John A. Hannah University Distinguished Chair Lecture Series

Coming Soon!

Two Roads Diverged in a Yellow Wood
Dr. Jacquelynne S. Eccles, McKeachie/Pintrich Distinguished University Professor of Psychology and Education and Senior Research Scientist at the Institute of Social Research at the University of Michigan

November 10, 2011
1:00 p.m.
Erickson Hall Room 252

Why do people pick the careers that they do? Why do men and women make different choices? Dr. Eccles will discuss the many reasons that might explain both individual differences and gender differences in educational and occupational choices.

She will focus in particular on the psychological influences on young men and young women's decisions about going into STEM versus other fields. First she will describe a general psychosocial theoretical model that is particularly useful for understanding such life defining choices as college major and occupation. Then she will summarize the findings from her longitudinal studies of educational and occupational choices and trajectories.

Dr. Jacquelynne S. Eccles received her Ph.D. from UCLA in 1974 and has served on the faculty at Smith College, the University of Colorado, and the University of Michigan. In 1990-91, she was the interim Chair of Psychology at the University of Michigan. She has served as Chair of the Graduate Program in Educational Psychology (1980-87), the American Psychological Association (1987-1989), the American Educational Research Association (1992-1993) and the National Academy of Education (1996-2001). She has served as a member of the Board of Directors of the American Psychological Society, the American Psychological Association, and the Society for the Psychological Study of Social Issues. She has conducted research on topics ranging from gender-role socialization, classroom influences on motivation, and the impact of self-beliefs and motivation on many other aspects of social development. Her most recent work focuses on (1) ethnicity and the socialization of self-beliefs and motivation, and the impact of such beliefs and motivation on many other aspects of social development. Her most recent work focuses on (1) ethnicity and social contexts in education (2) community organizations, religious organizations, and families on development across the lifespan.

Examples of past events in the Lecture Series...

The Teacher Quality Imperative
Professor Eric Hanushek, Paul and Jean Hanna Senior Fellow, Hoover Institution of Stanford University
March 4th, 2009
3:00 p.m.
Erickson Hall Kiva
Eric Hanushek is the Paul and Jean Hanna Senior Fellow at the Hoover Institution of Stanford University. He has been a leader in the development of economic analysis of educational issues. His research spans the most important areas of education policy including the impact on achievement of teacher quality, high stakes accountability, and class size reduction. His pioneering analysis measuring teacher quality on the basis of student achievement forms the foundation for current research into the value-added of teachers and schools. His work on efficiency and resource usage is central to current debates about school finance adequacy/equity and has been applied frequently in litigation. His analyses of the economic impact of school outcomes have entered into the design of both national and international educational policy.

He is chairman of the Executive Committee for the Texas Schools Project at the University of Texas at Dallas, a research associate of the National Bureau of Economic Research, and a member of the Koret Task Force on K-12 Education. He currently serves as chair of the Board of Directors, National Board for Education Sciences.

His forthcoming book, Schoolhouses, Courthouses, and Statehouses: Solving the Funding-Achievement Puzzle in America's Public Schools describes how improved school finance policies can be used to meet our achievement goals. Prior books include Courting Failure, the Handbook on the Economics of Education, The Economics of Schooling and School Quality, Improving America's Schools, Making Schools Work, Educational Performance of the Poor, Education and Race, Modern Political Economy, Improving Information for Social Policy Decisions, and Statistical Methods for Social Scientists, along with numerous widely-cited articles in professional journals.

He previously held academic appointments at the University of Rochester, Yale University, and the U.S. Air Force Academy. Government service includes being Deputy Director of the Congressional Budget Office, Senior Staff Economist at the Council of Economic Advisers, and Senior Economist at the Cost of Living Council. He has been appointed to a variety of policy commissions including the Governor's Committee on Education Excellence in California and the Governor's Commission for a College Ready Texas. He is a member of the National Academy of Education and the International Academy of Education along with being a fellow of the Society of Labor Economists and the American Education Research Association. He received the Fordham Prize for Distinguished Scholarship in 2004.

