Karen F Novak (University of Kentucky), *Ifie Mary Frances Okwuje (Center for Educational Policy & Research, American Dental Education Association), *Eugene L. Anderson (American Dental Education Association)
Discussant: Alice Edler (Stanford University)

Mathematics Teachers' Perceptions About the Nature of Technology *Rong-Ji Chen (California State University - San Marcos)
Discussant: Jan Armstrong (University of New Mexico)

Retaining Women In Engineering *Maureen M. Doyle-Neumann (The University of Vermont), Sandra Ann Lathem (The University of Vermont)
Discussant: Ruth Streveler (Purdue University)

Voices of Seminararians *Peter William Shafer (University at Buffalo - SUNY)
Discussant: Dave Irby (The Carnegie Foundation for the Advancement of Teaching)

Tuesday 4:05 pm to 5:35 pm

COLLABORATIVE RESEARCH ACROSS PROFESSIONS: WHAT SHOULD WE DO AND WHAT WILL MAKE IT SUCCESSFUL?

(Invited Session)

San Diego Convention Center, Room 25C

Chair: Susan M. Case (National Conference of Bar Examiners)
Participant: Patricia S. O'Sullivan (UC - San Francisco)

Pat O'Sullivan has spent the last year working with Hugh Stoddard and Summers Kalishman to develop a better understanding of collaborative research. A lot has been written on this topic, but little beyond conventional wisdom has penetrated our literature. This presentation will summarize what they learned in this process and how it helps us explore ways of working together as professions educators to advance our knowledge.

Tuesday 6:15 pm to 7:45 pm

DIVISION I BUSINESS MEETING AND RECEPTION

San Diego Convention Center, Room 28C

The business meeting will include committee reports, announcements, awards presentations, and the handing over of the gable to new Division I vice-president, Ara Tekian. We will conclude the business meeting with a reception including heavy appetizers and beverages.

WEDNESDAY, APRIL 15, 2009

Tuesday, 7:00 am to 8:00 am

MENTORING COMMITTEE MEETING

(Morning Coffee Session)
Division I VP Suite

Wednesday 8:15 am to 9:45 am

**WHAT HAPPENS IN THE WORKPLACE FOR
LEARNERS AND COLLEAGUES?**

(Paper Session)

Manchester Grand Hyatt, Manchester Ballroom Section A

Chair: *Bridget N. O'Connor (New York University)*

Discussant: *Michael R. Eraut (University of Sussex)*

Session Participants:

**Development of an Instrument to Document Workplace
Learning in Medical Student Clerkships** **Bridget Colleen
O'Brien (University of California - San Francisco)*

This paper describes the development of an instrument to document students' learning pathways within specific clerkships and reports preliminary findings from pilot testing. The instrument is designed to collect three types of information: 1) the tasks, relationships, and work practices that are most salient to students when they reflect on clerkship learning experiences, 2) the perceived difficulty of learning these tasks, relationships, and work practices, and 3) the optimal order for learning these task, relationship, and work practice factors. Methods of analyzing the pilot data are described. Implications for the next iteration in the instrument development process are discussed.

**Engineering Students' Construction of Professional Identity
During Professional Portfolio Creation**

**Matt J Eliot (University of Washington)*, **Jennifer Turns (University of Washington)*

The objective of this work has been to characterize whether and how engineering students engage in identity work during the construction of professional portfolios. Participants were 36 undergraduate students from a variety of engineering disciplines who attended four workshops where they were given instructions for creating their portfolios, were given opportunities to peer review one another's work, and provided information on their experience via surveys. The results indicate that participants experienced the portfolio activity as an identity construction event, that their identity work involved not only considering themselves as engineers relative to other people's standards but also relative to their own standards, and that there were numerous different activities within both the internal and external identity work.

**Medical Student-Nurse Partnership Program: A Pilot Study
of Pre-Clerkship Medical Student-Nurse Interactions on
the Wards**

**Maria Alejandra Blanco (Tufts University School of Medicine)*, *Scott Epstein (Tufts University School of Medicine)*, *Keith D. White (Baystate Medical Center)*, *Mary Brunton (Baystate Medical Center)*, *Nancy Gaden (Caritas Saint Elizabeth's Medical Center)*, *Gayle Gravlin (Lahey Clinic)*, *Therese Hudson-Hincks (Tufts Medical Center)*, *Mary Sullivan Smith (Tufts Medical Center)*, *Elizabeth Wilder (Tufts Medical Center)*

Teamwork is a core competency in medical training yet collaboration and interdisciplinary collegiality is undervalued in medical education. We designed, implemented and examined a medical student-nurse partnership program to promote student-nurse interactions on the wards. Using a mixed methods comparison group design, fifty-six second-year (pre-clerkship) students rotating through four sites for their Physical Diagnosis training comprised the intervention group. One hundred sixteen second-year students rotating through thirty-four other sites comprised the control group. Data sources included a student pre- and post-program survey and participating student program questionnaire; and a participating nurse pre-program survey and program questionnaire. Analysis of the data suggested that the program effectively enhanced nurse's teaching contributions and mutual understanding and respect for medical student and nurse roles.

