



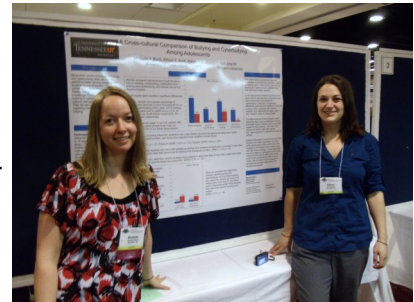
University of
Tennessee

NEWSLETTER

Spring 2012

BANNER PUBLISHING YEAR FOR SCHOOL PSYCHOLOGY

During 2011, 61 school psychology doctoral students were also authors of 24 articles in peer-reviewed national/international journals. Twenty-two students were first authors. Student peer-reviewed publications and creative products are integral to doctoral training in EPC and are emphasized from the beginning of a student's doctoral training in some programs. This early inclusion in research activity gives new students an opportunity to learn the specifics of conducting research by working as apprentices with more advanced researchers. Eventually, doctoral students take the lead in designing projects, supervising treatment implementation and data collection, analyzing data, and preparing manuscripts that describe the findings of the research. Examples of the articles published by doctoral students in school psychology follow. Students' names are in bold, school psychology faculty are underlined.



School Psychology Ph.D. students Michelle Black (left) and Allison Hunt (right).

Aspiranti, K. B., Pelchar, T. K., McCleary, D.F., Bain, S.K., & Foster L. N. (2011). Development and reliability of the comprehensive crisis plan checklist. *Psychology in the Schools*, 48, 146-155.

Hawthorn-Embree, M. L., Skinner, C.H., Parkhurst, J., & Conley, E. (2011). An initial investigation of the partial-assignment completion effect on students' assignment choice behavior. *Journal of School Psychology*, 49, 433-442.

Hilton, A. N., Hopkins, M. B., Skinner, C.H., & McCane-Bowling, S.J. (2011). Enhancing sight-word reading in second -grade students using a computer-based sight-word reading system.

Journal of Evidence-Based Practices in the Schools, 219-222.



School Psychology Ph.D. students Brittany Carstens (left) and Jennifer Wright (right).

Fearrington, J. Y., McCallum, R. S., & Skinner, C.H. (2011). Increasing math assignment completion using solution-focused brief counseling. *Education and Treatment of Children*. 34 (1). 61-80.

Krohn, K. R., Foster, L.N., McCleary, D.F., Aspiranti, K.B., Nalls, M.L., Quillivan, C.C., Taylor, C.M., & Williams, R. L., (2011). Reliability of students' self-recorded participation in class discussion *Teaching of Psychology* 38k 43-45.

FACULTY NEWS & UPDATES

- **Dr. Gary Skolits**, Director for the Institute of Assessment and Evaluation and Associate Professor in Evaluation, Statistics, and Measurement, and **Dr. Jennifer Ann Morrow**, Assistant Professor in Evaluation, Statistics and Measurement, were both appointed to the editorial review board of the *Journal of the First-Year Experience and Students in Transition*. This is a 3-year appointment.



Dr. Gary Skolits



Dr. Jennifer Ann Morrow

- **Dr. Jennifer Ann Morrow** was also appointed to the American Psychological Association Division 2 (Teaching of Psychology) Presidential Task Force on Documenting Department Benchmarks. This task force is charged specifically with providing undergraduate departments of psychology with an external means by which they can document the extent to which they have met standards articulated in the 2011 APA Principles for Quality Undergraduate Education in Psychology by using a computer-based checklist of self-reports, department self-assessments, curriculum development, needs assessment, etc.
- **Dr. Barbara Thayer-Bacon**, Program Coordinator for the Cultural Studies in Education Program and Professor of Cultural Studies and Learning Environments and Educational Studies, has been invited to be a visiting scholar at University of Victoria, BC, Canada, for 10 days in May. Dr. Thayer-Bacon has also been awarded two book contracts, one with SUNY Press – that is a collaboration with former students Lynda Stone and Katharine Sprecher, and one that is a continuation of her work on democratic education, with Rowman and Littlefield, titled *Democracy Always in the Making*.



Dr. Lisa Yamagata-Lynch

- **Dr. Lisa Yamagata-Lynch** presented at the International Society for Cultural and Activity Research Congress in Rome, Italy. In October, Dr. Yamagata-Lynch was invited to speak at Florida State University on *Activity Systems Analysis in Design Research*. She was also honored with The Research and Theory Division of The Association for Educational Communication and Technology Outstanding Service Award. In December, she lectured for four weeks at the Department of Value and Decision Science (VALDES) of the Tokyo Institute of Technology, Tokyo, Japan. The course title was *Leading Edges of Interdisciplinary Fields* and involved three faculty teaching four sessions of a 12-week course. Her lecture topic was Cultural Historical Activity Theory and Activity Systems Analysis. While in Tokyo, she also lectured on Cultural Historical Activity Theory to undergraduate and graduate students in the psychology department at the University of the Sacred Heart.



