

EDUCATIONAL PSYCHOLOGY

Washington State University, College of Education
<http://education.wsu.edu/graduate/specializations/edpsychology/>

A Note From The Program Coordinator Dr. Brian French

This is the first Educational Psychology Program newsletter. The intent of the publication is to keep you up-to-date on the research in which we are engaged.

The newsletter will provide highlights of our work over the past months. Feel free to drop us a note if you have questions or just want to chat about our work.

2013 Program Highlights:

- 1) Our first methodology workshop focused on Structural Equation Modeling was a success- Thank you Professor Greg Hancock!
- 2) Faculty presented their work and built collaborations in Europe over the summer.
- 3) Dr. Adesope received the Honors College Thesis Advisor Award and the Samuel H. and Patricia W. Smith Teaching and Learning Award. Dr. French received the reviewer of the year award at the APA conference for the *Journal of School Psychology*.



Program Statement

We apply advanced methodologies to answer applied and basic research questions in the context of complex educational environments. We develop leaders who possess the knowledge, skills, and abilities to transform educational environments.

INSIDE THIS ISSUE

A Note from the Program Coordinator	1
Student Research Highlights	1-2
Faculty Highlights	3-4
Program Graduates	4



Student Research Highlight

**Jessica
Beaver**

Doctoral Student Jessica Beaver presented at the American Psychological Association annual meeting in Honolulu, Hawaii in July 2013.

Social emotional skills can be significant indicators of a child's adjustment in school. However, gender stereotypes may exist in teacher expectations about student achievement in physical tasks, including ratings of physical competence. We examined item bias between girls and boys with examiner ratings of children's SE skills on the Brigance Inventory of Early Development III Standardized. We found that only 4 of 50 items exhibited bias large enough to be of concern and likely not to influence decisions about boys and girls. Practitioners need to be aware of sex role stereotypes when rating children on SE items.

Beaver, J., French, B. F., Finch, W. H., & Ullrich-French, S. C. (2013, July). Detection of sex differential item functioning in the Inventory of Early Development.

Student Research Highlight

**Hafize
Sahin**



Doctoral Student Hafize Sahin presented at the Istanbul World Congress of Psychological Counseling and Guidance in Istanbul, Turkey in September 2013.

Perfectionism is related to academic performance, school motivation, career development, and self-esteem. Yet the measurement of perfectionism is difficult. We examined the factor structure of the Turkish version of a perfectionism scale with high school students. The results supported the measuring of 6 abilities by the scale. The Turkish version can provide useful information for school counselors and educators regarding students' perfectionist traits in academic settings

Sahin, H., & French, B. F. (2013, September). *Psychometric properties of the Turkish form of the frost multidimensional perfectionism scale with high school students.*



Ed Psych Faculty and Students, Fall 2013

Student Research Highlight

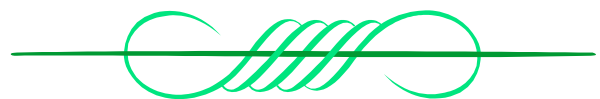
**Zhe (Joey)
Wang**



Doctoral Student Zhe (Joey) Wang presented at the American Educational Research Association Conference in San Francisco, California in May 2013.

In an experiment examining the seductive details effect, middle school students from China were randomly assigned to study one of three learning materials (no seductive details, seductive details at the beginning, and seductive details at the end) about the economic situation in the U.S. The no-seductive-details group recalled significantly more main ideas compared to the other groups. When recall of seductive details was specifically examined, the seductive-details-first group recalled significantly more seductive details than the seductive-details-after group. The results indicate that seductive details interfere with learning by distracting the reader. The results can provide information for learning environments.

Wang, Z., Adesope, O. O., & Hao, T. (2013, May). *Seductive details: Should we treat them differently in the social sciences than in natural sciences?*





Faculty Highlight

Olusola Adesope
Assistant Professor

My research is positioned at the intersection of educational psychology, learning sciences, and instructional design for promoting STEM learning. My current work focuses on the use of concept maps and diagrams to learn scientific information (see *Learning and Instruction*, Vol. 27, for a recent publication on this work). I also use meta-analysis as a methodological approach to resolving complex educational challenges. For example, I have recently published a meta-analysis on the cognitive benefits of bilingualism (*Review of Educational Research*) and have completed a meta-analysis on the use of intelligent tutoring systems to facilitate learning (*Journal of Educational Psychology*). I have also had opportunities to present my work in North America, Europe, and Africa. This year, I am working with a faculty member in computer science to design and evaluate a Facebook-style social programming environment that will allow computer science students to share computer codes, and learn collaboratively through shared problem-solving.



Faculty Highlight

Jenny LeBeau
Research Associate

Hello! My work includes conducting program and project evaluation through the Learning and Performance Research Center and teaching in the Department of Educational Leadership, Sport Science, and Educational/Counseling Psychology. The majority of my evaluation projects are related to STEM education and student success, particularly for students from underrepresented groups or disadvantaged backgrounds. My current research focuses on pedagogical practices to enhance adult learning and ways in which program evaluation can be taught effectively to graduate students. I am also developing two scales related to interdisciplinary teamwork and motivation/attitudes/retention for undergraduates in STEM disciplines. My recent accomplishments include a 2013 publication in the *International Journal of Engineering Education*, titled "Industry Perspectives on the Integrated Design Engineering Assessment and Learning System for Professional Skills", and a Work-in-Progress manuscript submitted to the *Northwest Journal of Teacher Education*, titled "Enhancing American Indian High School Student Success."

To learn more about my work, please visit <http://education.wsu.edu/directory/faculty/lebeauj>.



Ed Psych Faculty, Fall 2013



Faculty Highlight

Chad Gotch
Research Associate

In the past year I was afforded a couple opportunities to extend my research in the connection of educational measurement concepts to classroom teachers. A study of teachers' knowledge and self-efficacy for measurement concepts was published in *The Teacher Educator* (Vol. 48). I also had the fortune to present some work on scale validation using think-aloud interviews at the American Educational Research Association annual meeting in San Francisco. Looking ahead, I have begun work on a study of how elementary school teachers involve test results in parent-teacher conferences. I hope to use the findings from this study to inform potential inefficiencies in large-scale assessment systems.

Program Graduates

Graduates of the WSU Educational Psychology graduate program work in a variety of positions. A sample of employment positions follows:

- ❖ Senior Scientist, Duke Energy, South Carolina
- ❖ Researcher II, Microsoft Corporation
- ❖ Research Associate, Center for Engineering Education, University of Washington
- ❖ Director of Assessment, Evaluation, and Research, Yakima School District
- ❖ Director of Assessment and Comprehensive Improvement, Area Education Agency 267, Cedar Rapids, Iowa
- ❖ Psychometrician and Research Associate, ETS
- ❖ Psychometrician, Applied Measurement Professional
- ❖ Research Associate, WSU
- ❖ School Psychologist, Dominican Republic



Faculty Highlight

Brian French
Professor

My recent methodological work focused on extending common item bias methods to account for multilevel data (see *Journal of Educational Measurement*, Vol. 73) and assessing the quality of results in certain types of structural equation models in the presence of categorical variables. This latter work is forthcoming in the journal of *Structural Equation Modeling*. I also had the opportunity to present some of applied and methodological measurement invariance work in Spain at the European Conference on Psychological Assessment in the summer of 2013. This year I am working with colleagues to complete a book on using SAS for psychometric analysis. Now that should be exhilarating!