**Relationships of Power: Implications for Interprofessional
Education and Practice**

**Scott Reeves (University of Toronto)*, **Maria Athina (Tina) Martimianakis (University of Toronto)*, **Lindsay Baker (University of Toronto)*

Interprofessional education (IPE) is regarded by policy makers as a key means to address human health resource issues. In 2006 a government funded multi-site

IPE initiative was designed to foster knowledge, awareness and skills for interprofessional collaboration. Interview data collected from 147 program developers, facilitators and learners from a range of health and social care professions provide insight into the experiences of participants with IPE. Using Witz's model of occupational closure strategies as a lens, this paper reflects on how interactions of health professionals within an interprofessional context often reinforce and reproduce traditional hierarchical relationships and undermine collaboration. Implications for the development and implementation of future IPE initiatives are offered.

Wednesday 12:00 to 2:00

GRADUATE STUDENT COMMITTEE MEETING

Division I VP Suite

Wednesday 12:25 to 1:55

RESPONDING TO ERRORS IN HIGH STAKES ASSESSMENT

(Working Group Roundtable)

CoSponsors:

Division I-Education in the Professions

Division D-Measurement and Research Methodology

Omni San Diego / Gallery 1

Chair: *Linda Cook (Educational Testing Services)*

Discussant: *Brian Clauser (National Board of Medical Examiners)*

Participants:

Craig Mills (American Institute of CPAs), Ron Nungester (National Board of Medical Examiners), Larry Fabrey (Applied Measurement Professionals), Susan Case (National Conference of Bar Examiners), Robert Brennan (University of Iowa), Barbara Plake (University of Nebraska-Lincoln), Steve Sireci (University of Massachusetts- Amherst)

What are our experiences in discovering errors that potentially had broad impact on our stakeholders? What kinds of topics were important in the successful responses to quality problems? How do the operational and theoretical perspectives compliment or contradict when such problems occur?

Wednesday 2:15 to 3:45

SKILL ASSESSMENT: ADVANCES AND CHALLENGES

(Working Group Roundtable)

CoSponsors:

Division I-Education in the Professions

Division D-Measurement and Research Methodology

Omni San Diego / Gallery 1

Chair: *Patricia S. O'Sullivan (University of California - San Francisco)*

Discussant: *Krista J. Breithaupt (American Institute of Certified Public Accountants)*

Participants: *Melissa J. Margolis (National Board of Medical Examiners), Patrick Kyllonen (ETS), Mark D. Shermis (University of Florida), Mark J. Gierl (University of Alberta), Allan S. Cohen (University of Georgia), Krista J. Breithaupt (American Institute of Certified Public Accountants), John Mattar (American Institute of Certified Public Accountants)*

What developments in the last decade of assessment have had impact on how we define and measure skills? Are expensive proxies for skill assessment justifiable, or are we just re-defining a glossary for test development? How have high stakes assessments evolved in an information saturated culture, when knowing how to find out is more important than knowing facts? What is our success in testing ethics, professionalism, communication skills?

THURSDAY, APRIL 16

Thursday 8:15 am to 9:45 am

TESTING THE TEST: HIGH-STAKES EXAMINATIONS

(Paper Session)

San Diego Convention Center, Room 25B

Chair: *Carol M. Featherman (National Board of Medical Examiners)*

Discussant: *Michael T. Kane (National Conference of Bar Examiners)*

Session Participants:

A Cross-Jurisdiction Analysis of the Relationships Among Scores on Bar Examination Components

**Douglas R. Ripkey (National Conference of Bar Examiners), Susan M. Case (National Conference of Bar Examiners)*

Data from nine jurisdictions' February 2008 bar candidates (n=1,492) were used to evaluate the relationships within and across case scores from the individual written components of the bar examination: local essays, Multistate essays (MEEs), and Multistate Performance Tests (MPTs). Consistent with expectations, moderate correlations were observed among all case scores regardless of written component format, but stronger correlations occurred among case scores from the same written component format. Across jurisdictions, none of the written components generated sufficiently reliable scores to be used as a separate hurdle.

Construct Validity for Humanistic Clinical Skills: A Multitrait-Multimethod Matrix Investigation Using Confirmatory Factor Analysis

**William L. Roberts (National Board of Osteopathic Medical Examiners), Mia Solomon (National Board of Osteopathic Medical Examiners)*

Construct validity was tested with two methods for measuring six humanistic clinical skills on the Global Patient Assessment Tool (GPAT): standard exam ratings and peer performance ratings of the same examinees. Rationale for interpretation and proposed use of the GPAT was tested using the multitrait multimethod matrix and confirmatory factor analysis approach. Scores are from a random sample of 227 third and fourth year undergraduate medical students tested in the 2007-2008 cycle. Results supported convergent validity under the two methods of scoring. Moderate relationships among factors showed weak support for discriminate validity. Method effects were small to moderate. Findings are discussed in terms of the GPAT as a valid measure of humanistic clinical skills.

