Participants in the inaugural Education Leadership Conference spent an entire day in small working groups to address the future of education in psychology and psychology in education. During this process, a number of issues were identified and their implications for psychology discussed as detailed below. The importance of identifying and sharing best practices as related to these issues was raised in all groups, as was concern about inadequate communication across organizations within psychology and the need for more collaboration to disseminate information.

In the context of discussion, participants also raised issues relevant to recent national events. Attention was drawn to the implications for education and training and psychology’s need to:

- increase the emphasis on public health needs and models in education and training
- increase interdisciplinary collaborations
- integrate education and training with research on international/multicultural and religious/spiritual issues
- include disaster mental health training in professional psychology programs
- foster research training on aftermath of disaster, terrorism, prevention of terrorist acts, public communications, promotion of resilience
- develop relevant professional development programs for researchers, teachers and practitioners
- address classroom management issues in times of crisis
- educate the public re resilience, etc.; include in teaching of psychology at all levels

In examining psychology’s role in education, participants emphasized that all areas of psychology relate and can contribute to education. They noted that this relevance includes, but is not limited to psychology’s knowledge base as (1) fundamental to an educated citizenry, and (2) applied to and contained in teacher education, instructional design, assessment of learning outcomes, basic and applied educational research, and services to individuals and systems. Participants asserted that education should be broadly defined across settings (e.g., schools, industry, religious institutions, etc) and populations (e.g., preK, senior adults). They also articulated that failure to maximize psychology’s relevance poses risks to psychology and risks to society.

**Potential Risks to Psychology**
- becoming marginalized as a discipline given the importance of education in our society
- a narrow public perception of psychology
- decreased opportunities in the marketplace
- missed opportunity to access resources (e.g., grants)
- loss of a pipeline for psychology majors
- loss of laboratory for understanding behavior
- devaluation of strength of psychology
- other disciplines will fill the gap

**Potential Risks to Society**
- increased risk of teachers using outdated methods or inaccurate information
lack of student achievement -- students learning wrong materials or methods
more disconnect between teachers and psychology
increased teacher burnout and loss
failure to assess individual and school achievement in a valid fashion
missed opportunity to contribute positively to national needs
loss of human potential/capital in an information society; children won’t be able to maximize academic potential and next generation of students will not be successful
learning environments will not be as safe as they could be
classist, sexist and racist systems may be perpetuated
suffering of children
improper treatment of behavioral issues in the classroom

Major Issues Raised by Conference Participants
Implications for Psychology

1. The knowledge base for psychology as a discipline and profession has been changing and rapidly expanding.

- difficult decisions re what is selected and what is cut from the curriculum
- need to prioritize
- identify knowledge, skills and attitudes/values core to education and training in the discipline
- ensure foundation in core psychology/study of behavior
- assess whether the psychology being taught reflects what is most relevant to the current world and societal needs

- changing methods of knowledge acquisition
- maintain flexibility – e.g., development of webtexts that can be changed quickly
- teach attitudes that enhance knowledge change
- inculcate the value that science informs practice and practice informs science
- examine epistemologies and be more open to value questions
- examine tools of knowledge acquisition, e.g., qualitative methods, program evaluation

- increased specialization, increased fragmentation, and erosion of shared identity in psychology (rigidity in allowing other areas to evolve)
- promote a shared identity among psychologists
- promote cross-fertilization across subareas of psychology

- increased interests in credentialing in subareas of psychology
- ensure credentialing systems have integrity and meet public needs (practice)

- increased demands on faculty
- promote faculty development
- address changes in nature of faculty-student relationship (students sometimes know more than faculty)

- increased popularization of knowledge
need to maintain credibility
- focus on common misconceptions in teaching and public education
- develop effective information transfer from science to public education through the teaching of psychology
- develop effective information transfer from science to psychological practice

need for information from multiple disciplines
- include more knowledge such as that from genetics, biologic sciences, economics, anthropology and cross cultural psychology in the curriculum
- increase interdisciplinary collaboration in education and training
  - take advantage of existing opportunities with other units
  - bring in other disciplines in coursework
- foster development of interprofessional knowledge, skills and attitudes

increased needs for lifelong learning and professional development
- educate for lifelong learning
- identify resources to facilitate continued mastery of/familiarity with psychology’s expanding knowledge base
- educate and train for capabilities, not just competencies – change will always occur
- promote awareness of competencies and limits (e.g., methods of self-assessment)
- create a system that can assess the continuing education needs of psychologists and teachers of psychology at all levels

2. The demographics of our society and in our discipline are changing. We are increasingly a global society and psychology needs to stay current or it will be marginalized as a discipline and a profession.