Dr. Barbara Thayer-Bacon

NEWS FROM THE CENTER FOR LITERACY STUDIES

- **Lisa Kinkade**, an Account Representative with Corporate Connections, working in Jackson, received a letter of commendation from the Commissioner of the Department of Developmental Disabilities (DIDD), James M. Henry, for her “tireless work to assist people with intellectual and development disabilities in gaining employment.”
- **Lee Ann Rawlings**, a program coordinator for the TACE program (Technical Assistance and Continuing Education) that provides both TA and CE for counselors in Vocational Rehabilitation, was elected Board Member at Large for the National Rehabilitation Association this past fall.
- Center for Literacy Studies staff, **Aaron Kohring** and **Peggy McGuire**, conducted a three-day Equipped for the Future (EFF) training in Halifax, Nova Scotia in November 2011 for the Nova Scotia Department of Labour and Adult Education, Adult Education Division and the Prior Learning Centre. The training consisted of a one-day introduction to the basic principles of EFF and a two-day training on the Preparing for Work curriculum. Following the training event, adult education instructors are piloting rubrics based on the EFF Standards and using the Preparing for Work curriculum as a means to embed instruction in a contextualized workforce readiness setting. Project goals are to develop a ‘Record of Achievement’ that adults can give to potential employers that demonstrates their job readiness skill set.
- **Tashara Tolbert**, a member of the Center for Literacy Studies Supportive Employment Team, has been appointed to the Mayor’s Advisory Council for Citizens with Disabilities by Mayor A C Wharton, Jr. of Memphis, TN.
- **Margy Ragsdale**, staff at the Center for Literacy Studies, is a playwright, and authored “A Gun on the Table.” It was one of 18 plays chosen (out of 321) for production in Seattle, Washington during the last week of April and the first week of May. Good news if you want to see “A Gun on the Table:” a new local theatre group, Tiger Lily Theatre, is producing both this play and a second one of Margy’s, “A Date with the Executioner”, about the end of April/first of May as well.

NEW APPLIED EDUCATIONAL PSYCHOLOGY DISTANCE EDUCATION MASTER’S DEGREE PROGRAM LAUNCHED

The Educational Psychology & Counseling Department is pleased to announce that it is now admitting students in the 36 hour Applied Educational Psychology Distance Education Master’s degree program. AEP/DE is designed for pursuing or furthering professional careers as k-12 teachers, community college instructors, literacy education programs, correctional education, and related areas. The program may also be used as a stepping stone to doctoral study in educational psychology, school psychology, and other areas. Our primary focus is on concepts, principles, techniques, and models of educational psychology as they are used to facilitate teaching and learning and the creation of effective classroom environments for learners of all ages. The program can be completed by taking online courses presented in a learner-centered, collaborative format.

Online courses are taught by faculty with esteemed national and international reputations in online classrooms. It is also possible to take some courses on-campus with advisor approval. The program does require an on-campus orientation session when beginning the first fall semester and an on-campus capstone experience at the conclusion of the program.

Prospective students must hold a Bachelor’s degree from an accredited university or college; have a minimum GPA of 3.0 on a 4.0 scale; have career goals that are a good match with program goals; and be accepted to the UT Graduate School. For more information please visit the website at http://epc.utk.edu/aep_de/default.html or contact Dr. Scott Ellison at bellison@utk.edu.



EPC Student News & Updates

- **Tami Hillhouse**, graduate student in School Counseling, received an honorable mention in the American Counseling Association's Dorothy Ross Trust 2012 Graduate Student Essay Contest for School Counseling master's students.
- **Yvette P. Franklin**, Ph.D. candidate in Cultural Studies, published an article, *A Journey Into Critical Consciousness*, in *Encounter: Education for Meaning and Social Justice*.
- **Vittorio Marone**, Ph.D. student in Learning Environments and Educational Studies, received a Graduate Teaching Assistant grant from the Office of Information Technology at UT for his proposal titled, *An Online Community of Learners and Creators*. The grant funds work with students enrolled in the EP 404 summer course.



Yvette P. Franklin, Ph.D.
candidate in Cultural Studies

Remembering Dorothy Bonnell Stulberg

This past September, **Dorothy Stulberg**, a Ph.D. graduate of the Collaborative Learning Program in the College of Education, Health, and Human Sciences, passed away at age 86. Dorothy was born in Fort Dodge, Iowa in 1925 on July 4th. During her life she touched many people. I was one of those people. After teaching college for a number of years, Dorothy decided to get her law degree which she received from UT at age 50. For 30 plus years, she practiced law in Oak Ridge, TN. There are so many stories about how she helped others and literally saved lives. As one judge put it, "the county had a legal aid program before the Rural Legal Services arrived—it was called Dorothy Stulberg." Dorothy was a life-long learner, taking classes almost every semester at UT well into her 80's. Indeed at age 80 she received her Ph.D. in collaborative learning. Just after she graduated she began to close down her law practice, considering what she was going to do next. It was at this point that I met Dorothy. She was introduced to me by our then Assistant Director of the Tennessee Teaching and Learning Center who had joined her in a course on Reflective Practice taught by **Dr. John Peters**. She informed me that she was looking for her next career move. I told her about the mission of the Tenn TLC, and she wasn't sure she was going to fit in, but was willing to try. We gave her the title of Community Scholar. The first few weeks she wasn't sure what that meant, what her role was. But she listened to the conversation and quickly became engaged. Dorothy was a re-