Effect of a First-Encounter Pretest on Pass/Fail Rates of a Clinical Skills Medical Licensure Exam *William L. Roberts (National Board of Osteopathic Medical Examiners), Danette W. McKinley (Foundation for Advancement of International Medical Education and Research), John R. Boulet (Educational Commission for Foreign Medical Graduates)

High-stakes licensing exams require test agencies to evaluate research evidence and control for threats to validity. The purpose of this study is to investigate if pass/fail rates are different across the sequence of pretest encounters during the test day. First-time takers were grouped by the sequence order they were exposed to on the pretest during the exam day. Chi-square statistics for examination and domain outcomes by pretest-encounter sequence were calculated and assessed for statistical significance. No statistically significant difference on pass or fail rates between encounters that an examinee started the pretest with were found. Random assignment of examinees to the pretest on the first encounter does not provide an advantage to clinical skills performance across the test day.

The Impact of Repeat Information on Examinee Performance for a High-Stakes Standardized-Patient Examination *Kimberly A. Swygert (National Board of Medical Examiners), Kevin Balog (National Board of Medical Examiners), Ann Jobe (Educational Commission for Foreign Medical Graduates), John R. Boulet (Educational Commission for Foreign Medical Graduates)

The USMLE™ Step 2 Clinical Skills is a high-stakes SP-based performance assessment. Examinees repeating the assessment may be exposed to information they had previously encountered, and it is of interest to investigate score gains for all repeaters, regardless of whether repeat information was seen. Repeated measures analyses were used to assess score gains for 3,045 repeaters; analyses were run for the overall group and for repeaters by type of repeat information. Significant mean score increases were seen for all groups on repeat exams. No significant score increases were observed for encounters with repeat information vs. those without

repeat information. The results suggest that examinees with prior exposure to exam information do not unfairly benefit from this information.

Thursday 10:35 am to 12:05 pm

DEVELOPING TOMORROW'S PROFESSIONALS

(Paper Session)

Manchester Grand Hyatt, Manchester Ballroom Section D

Chair: Luann Wilkerson (University of California - Los Angeles)

Discussant: Andre F. De Champlain (National Board of Medical Examiners)

Session Participants:

Evaluating Outcomes of an International Faculty Development Program Using Retrospective Self-Assessment Methodology *Danette W. McKinley (Foundation for Advancement of International Medical Education and Research), Page Morahan (Foundation for Advancement of International Medical Education and Research), Summers G. Kalishman (University of New Mexico)

Assessing the success of faculty development programs can be challenging. Retrospective self-assessment has been shown to be valid, particularly if aggregate data is used. The purpose of the current investigation was to determine whether pre- and post-instruction ratings were significantly different from each other and whether these differences were consistent across program sites. The analyses conducted showed that there were differences and the magnitude of those differences varied depending on site. The results provide evidence of the validity of the use of retrospective self-assessment methodology as part of a systematic evaluation plan for a transnational faculty development program.

Factors Influencing Maintenance of Certification Performance for General Internists and Surgeons

*Rebecca S. Lipner (American Board of Internal Medicine), Hao Song (American Board of Internal Medicine), Thomas W. Biester (American Board of Surgery), Robert S Rhodes (American Board of Surgery)

This study investigated factors that might influence general internists and surgeons' performance on the maintenance of certification (MOC) examination. Factors examined include practice setting, gender, age, performance on initial certificate examination, medical school type, program director's rating of overall clinic competence, and continuing medical education (CME) activity. Physicians with higher initial certificate score and program director's rating, being of younger age and having obtained more CME credits are more likely to pass the MOC examination, whereas physicians in solo practice and are international medical graduates (IMG) are less likely to succeed in the MOC examination. By identifying factors that influence physician's

performance on credential maintenance, this study verifies the importance of continuing medical education for physicians in practice.

Leading by Serving: Interdisciplinary Master's Program in Engineering and Management for the Service Economy
*Rahul Choudaha (World Education Services)

The purpose of this study is to provide theoretical and conceptual framework for developing a competency-based curriculum for an interdisciplinary master's program in Service Science, Management and Engineering (SSME). The study employed three rounds of the online Delphi to engage industry professionals and faculty. The three rounds were used for identification, prioritization, and definition of competencies and courses respectively. A final list of 10 competencies and 14 courses was generated. These competencies were used to develop a competency model and the courses were used to create a curriculum blueprint. The results of this study may serve as a common language among stakeholders to prepare future service scientist. This study also contributes to the theory of curriculum development in professional education.

Preparing Future Physician Leaders in an Academic Health Care Environment *Christine Ann Taylor (Cleveland Clinic Lerner College of Medicine), James K Stoller (Cleveland Clinic), Jay C Taylor (Owens Community College)

The purpose of this qualitative study is to report and discuss the views of established and aspiring health care leaders concerning the importance of mentor relationships in career development, along with descriptions of their own experiences, and the types of activities found most useful. A sampling of 25 physician leaders and aspiring leaders from a large academic healthcare institution described a number of critical learning experiences that could be generally categorized as "supportive relationships with exemplary colleagues". Whether these relationships are labeled mentorships, or role modeling, seems less important than using this information to craft a variety of experiences that fit the context, stage of career development, personality and perceived needs of different groups of aspiring leader.