- need to ensure adequate preparation for assumption of roles/duties
  - ensure training in culturally competent research and service
  - examine impact of changing demographics and globalization on service delivery
  - examine appropriateness of research methods and relevance of current research
  - demonstrate relevance of psychological research methods to address new questions raised by demographic changes

- need to re-examine/rethink the curriculum; is our curriculum reflective of the populations it seeks to prepare students to understand and serve?
  - infuse the curriculum at all levels with issues of diversity in its variety of meanings (e.g., issues of ethnicity, race, culture, disability, lifestyle, lifespan, generational differences, religion/spiritual beliefs, SES, rural/urban, migration/immigration)
  - examine the teaching of psychology to benefit groups beyond traditional graduate and undergraduate populations

- need to consider global perspectives in the curriculum
  - internationalize the curriculum
  - promote international exchange programs
  - reconsider language requirement in the curriculum
➤ address international issues in relevant standards for education and training

➤ need more breadth in didactic and experiential components of the curriculum
➤ increase diversity of settings and populations in which students train or do research
➤ develop partnerships with other groups (levels, areas, disciplines, organizations) to enhance the curriculum
➤ use technology creatively to address curriculum needs
➤ address tensions between traditional clinical training and needs for training in nontraditional approaches and settings

➤ need to define psychology’s role in globalization
➤ promote the application of psychology to the understanding of cultural and intergroup relationships in our society
➤ promote an international focus and help other cultures deal with people who are different
➤ take the lead in the application of psychology in other countries

➤ need to value diversity, and promote connections across cultures within our own discipline

➤ need to enhance pipeline into the field with respect to all forms of diversity (including more males)
➤ promote recruitment and retention of diverse students

➤ need for a diverse faculty
➤ promote recruitment and retention of diverse faculty

➤ need for faculty development regarding diversity and international issues in the classroom and curriculum (students often know more than faculty regarding diversity and international issues, and want to study issues in which faculty might not have expertise)

3. Advances in technology will continue to impact psychology and the impact of psychology with respect to teaching, the curriculum, research, practice and public policy.

➤ support research on psychology of technology
➤ need to understand information technology and different forms of communication, including the impact of instant communication
➤ need to understand the impact of technology on families, human development, learning, human interaction
➤ need to understand how changes in technology impact the student/teacher and practitioner/client relationships

➤ need technologically competent psychologists
➤ integrate technology into the curriculum, start early
➤ implement advances in technology, as appropriate
➤ develop quality assurance mechanisms for use of technology in teaching, research and practice
➤ create web-based texts as traditional texts may disappear
need to address impact on faculty (students often know more about technology)
  ➢ promote faculty development related to technology, assess needs
  ➢ provide incentives for faculty development
  ➢ promote educational partnerships between faculty and students

need to address on-line learning and its related issues (economics, intellectual property rights, increased competition)
  ➢ partner with other disciplines and organizations to address issues associated with on-line learning
  ➢ determine what can and cannot be done well with online approaches in graduate education and training

need to examine relationship of changing technologies and issues of diversity
  ➢ ensure technology in education does not systematically disadvantage groups
  ➢ need to understand how affordability will impact education and training in psychology

need to ensure quality in use of technology
  ➢ avoid “all power, no point”
  ➢ determine minimum standards in reliability of technical systems

need to address ethical issues
  ➢ ethics in teaching with technology
  ➢ ethics in education and training for research and practice with technology

need to understand influence of media on all aspects of life
  ➢ train psychologists how to deal with the media and talk to different publics

4. There continue to be changes in the marketplace for graduates. Psychologists often experience career shifts post graduation.

need more workforce analyses for the discipline and profession

provide information re a variety of career paths to high school and undergraduate students as well as accurate information re outcomes of graduate education and training

must not educate and train future psychologists for narrow career paths
  ➢ include info/experiences re psychology in different settings
  ➢ bring in diverse role models from a variety of work settings
  ➢ demonstrate value for diversity of career paths
  ➢ develop a program advisory group from the community

teach economic models for careers in teaching, research and practice

foster creation of new marketplace opportunities through development of new knowledge and knowledge transfer
provide postgraduate professional development opportunities for all psychologists

increase focus on public health and public health needs for future researchers and practitioners

5. Higher education is undergoing significant changes and is receiving increased scrutiny with respect to its role in our society.

- increased economic view of education (students as consumers; education as a commodity)
  - promote understanding of economic models of education
  - critically evaluate strengths and weaknesses of economic models of education

- increased pressure for accountability
  - need to develop valid measurements of educational processes and outcomes
  - need for effective measurement systems in educational practice

- changes in funding sources/mechanisms for education, changes in state support

- increased need to influence public policy, decision-makers and regulatory agencies in an effective manner
  - increase education advocacy
  - obtain congressional fellow
  - promote faculty development in advocacy and economic models
  - provide education and training in advocacy in the curriculum

- increased demand/limited resources (do more with less)
  - increased population and number of students obtaining education
  - increased class size
  - increased demands on faculty
  - increased access to education by students with disabilities but limited training of faculty to address student needs

- more focus on interdisciplinary centers with blurring of disciplinary boundaries
  - articulate distinctiveness of psychology
  - train in interprofessional behavior

- master’s education is fastest growing segment in higher education
  - psychology needs to deal with master’s issue within the discipline
  - need to articulate competencies at different levels of education and training in psychology and deal with issues of taxonomy in psychology

