The Educational Psychology program offers a Master of Science degree in Educational Psychology. The program is designed to offer professionals and students the opportunity to: (a) apply principles of learning, cognition and motivation to vital problems in the area of education; (b) develop a solid understanding of research, assessment, and evaluation methodologies; and (c) develop an analytical and scholarly approach to critically assessing theoretical perspectives, research, and practice within and across content domains. By creating a supportive and collegial environment with faculty from numerous educational disciplines and expertise, prospective students are expected to develop skills to meet the needs of diverse populations and design and implement effective educational programs appropriate for a broad range of cultural contexts. Visit our website for further information.

**STUDENTS**

**Rory Dippold**

Rory Dippold (rdippold@gmu.edu) will be presenting a poster session at the American Psychological Association (APA) in Orlando, FL in August on "Infusing Self-Regulation Learning into Project-based Learning." The five week study is a mixed method quasi experimental design study that demonstrated the SRL group outperformed the control group in content knowledge, but no differences were found in self-efficacy.

**Ann Emery**

Ann Emery is pursuing her Master’s degree in Educational Psychology in the Assessment, Evaluation, and Testing Track. She began her degree in fall 2011 and hopes to finish by fall 2013.

Outside of class, Ann is a Learning and Evaluation Specialist at the Latin American Youth Center in Washington, D.C. As an internal evaluator, she guides the instructor, teachers, and social workers at the youth center through the entire evaluation lifecycle. For example, she teaches the program staff how to design logic models, helps them select or create data collection instruments, and even teaches them how to analyze their own data in Excel and SPSS. Her goal is to help the organization make strategic, data-driven decisions for the individual teenagers served, for the programs and for the organization as a whole.

Ann is active in the American Evaluation Associate (AEA) and she presented two papers at the November 2011 conference in Anaheim, California: Creating a culture of learning and evaluation a multiservice non-profit and Creating automated visual displays using Word and Excel. After the conference, she was invited to present one of her papers in a webinar for other program evaluators, writer for the aea365 daily blog, and join the advisory committee of AEA’s Potent Presentations Initiative.

Ann is also involved in several AEA’s local affiliates, the Easter Evaluation Research Society and the Washington Evaluators. For the Eastern Evaluation Research Society, Ann helps plan their annual conference by reviewing proposals, communication with presenters, and building the conference program. For the Washington Evaluators, Ann helps recruit new members, build partnerships with nearby universities, and plan brown bags for evaluators.

Please contact Ann at aemery5@gmu.edu to learn more about getting involved with AEA, the Eastern Research Society, or the Washington Evaluators. To learn more about pursuing program evaluation as a career, check out Ann’s blog (www.AnnKEmery.wordpress.com) or follow her on Twitter(@AnnKEmery).

In May 2012, Ann will be joining Innovation Network, a nonprofit evaluation consulting group where she will be training foundations how to conduct useful and effective evaluations of the non-profits that they fund.

**Mandi Gordon**

**Presentations:**


Panel Session: The African American Female Experience: Perceptions of Self, body Image and Overall Appearance. The Primary Presenter was Regine M. Talleyrand and the co-presenters were Angela D. Coker,
Norma Day-Vines, and Amanda Gordon.

**Poster Session:** What Does Sex Education Really Mean for Teens?: A Look at Implementation and Effectiveness in Schools and Communities. **Amanda Gordon** was the primary presenter.

**Suzanne Hiller**

Suzanne E. Hiller is presenting at a roundtable session at the annual American Educational Research Association conference in Vancouver. The presentation is entitled, “The Effect of a Horseshoe Crab Citizen Science Project on Student Self-Efficacy and Career Trajectories.” The purpose of the mixed method pilot study is to examine how involvement in a horseshoe crab citizen science program affects student self-efficacy in terms of scientific observation skills and career trajectories. Findings indicated that the citizen science program had a positive influence on mastery experiences; a primary source of self-efficacy. Further, the experience of contributing to scientific data sets influenced student perceptions of their science skills and potential occupations. The results of this study illuminate the impact of this type of instruction on children’s self-efficacy beliefs related to mastery of science skills and possible career trajectories.