Thursday 12:25 pm to 1:55 pm

PROFESSIONAL LEARNING OVER THE LIFESPAN: LEARNING IN GROUP AND ORGANIZATIONAL CONTEXTS

(Symposium)

San Diego Convention Center, Room 15B

Chair: Michael R. Eraut (University of Sussex)
Discussant: Ilene B. Harris (University of Illinois - Chicago)

The Role of Employers in Professional Learning
Michael R. Eraut (University of Sussex)

Learning Communities of Surgeons in Mid-Career Transformation, Jan K. Armstrong (University of New Mexico)

Knowledge Networks for Treating Complex Diseases in Remote, Rural, and Underserved Communities

Sanjeev Arora (University of New Mexico), Summers G. Kalishman (University of New Mexico), Denise M. Dion (University of New Mexico)

Using Simulation and Coaching as a Catalyst for Introducing Team-Based Medical Error Disclosure

Lynne S. Robins (University of Washington), Sara Kim (University of Washington), Peggy Odegard (University of Washington), Sarah Shannon (University of Washington), Carolyn Prouty (University of Washington), Douglas Michael Brock (University of Washington), Thomas Gallagher (University of Washington)

This is the second of two symposia which will enable the audience to engage with chapters planned for the first half of a book developed by Division I. Eraut's multi-professional paper explores the relationships that affect the weekly, if not daily, lives of professional workers, the extent to which they work in teams and engage with other professions, clients and managers; and how these relationships affect their learning opportunities. Kalishman focuses on the cross professional delivery of healthcare (exemplified by Hepatitis C) in rural, underserved communities. Armstrong presents an anthropological account of doctors, who were early pioneers, making major changes in their practices by learning to use endoscopic methods. Robins & Kim describe the use of simulation for learning to handle team-based medical errors appropriately.

Thursday 2:15 pm to 3:45 pm

HOW TO BE GOOD: ETHICAL BEHAVIOR ACROSS THE PROFESSIONS

(Paper Session)

Manchester Grand Hyatt, Manchester Ballroom Section D

Chair: Glen P. Rogers (Alverno College)
Discussant: Brock E. Barry (Purdue University)

Session Participants:

Assessing Empathy and Clinical Effectiveness in Dental Education: The Relationship to Moral Capacities

*Verna E. Monson (University of Minnesota), Muriel J. Bebeau (University of Minnesota)

The relationship between empathy, clinical effectiveness, and morality was explored using mixed methods and archival data from a dental ethics course. A random sample of student responses from a case assessment administered in the senior year were rated on dimensions of empathy and effectiveness (n=119). A logistic regression analysis indicated that moral judgment scores, from a first-year baseline assessment, were statistically significant predictors of clinical effectiveness, operationalized as the likelihood of rejecting or

accepting the patient's advice. Empathy, however, was unrelated to moral judgment or motivation. A key implication is that moral judgment is a useful predictor of clinical effectiveness in professions education.

The Socially Conscious Engineer: Fostering Student Awareness in a Global Society *Sandra Ann Lathem (*The University of Vermont*), *Maureen M. Doyle-Neumann (*The University of Vermont*), Nancy Hayden (*The University of Vermont*)

ABET criteria call for engineering programs to demonstrate that graduates have an understanding of the professional roles and ethical responsibility that accompany engineering solutions. As part of a three-year National Science Foundation grant awarded to the University of Vermont, the Civil and Environmental (CEE) programs underwent curricular reform using a systems approach for engineering education. A longitudinal, concurrent, mixed method study was designed to examine undergraduate student attitudes pertaining to awareness of the roles and responsibilities of engineers in today's society. The data suggest that the CEE programs influenced students' understanding of the technical role of engineers, the importance of ethics, the impact of engineering projects on the environment, and the management/protection of wetlands.

Academic Impropriety: Violation of Normative Teaching Behaviors as Identified by Nursing Educators

*Melanie H. Green (*Our Lady of the Lake College*), *Jennifer L. Beck (*Louisiana State University*), *Kim D. Macgregor (*Louisiana State University*)

A sequential explanatory mixed methods design was utilized to develop an understanding of the actions that constitute academic impropriety among nursing educators. The College Teaching Behaviors Inventory (Braxton & Bayer, 1999) was distributed to deans and faculty members of all associate degree nursing programs accredited by the National League for Nursing Accreditation Commission in the United States. Results reveal that nursing educators identified nine patterns of normative behavior categorized as either inviolable or admonitory. A vignette for each pattern was developed from samples provided by participants. The results have implications for higher education relative to issues of student retention, institutional policy regarding ethical faculty conduct, and preparation of graduate students for teaching in the college classroom.

Fostering Ethical Problem Solving in Engineering: A Comparison of Embedded Links and Question Links in Online Learning Environments *Demei Shen (*University of Missouri - Columbia*), *Rose M. Marra (*University of Missouri*), *David H. Jonassen (*University of Missouri*), Chia-Lin Tsai (*University of Missouri*), Jenny Lo (*Virginia Polytechnic Institute and State University*)

This study designed two Cognitive Flexibility Hypertexts (CFH) learning environments for ethical problem solving in engineering. There were two learning cases, one

practice case, and one assessment case in each CFHs. The only difference between the two environments was the links (question link vs. embedded link). To compare the effectiveness of the two CFHs, participants were asked to generate questions and analyze an engineering ethics case. Two separate sets of MANOVA indicated that participants performed significantly different on case analysis while not on question generation. Additionally, examination of the usage of CFHs showed no significant differences on general usage of the two CFHs, while the frequency of using question links and embedded links were significantly different.