Dr. Dorothy Stulberg (1925-2011)

markable researcher and we all remember her spending her days with us pouring over books and articles, providing us with keen insights that applied directly to our work. While I was her "boss" as she would introduce me, I knew she was really my boss and I frequently reminded her of it. She had the uncanny knack of hearing us discuss a plan for an activity or an event and then she would stop us cold with a perceptive question or a suggestion for needed change. In the relatively short time period she was with us, she contributed so much to our lives. One of her most forward looking suggestions was to initiate the Institute for Reflective Practice with the Tenn TLC. This institute, now in operation for two years, has provided wonderful and needed training to many individuals beyond UT. Dorothy could always see what people needed to improve their lives. She was a great confidant and mentor to me. All of us gained a great deal from working alongside of Dorothy as she taught us how to be better students of life.

By: David W. Schuman, Director of the Tennessee Teaching and Learning Center (Tenn TLC)

Collaborative Mentoring: The Discourse Analysis Research Team (DART)

Discourse analysis is a research methodology that examines how language choices construct, and can therefore change, social worlds. The Discourse Analysis Research Team (DART), launched in 2008, seeks to model collaborative scholarship and mentoring for graduate students. DART was conceived by graduate students enrolled in the fall 2007 discourse analysis course (EP631) as a way to gain additional experience with discourse analysis and support each other as they began to conduct their own discourse analysis studies. **Dr. Trena Paulus**, Associate Professor in Instructional Technology and Learning Environments and Educational Studies currently coordinates DART. Students across CEHHS have participated over the past four years.



Students (left to right) Rachel Madron, Traci Yates, Renee Moran, Jennifer Lubke, & Doug Canfield



Graduated DART Students (left to right) Dr. Rachael Gabriel, Dr. Jessica Lester, Dr. Kathy Evans, Dr. Olivia Halic with Dr. Trena Paulus

Students bring drafts of their proposals and dissertation chapters for critique as well as engaging in “data sessions” as a group. In 2010, **Doug Canfield** (Learning Environments and Educational Studies), was the recipient of a Social Science Research Council Fellowship in 2010 for his pre-dissertation work on language learning in the virtual world *SecondLife*, using discourse analysis as a methodology. During spring 2011, **Jessica Lester** completed a discourse analysis dissertation: *The Discursive Construction of Autism: Contingent Meanings of Autism and Therapeutic Talk* (Trena Paulus, Chair). Dr. Lester is now an Assistant Professor of Educational Psychology at Washington State University. **Elizabeth Price** (Applied Educational Psychology) will be conducting *A Discursive Analysis of Individualized Transition Planning Meetings* (Paulus, Chair).

Several other research studies and discussions are underway this semester. **Mary Alice Varga** (Applied Educational Psychology), Trena Paulus, and **Blair Mynatt** (Counselor Education) are finalizing a manuscript entitled *Constructing grief: A Discourse Analysis of an Online Grief Support Group*. **Amber Hughes** (Counselor Education) and **Blair Mynatt** (Counselor Education) are launching a new study entitled *Doing being ‘a helper’: developing counselor identity in introductory counseling skills course*. **Vittorio Marone** (Learning Environments and Educational Studies) is exploring how discourse analysis can be used to explore online gaming, and **Ginny Britt** (Instructional Technology) is participating in a study with **Trena Paulus** and **Jessica Lester** on the discourse of technology use in introductory qualitative research texts.



Students (left to right) Elizabeth Price, Joshua Johnston, Mary Alice Varga, Vittorio Marone, Ginny Britt, & Doug Canfield

Adult Learning Students Presenting at the 2012 International Self-Directed Learning Symposium

Eleven Adult Learning students attended and presented at the 2012 International Self-Directed Learning Symposium in Cocoa Beach, FL February 7-11.

The Relationship between Self-Directed Learning and Self-Regulated Learning: A Look at the Literature

Steven Carter

Self-Direction and Technology Use: Examining the Relationship for the 21st Century Workplace

Lila Holt

Citation Patterns in the International Journal of Self-Directed Learning, 2004-2010

Julia Kirk, Connie Shih, Becky Smeltzer, Lila Holt and Ralph Brockett



Dr. Ralph Brockett (far left) with Adult Learning students Becky Smeltzer, Lila Holt, Julia Kirk, & Connie Shih.

Self-Regulation or Self-Direction? An Investigation of Learner Personality

Jeral Kirwan, Jeff Beard, Andi Damewood, and Becky Smeltzer

A 21st Century Tool for Self-Direction – Personal Digital Libraries

Jeff Beard and Lila Holt

Self-Directed Wellness: A Visual Representation of the Overlaps in Focus between the Self-Directed Learning and Positive Psychology Fields

Valerie Ambrose, Cecilia Teal, Kellee Vess



Students (left to right) Jeff Beard, Becky Smeltzer, Andi Damewood, & Jeral Kirwan

SAVE THE DATE!

EPC 2012 ORIENTATION

MONDAY AUGUST 20, 2012

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