**Brian Mandell**

**Poster Presentation at APA:** Examining the Impact of Self-Regulatory Processes Use in a Computer-Based-Learning-Environment on Student’s Conceptual Understanding in Science.

The purpose of this research study was to investigate the Self-Regulated Learning (SRL) processes elementary students used in a computer-based-learning-environment as they prepared for two science learning tests. We administered a Seasons Knowledge Test and Seasons Conceptual Understanding Test for the science tests and a microanalytic measure to determine the SRL processes.

**Lauren Serpati**

Lauren Serpati was selected as one of 17 doctoral students across the university to participate in the first “Preparing for Careers in the Academy” seminar sponsored by the provost’s office and the GMU Center for Teaching Excellence. She, along with others in the cohort, was honored on March 28th at an event with President Merten, Provost Peter Stearns, Associate Provost Kim Eby, and Joshua Eyler, the Associate Director of the Center for Teaching Excellence and leader of the seminar.

**Dorothy Zhang**

Doctoral student Dorothy Zhang will be conducting a week long training for Beijing Instruction Center of Rehabilitation Service for Disabled Persons on Applied Behavior Analysis and inclusive education from May 31st to June 6, 2012 with Dr. Theordore Hoch, and Dr. Carmen Rioux-Bailey from the Department of Special Education. Huge “thank you” to Mike Behrmann for supporting Dorothy fully to go on this educational trip! This summer, Dorothy will also be collaborating with HuaXia Publishing House of China on her first book for parents titled “How to face autism” (tentative).

**WELCOME DR. LORI BLAND AND DR. ANGELA MILLER**

**Dr. Lori Bland**

Lori C. Bland, Ph.D. will join the Educational Psychology Program this summer as an Associate Professor of Education. She will be responsible for the Certificate in Data-Driven Decision-Making. Dr. Bland received her Bachelor’s degree in Elementary Education from the George Washington University. Dr. Bland has deep roots in assessment and evaluation and instruction and professional development related to K-12 learners, teachers and administratrs, and educational programs. She received her Master’s Degree and Ph.D. in Educational Psychology, with a concentration in gifted education, from the University of Virginia, where she had a research assistantship at the National Research Center on the Gifted and Talented.

Dr. Bland started her career as an elementary school teacher working in the Arlington Diocese and Alexandria City Public Schools at Cora Kelly Magnet School. She has served Virginia school divisions as a Research and Program Evaluation Specialist for Fairfax County Public Schools and as the Supervisor of Testing for Prince William County Schools where she was responsible for or assisting
with developing county, school, and classroom assessments, as well as, providing professional development on using test data to reform instruction. Dr. Bland has also been deeply involved with pre-service and master teacher assessment, conducting validation and standard setting studies for teacher certification and licensure examinations for National Evaluation Systems. While at NES, Dr. Bland was promoted to the Director of Test Development Services where she was responsible for the development of all teacher licensure and certification test products for all state clients.

Currently, Dr. Bland is the Director of Professional Development and Practice in Gifted Education at the Center for Gifted Education at The College of William and Mary in Williamsburg, VA. In this role, Dr. Bland is responsible for developing customized professional development projects for school districts nationally or for international organizations. She also supervises the professional development conferences and institutes for the Center. Dr. Bland has recently been supervising graduate students to conduct affordable program evaluations for school divisions in Virginia to align gifted program practices with the new state regulations. Dr. Bland was also one of the directors for the Center’s Javits grant for K-3 Science, Project Clarion. She has also been working as the science consultant for Western Kentucky University’s Center for Gifted Studies Javits Grant, Project GEMS. Dr. Bland has taught graduate level courses in educational research, tests and measurements, and classroom management as adjunct faculty for George Mason University, the University of Virginia, and Trinity University. Dr. Bland currently teaches graduate courses in gifted education at The College of William and Mary and has taught gifted education courses for the University of Virginia on campus and for the Northern Virginia Master’s Degree Program. Dr. Bland has conducted over 300 presentations on topics related to data-driven decision-making to improve student achievement and inform instruction; classroom, school, or teacher assessment; program evaluation; and the education of learners with gifts and talents.