Thursday 4:05 pm to 5:35 pm

HOW DO WE KNOW AND REASON?

(Paper Session)

Manchester Grand Hyatt, Manchester Ballroom Section E

Chair: Janet M. Riddle (*University of Illinois - Chicago*)
Discussant: Paul A. Kirschner (*Open University of the Netherlands*)

Session Participants:

Capturing and Representing Case-Based Knowledge Through Multiple Perspectives *Genevieve Gauthier (*McGill University*), Susanne P. Lajoie (*McGill University*)

We propose a methodology that addresses the challenge of capturing and representing evolving knowledge into a validation activity. This activity is anchored on case based teaching practices commonly performed by physicians in medical education. The study examines five medical experts' reasoning processes while they solve and teach three specific cases. The emphasis of this knowledge validation activity is not on finding a reliable answer but on identifying and representing optimal reasoning processes leading to acceptable answers for each case. Visual representations of these reasoning processes are co-constructed with the experts prior to merging representations for each case. This paper examines the usefulness of these representations as a methodological tool to validate complex solution processes for ill-defined problem solving.

Exploring and Assessing Adaptive Expertise in Social Work Education *Maria Mylopoulos (*SickKids Learning Institute*), Glenn Regehr (*University of Toronto*), Marion Bogo (*University of Toronto*), Ellen Katz (*University of Toronto*), Carmen Logie (*University of Toronto*)

Building the evidence base for characterizing adaptive expertise across professions, exploring its development and creating educational programs that effectively assess and foster its growth is a current focus of exploration in education. Following these lines of inquiry, this paper reports on one phase of a larger study aimed at creating a Standardized Practice Examination (SPE) for social work. Through our exploration of the post-interview reflective dialogue component of the SPE and the ways in which it captures instances of adaptive reasoning and

conceptualization of practice for the purpose of assessment, this research has implications for the conceptualization of adaptive expertise and evaluation of student adaptive expert development across professions.

Fostering Law Students' Ability to Reason About Legal

Cases: Effects of Instructional Support *Fleurie Nieveelstein (Open University of the Netherlands), Tamara Van Gog (Open University of the Netherlands), Henny Boshuizen (Open University of the Netherlands)

Two experiments are presented that show that instructional support can improve law students' learning to solve cases. The first investigated the effect of supporting novices with either the knowledge necessary for reasoning about cases, or by reducing cognitive load imposed by search processes. The latter was more beneficial for test performance. The second investigated the effects of worked-examples and process-steps, aimed at supporting reasoning itself, for novices and advanced students. It was found that both novice- and advanced students' test performance benefitted from studying worked-examples of cases during the learning phase.

Senior Engineering Students' Conceptualization of Force: The Relationship Between Two Different Conceptual Frameworks

*Aidsa Ivette Santiago (Purdue University), Tameka Sharona Clarke Douglas (Purdue University), Donna L. Enersen (Purdue University), Ruth A. Streveler (Purdue University), Monica R. Geist (University of Northern Colorado), Candace S. Sulzbach (Colorado School of Mines)

The purpose of this study is to provide support for previous findings related to students' misconceptions of force. Nine (9) senior students from mechanical and civil engineering were asked to think-aloud in their responses to four (4) questions related to force, a fundamental concept for in engineering. Participants responses were analyzed using two conceptual frameworks explained by Chi (2005): material substances and direct processes. The research question that guided this paper was: What are students' conceptualizations of force: material substances, direct processes, or both? Evidence supported students' conceptualization of force as both a substance and a direct process.

FRIDAY, APRIL 17, 2009

Friday 8:15 am to 9:45 am

EXPLORING COMMON DILEMMAS IN THE PREPARATION OF PROFESSIONALS: WHAT CAN WE LEARN FROM PROFESSIONAL EDUCATION IN FIVE FIELDS?

(Interactive Symposium)

San Diego Convention Center, Room 16B

Chair: David M. Irby (University of California - San Francisco)

Discussant: Pamela L. Grossman (Stanford University)

Session Participants:

Bridget O'Brien (University of California - San Francisco), Sheri D. Sheppard (Stanford University), William M. Sullivan (The Carnegie Foundation for the Advancement of Teaching), Molly Sutphen (The Carnegie Foundation for the Advancement of Teaching)

The Carnegie Foundation for the Advancement of Teaching has studied the educational practices used to prepare lawyers, engineers, clergy, nurses, and physicians. Extensive inquiry into the curricula, pedagogies, and assessment used to support learning in each profession has provided a rare opportunity to develop a common framework for understanding and comparing the different approaches to education in each profession. In this session presenters will outline four central dilemmas that play out in each profession's efforts to prepare future practitioners. Examples of promising ways of addressing these dilemmas will be described, along with key factors that complicate resolution of the dilemmas. The session will conclude with a discussion of important questions for a future agenda in cross-professions research.