- more focus on active citizenry and relationship with community
  - address societally relevant problems in coursework and service learning in the community

- increased regulation in higher education
6. Psychology’s relevance in education is important to its own and society’s future. To maximize its potential for application to education, psychology needs to:

- raise consciousness within psychology
  - hold conferences such as the ELC
  - facilitate linkages among areas within psychology relevant to education, e.g., I/O, school, developmental, educational psychology
  - bring together deans of education who are psychologists
  - include related topics in undergraduate and high school psychology courses
  - provide information regarding career paths
  - develop awards: state/regional associations, universities
  - use media, Monitor articles
  - disseminate prior work in the field
  - identify best practices
  - publicize successes, model programs
  - provide links to more education groups on APA website

- increase collaboration between departments of psychology and departments of education
  - design cross area conferences (such as ELC)
  - develop grants together
  - create vehicles for communication
  - publicize successes
  - consider an adopt-a-school program

- advance the education and training of future psychologists capable of teaching, research, and practice relevant to education
  - develop and require practica in teaching, research and practice in educational settings
  - teach and value interprofessional relationships
  - educate our students about the role of education in our society
  - promote competencies related to understanding educational systems and organizational change
  - emphasize consultation skills
  - develop programs in school health psychology

- develop collaborative models for working with educational systems
  - examine successful systems and collaborations
  - increase awareness of our attitudes and how we come across to others when entering educational settings
  - use annual and regional conventions to interact with school systems, teachers, administrators
  - develop awards
  - understand needs of the system

- develop positive collaborative relationships with other groups and organizations
involve groups such as national education organizations, child focused groups, National Association of School Psychology, religious institutions, urban organizations, unions, media groups, children’s TV groups

develop vehicles for communication

problem solve about differences, turf issues

promote translation of research to practice

promote evidence-based approaches to education

promote school-based and longitudinal research

develop demonstration projects

identify and disseminate best practices

develop products/toolkits useful in education

create educational modules re resilience for preK through senior adults

involve schools in production and dissemination of knowledge

promote good educational policies at community, state and federal levels

increase education advocacy

obtain an APA congressional fellow for education advocacy

create a visiting senior position at APA for education

include advocacy in the curriculum

7. Psychology as a discipline is important to teacher education. Teachers must understand learning and behavior to be effective in the classroom.

need to increase psychology’s participation in teacher education and professional development through direct instruction, consultation, teacher education faculty development, and research

assess current status of psychology’s role in teacher preparation

enhance teachers’ teaching of psychology

promote application of psychological science to education

promote quality in teacher education

develop awards for k-12 teachers

increase communication/involvement with national teacher associations

work with teacher educators to determine what teachers in the field need and develop appropriate delivery systems to enhance their understanding and use of psychological principles (e.g., “hot topics” for inservice training)

educate and train psychologists to train teachers

need to more clearly identify the knowledge base in education that is psychology (not always identified as such)

need to focus on the importance of understanding behavior, and disseminate psychological knowledge as related to education in

human development (social, affective, cognitive/intellectual)

perception, cognition and memory

learning, individual differences in learning, contexts of productive learning

interpersonal and intergroup relations
normal and abnormal behavior (e.g., depression, violence)
health and behavior
students with special needs
individual differences
lifespan issues
issues of diversity
behavior change and behavior management
group dynamics and team-building
critical thinking
personal issues as they impact role fulfillment
measurement of learning outcomes
psychology in sport
creativity, giftedness
parenting
schools as social systems

need to improve/enhance teacher skills in
developmentally appropriate teaching and communication
classroom behavior management
honoring and working with individual differences
promotion of tolerance and reduction of prejudice
resolving conflicts
promotion of resilience and health
crisis management
building community, group dynamics and group work
recognition of emotional and behavioral problems
self-care and burnout prevention
working with parents

need to foster psychologists’ awareness of and skills to engage in interprofessional collaboration (e.g., with teachers, community agents, social workers, nurses)

8. Psychology’s knowledge base is an important area of study in education at every level and across a diversity of settings.

With the increased attention to the teaching of math and science in the elementary school curriculum, psychology must be considered one of the sciences or it will be marginalized

Early exposure to psychology can affect the pipeline for psychology, and can facilitate diversity for our field

The knowledge base of psychology is relevant to the development of our citizens, thus we should ensure inclusion of psychology in the elementary, middle, high school and adult learning curricula so as to promote knowledge and skills related to the following in our population:

- health and behavior
- affective education
relationships with others, including peer relationships and collaborative problem solving
conflict management/resolution
self-monitoring
behavior change through learning and development
resilience
intergroup relations and cultural competence
violence prevention
learning strategies
ethical behavior, values and moral development
communication and persuasion
crisis management
critical thinking
coping skills

need to link higher education in psychology with elementary, secondary and high school education

need to create partnerships with relevant education and corporate training groups

need to provide our graduate students with teaching experiences in K-12 and corporate training activities