Dr. Angela Miller

Angela Miller is a new Assistant Professor of Education at George Mason University. Dr. Miller’s expertise is in the area of applied statistical analyses. With a background in mathematical statistics and educational psychology, her work is focused on the application of advanced statistical analyses to social science research problems. She was previously a Research Assistant Professor at the Lifespan Institute at the University of Kansas in the Research Design and Analyses core where she advised principal investigators on design issues, conducted statistical analyses and power analyses and was also a frequent writer and statistical consultant on grant projects. Her area of specialization is in applications of multilevel modeling (MLM). Her principal authored publications and book chapters focus on statistical applications in the area of educational psychology. Her primary substantive interests are in classroom academic motivation and the complexity of student perceptions of teacher behaviors in the classroom.

GRADUATE CERTIFICATE IN DATA-DRIVEN DECISION-MAKING

Twelve-Hour Graduate Certificate in Data-Driven Decision-Making (DDDM) for Continuous Improvement

The Mason, College of Education and Human Development, Educational Psychology Program is committed to the core values of collaboration, innovation, research-based practice, ethical leadership, and social justice. This certificate program actualizes these values in partnership with local school districts to identify school leaders who are interested in acquiring the requisite skills to manage and participate in administrative or classroom-level data teams for employing DDDM, http://gse.gmu.edu/programs/edpsych/academics/certificate/.

FACULTY

Dr. Layne Kalbfleisch

Media Presentations:

Sirius XM Doctor Radio/About Our Kids interviewed Dr. Kabfleisch on “Twice Gifted” on March 2, 2012

Presented on Twice-Exceptionality at the European-based EARLI Special Interest Group meeting on Neuroscience and Education taking place at the Institute of Education, University of London, UK, May 24-26, 2012.

Chair of the Brain, Neuroscience and Education Special Interest Group (BNE SIG) of the American Education Research Association (AERA) will host a symposium in Vancouver, BC on Twice Exceptionality with Virginia Berninger (University of Washington), Jeff Gilger (University of California Merced), Linda Broday (Center for Talented Youth at Johns Hopkins University), and Susan Assouline (Belin-Blank Center at the University of Iowa).
Honors:
Elected to the Advisory Committee on Exceptional Children, U.S. State Department Office of Overseas Schools (December, 2011).

Publications:

Dr. Anastasia Kitsantas
Publications

Articles accepted for publication with students and colleagues.


Dr. Michelle Buehl
Publications:

Presentations:

National Service Roles:
Program Chair for 2012, Division C (Learning and Instruction), American Educational Research Association (AERA), 2011-2012
Dr. Jeff Gorrell

Dr. Gorrell retires at the end of May 2012. He joined the College of Education and Human Development in 2001 and faithfully served as the Dean until 2009; since then he has taught courses in the Educational Psychology Program. Dr. Gorrell’s research interests focused on teacher efficacy, teacher professional development and international education. As an accomplished artist in the medium of watercolors and oil, we hope Dr. Gorrell will continue in retirement beautifying the world with his art work. Best wishes, Jeff.

RESOURCES

American Psychological Association (APA) Division 15 [http://www.apadiv15.org/]
American Educational Research Association (AERA) [http://www.aera.net/]
GMU Educational Psychology Handbook [http://cehd.gmu.edu/assets/docs/educational_psychology/edpsych_handbook.pdf]

CONTACT US

Educational Psychology Program
4400 University Drive, MS 6D2
Fairfax, VA 22030
Telephone: (703) 993-3679
Fax: (703) 993-3678
Email: khowe1@gmu.edu
Website: [http://gse.gmu.edu/programs/edpsych/]