Friday 10:35 am to 12:05 pm

WILLING TO LOOK BEYOND KNOWLEDGE: RESEARCH IN SKILLS ASSESSMENT

(Paper Session)

San Diego Convention Center, Room 16B

Chair: Christine Ann Taylor (Cleveland Clinic Lerner College of Medicine)

Discussant: Mark J. Graham (Columbia University Medical Center)

Session Participants:

Assessing Systems-Based Practice Competency in Graduate Medical Education: From Taxonomy Building to Item Validation

*John Encandela (Center for Education Research and Evaluation/Columbia University Medical Center), *Michael Weinberg (Columbia University), Liza Kasmara (Teachers College, Columbia University), Ruya Li (Teachers College, Columbia University), Zoon Naqvi (Columbia University), *Mark J. Graham (Columbia University Medical Center)

Systems-Based Practice (SBP) is a competency area that must be assessed by medical residency programs in the U.S. Assessment has been difficult because of broad definitions and expectations related to SBP as stipulated by the Accreditation Council for Graduate Medical Education. Through a multi-stage, multi-method process, we developed a SBP assessment tool. Our hypothesis is that it is well worth the time spent 'up front' in creating a research-based foundation for determining items prior to actual item writing. We briefly report on methods leading to item development, then, place emphasis on psychometric tests of these items. The resulting validity, reliability, and developmentally appropriate nature of items uphold our hypothesis.

Developing a Framework to Examine Expert Performance in Legal Writing

*Erika J. Abner (OISE/University of Toronto), *Shelley Kierstead (Osgoode Hall Law School)
The presenters will describe results of focus group research conducted with senior advocacy lawyers in relation to the lawyers' characterization of expert legal writing. The results suggest an important interplay between product and process, and are consistent with general theoretical models of expertise that characterize the writing process as exploratory, recursive, reflective and responsive. The presenters will also describe how the research results will inform a more extensive research project designed to develop a description of the increasingly sophisticated writing competencies that can be expected of lawyers as they progress through their careers.

Evaluating the Spoken English Proficiency of International Medical Graduates in a Performance-Based Clinical Skills Examination

*Marta J Van Zanten (Foundation for Advancement of International Medical Education and Research), John R. Boulet (Educational Commission for Foreign Medical Graduates), Kimberly A. Swygert (National Board of Medical Examiners)

Approximately one quarter of graduates of international medical schools (IMGs) seeking to practice medicine in the United States are non-native English speakers. The USMLE™ Step 2 CS exam utilizes standardized patients to assess IMGs' spoken English proficiency (SEP). To investigate the psychometric properties of the scores, SEP ratings were contrasted for various examinee cohorts and correlated with other internal and external measures. Performance of failing examinees who retook the exam were also investigated. As expected, native English speakers and females achieved higher SEP ratings. SEP was modestly related to interpersonal ability and weakly correlated with other exam measures. Most repeat examinees slightly improved their SEP scores. The results of this investigation lend support to the validity of the SEP measure.

The Impact on Course Grades of Participating in an Optional Service Learning Activity

*Hugh A. Stoddard (University of Nebraska), Justin M Risma (University of Nebraska - Medical Center)

The effort expended by students in service-learning at a voluntary, student-run clinic may compromise their grades. This study compared performance prior to volunteering with performance in subsequent semesters. A hierarchical linear regression used GPA in semesters 2-4 as the outcome with semester 1 GPA as a control and a binary variable for volunteerism. The correlation for GPA1 and GPA234 was $r = .822$. The full model had adjusted $R^2 = 0.676$ and adjusted R^2 change = $.001$. The coefficient for the volunteerism variable was $-.004$ and was not different than zero. Volunteers scored slightly lower than expected in later semesters, but the difference was negligible. Power analysis indicated that the result was not due to an underpowered study.

QUANTITATIVE STUDIES ACROSS THE PROFESSIONS

(Paper Discussion)

San Diego Convention Center, Ballroom 6A

A Generalizability Study of Student Ratings Used to Assess the Educational Process of Clinical Learning

*Scott A. Cottrell (West Virginia University), Norman Ferrari (West Virginia University), Rosie Cannarella (West Virginia University), Mitch Jacques (West Virginia University), James M. Shumway (West Virginia University)
Discussant: Andy Mroch, National Conference of Bar Examiners

The purpose of this study was to investigate the reliability of students' responses to log questions that target the educational process in clinical settings. Third-year medical students documented clinical experiences in real-time using an online system across 7 core-clerkships. Students were asked to identify the clinical experience and respond to questions about the educational process (i.e., level of student participation and educator feedback). It was hypothesized that educators would vary on their preference to have students participate in the clinical experience and to offer feedback to students. The generalizability study found that a majority of the variance components were attributed to educators, suggesting that students' responses to clinical log questions accurately distinguished the level of educators' feedback and student participation.

Applied Ethics in the Engineering, Health, Business, and Law Professions: A Comparison

*Brock E. Barry (Purdue University), Matthew W. Ohland (Purdue University)
Discussant: Erika Abner

This presentation will share the results of a completed comprehensive review of the applied ethics literature in the engineering, health, business, and law professions. Discussion will include a review of the historical development of ethics within these professions and an evaluation of codes applicable to each profession. Methods of instruction and curriculum incorporation are identified and appraised. Finally, classroom and research assessment methods are discussed. Extensive comparisons are made among the application of ethics within each profession.

Assessing Patient-Centered Care: One Approach to Cultural Competency

Luann Wilkerson (University of California - Los Angeles), *Cha-Chi Fung (University of California - Los Angeles), Donna Elliott (University of Southern California), Win May (University of Southern California)

Discussant: Kimberly Swygert, National Board of Medical Examiners

A Patient-Centered Care (PCC) Scale was developed to assess medical student's cultural competence with items that can be embedded across cases in an Objective Structured Clinical Examination (OSCE). In 2006, 28 PCC

items were embedded in an 8-station OSCE. Results from 2 California medical schools indicated a reliable PCC scale that met the conditions of criterion validity. The PCC scale is a feasible tool to assess cultural competence when time and resources are limited. In order to ensure a more reliable measure, more focus should be placed in the training of standardized patients in the interpretation of the PCC items.

Interaction Among Online Learners: A Quantitative Interdisciplinary Study

*Pawan Jain (University of Wyoming), *Sachin Jain (University of Idaho), John Cochenour (University of Wyoming), Smita Jain (University of Wyoming)*

Discussant: *Linda Martinez, California State University—Long Beach*

This study concerns the design and development of online instruction and specifically targets interaction and communication between online learners. Facilitating appropriate and meaningful interactions in designing instruction is a major goal for anyone developing a course, especially an online class. The data for this study came from the 39 online courses offered at one of the major Rocky Mountain University. The research subjects and courses were taken from the College of Education, College of Business, College of Arts and Sciences and College of Health Sciences. The findings of this study suggest that the interactivity in an online class depends on the discipline it belongs to and hence, future research must focus explaining the overall interactions within a discipline.

Investigating the Predictive Validity of Different Methods of Using Test-Retest Scores on the MCAT® Exam

**Xiaohui (Dawn) Zhao (Association of American Medical Colleges), Marc Howard Kroopnick (Association of American Medical Colleges), Scott H. Oppler (Association of American Medical Colleges)*

Discussant: *Rebecca Baranowski, American Board of Internal Medicine*

Like many large-scale testing program, examinees may retake the MCAT® exam multiple times. Medical schools receive multiple MCAT scores for applicants, and have to decide how to use them in the admissions process. The policies, however, on using multiple scores in practical admissions situations vary, and there has been little research investigating the relative validities of the different policies. This study addresses this important empirical question, and investigates the impact of different methods of using multiple MCAT exam scores on predicting medical school performance. Based on real data from medical school admissions situations, the results of this study will provide important guidelines for medical school admissions procedures.

Try, Try Again? An Analysis of Retesting for Credentialing Examinations

**Andrew Jones (James Madison University), Ellen R. Julian (American Registry of Diagnostic Medical Sonographers)*

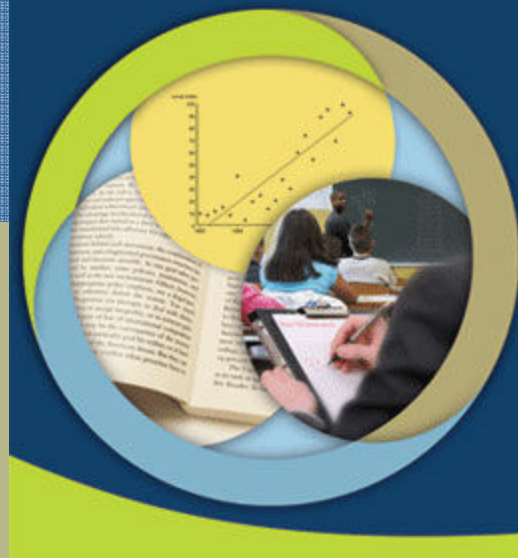
Discussant: *Danette McKinley, Foundation for the Advancement of International Medical Education and Research*

Credentialing organizations typically allow candidates to retest multiple times in an attempt to obtain their credential. In order to combat potential practice effects, credentialing organizations often construct multiple forms of an exam. Despite these common policies and practices, little is known about the consequences of allowing an examinee to test on multiple occasions and about the impact of constructing multiple forms of an exam. This study will use HLM and HGLM to investigate growth for examinees who test on multiple occasions. Based the findings in this study, credentialing organizations will have a better understanding of the cost/benefit of constructing multiple forms and of allowing multiple opportunities to pass, and predict who is most likely to benefit from them.

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DISCIPLINED INQUIRY
Education Research In The Circle Of Knowledge



AERA in San Diego
April 13-17, 2009

Professional Licensure and Certification SIG Schedule

All sessions
are
Thursday,
April 16th at
the
San Diego
Marriott
Hotel
& Marina

Attitudinal Change: Developing Good Dispositions Toward Teaching (Paper Discussion)

*Vince Joseph Rinaldo (Niagara University), Thomas J. Sheeran (Niagara University), Stephen J. Denig (Niagara University), Paul J. Vermette (Niagara University), Robert Michael Smith (Niagara University), Chandra J. Foote (Niagara University)
Discussant: Beth Nason Quick (University of Tennessee - Martin)

Scheduled Time: **Thu, Apr 16 - 11:25am - 12:05pm**

Building/Room: San Diego Marriott Hotel & Marina / Marriott Hall Salon 4

Measurement Issues in Licensure and Certification Examinations

An Evaluation of Gain Scores and the Propensity for Success in a High-Stakes Certification and Licensure Examination: An Illustration From a Medical Licensure Examination

*Charles Ochieng Owuor (National Board of Medical Examiners)

Generalizability Analyses of a Case-Dependent Section in a Large-Scale Licensing Examination
Tsung-Hsun Tsai (American Dental Association), Chingwei D. Shin (Pearson)

Hello Hofstee, Adios Angoff: Can a Standard Really Be Set in Less Than a Day?

*Linda A. Althouse (American Board of Pediatrics), *Ying Du (American Board of Pediatrics)

Variable Pass Rates Due to Equating Short Tests

John A. Stahl (Pearson VUE), *James S. Masters (Pearson VUE / UNCG)

Chair: Sandra B. Neustel (American Registry of Radiologic Technologists)

Discussant: Scott M. Elliot (SEG Assessment | SEG Research)

Scheduled Time: **Thu, Apr 16 - 4:05pm - 5:35pm**

Building/Room: San Diego Marriott Hotel & Marina / Columbia 2

Part 1: Professional Attitudes; Part 2: Test Development and Administration

An Investigation Into NBPTS Candidates' Perceptions of Effective Professional Learning Activities

*David S. Lustick (University of Massachusetts - Lowell)

Measuring Cross-Cultural Competence in Medical Education: A Review of Curricular Effectiveness and Attitudinal Studies

*Madison Gates (University of Kentucky), Kelly D. Bradley (University of Kentucky)

Finding Stolen Items and Improving Item Banks

*Kirk A. Becker (Pearson VUE)

What are the Effects of Calculator Use on Licensure Tests?

*Angela M. Grima (Professional Examination Service)

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

Discussant: Shirley Van Nuland (University of Ontario Institute of Technology)

Discussant: Dorthea H. Juul (American Board of Psychiatry and Neurology, Inc.)

Scheduled Time: **Thu, Apr 16 - 2:15pm - 3:45pm**

Building/Room: San Diego Marriott Hotel & Marina / Manchester 1

Professional Licensure and Certification SIG Social/Business Meeting

Co-chair: Rebecca A. Baranowski (American Board of Internal Medicine)

Co-chair: Louis J. Grosso (American Board of Internal Medicine)

Scheduled Time: **Thu, Apr 16 - 6:15pm - 7:45pm**

Building/Room: San Diego Marriott Hotel & Marina / Columbia 1





If you work in Education in the Professions, Division I is a perfect match for you.

Division I of the American Educational Research Association (AERA) is dedicated to promoting research and scholarship in education across the professions and internationally. These professions include: architecture, business, dentistry, engineering, law, medicine, the ministry, the military, nursing, pharmacy, physician assistants, physical therapy, occupational therapy, and teaching. The Division fosters communication across the professions in topics such as learning, expertise, tacit knowledge, professional identity, assessment and testing, multiple methods, research integrity—as well as the professional development of education researchers.

**To learn more about AERA/Division I, visit the AERA website
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Division I members receive a quarterly electronic newsletter, Professions Education Research Quarterly (PERQ). PERQ includes articles by Division members, reports on Division activities, the Division I schedule for the Annual Meeting, and abstracts of all the sessions. Current and past issues of PERQ are posted as Adobe Acrobat files on the Division I website (<http://www.aera.net/divisions/i/home>).

Division I sponsors a full program of peer-reviewed papers, symposia, posters and workshops at the AERA Annual Meeting each spring. In addition, several social events welcome new, returning and continuing members. The 2009 AERA annual meeting will be in San Diego from April 13-17. The theme is **“Disciplined Inquiry: Education Research in the Circle of Knowledge.”** Details are at www.aera.net.

Division I sponsors several annual awards including *Best Paper by a New Investigator* and *Best Paper by an Established Investigator* for papers presented in Division I at the Annual Meeting. An annual award recognizes the *Outstanding Research Publication of the Year*, nominated and selected from peer-reviewed books, chapters or articles published in the previous year. Bi-annually, Division I sponsors a Distinguished Career Award to an individual for his or her extensive influence on a professional field, professions education, and education in general.

Division I has an active Affirmative Action Committee that annually updates a selective, annotated bibliography of references on Affirmative Action and Diversity in professional education to serve as a resource and stimulus to members of Division I.

There are many opportunities to participate in Division I including attending presentations, the business meeting, and social events at the Annual Meeting: We welcome your submission of proposals and serving as a reviewer, chair or discussant for the Annual Meeting program, and serving on various committees. Division I is one of the smaller AERA Divisions. Thus, members easily become acquainted, share collegial and collaborative friendships and scholarship, and create and encounter exciting ideas and well-developed scholarship. We will welcome you!

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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 using APA style (in MS Word, .rtf or .txt format) to:

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