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Flow and Learning

Professor Mihaly Csikszentmihalyi, C.S. and D.J. Davidson Distinguished Professor or Psychology and Management & Director of Quality of Life Research Center, Claremont Graduate University

November 12th, 2007

10:00 a.m.

Erickson Hall Room 252

One of the world's leading authorities on the psychology of creativity, Mihaly Csikszentmihalyi is the C.S. and D.J. Davidson Professor of Psychology at the Peter F. Drucker Graduate School of Management at Claremont Graduate University and Director of the Quality of Life Research Center. He is also Emeritus
Professor of Human Development at the University of Chicago, where he chaired the Department of Psychology.

His life’s work has been to study what makes people truly happy. Drawing upon years of systematic research, he developed the concept of “flow” as a metaphorical description of the rare mental state associated with feelings of optimal satisfaction and fulfillment. His analysis of the internal and external conditions giving rise to “flow” show that it is almost always linked to circumstances of high challenge when personal skills are used to the utmost. The Hungarian-born social scientist, a graduate of the classical gymnasium, “Torquato Tasso,” in Rome, completed his undergraduate studies at the University of Chicago and earned a Ph.D. in psychology there in 1965. After teaching in the department of sociology and anthropology at Lake Forest College, where he rose from instructor to associate professor, he returned to Chicago in 1970 and was appointed a full professor in 1982, a position he held until 1999. He has been a visiting professor at the University of Waterloo in Ontario, Canada, the University of Illinois, the University of Milan, the University of Alberta, Escola Paulista de Medecina in São Paulo, Brazil, Duquesne University, the University of Maine, the University of Jyveskyla in Finland, and the British Psychological Society. His research has been supported by the United States Public Health Service, the J. Paul Getty Trust, the Sloan Foundation, the W.T. Grant Foundation, the Hewlett Foundation, and the Spencer Foundation.

A former resident scholar at the Rockefeller Center at Bellagio, resident fellow at the Center for Advanced Studies in the Behavioral Sciences in Palo Alto, and senior Fulbright Fellow in Brazil and New Zealand, Dr. Csikszentmihalyi holds honorary doctor of science degrees from Colorado College and from Lake Forest College and a doctor of fine arts degree from the Rhode Island School of Design. He is a fellow of the American Academy of Arts and Sciences, The American Academy of Political and Social Science, the American Psychological Society, the National Academy of Education, and the National Academy of Leisure Studies and a foreign member of the Hungarian Academy of Sciences.

**Inside High Schools: Opportunities and Social Norms**

**Dr. Chandra Muller, University of Texas**

April 25th, 2007  
11:00 a.m. - 1:00 p.m.  
Erickson Hall Room 252

Schools are a source of opportunity to learn, both through their curricular opportunities and social relationships. Yet, emerging evidence suggests that school contexts vary internally much more than was previously recognized—that is, academic opportunities and social norms are not uniform within a school, and these differences have important consequences. New representative data set show that both these academic and social processes within schools influence students’ attitudes and behaviors. These results will be discussed, along with the value of considering the particular match between student and context, methodological challenges to studying these questions, and implications for research strategies.

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**Context Effects, Experiments, and Generalization in Educational Research**

**Professor Larry V. Hedges, Northwestern University**

April 18th, 2006

5:00 - 7:30 p.m. (reception to follow)

Erickson Hall Kiva

One perspective on how to improve American education stresses the adoption of educational methods that have been demonstrated to have causal effects on achievement. In this perspective, randomized experiments provide the most persuasive evidence for causal effects. Many educational researchers are skeptical of this perspective because it seems to ignore questions about the generalizability of findings from experiments. In particular, there appears to be little consideration of the principle that the context in which it is applied affects whether and how well an educational method may work. It is critically important to examine whether serious consideration of contextual effects and their impact on generalization from educational studies might be incorporated into paradigms for large scale quantitative research. In this spirit, we examine inference and generalization from two experimental designs that have been widely promulgated in educational research. We conclude by suggesting strategies for understanding limits to generalization from educational experiments.

The first of the lecture series will feature Professor Larry V. Hedges, from Northwestern University. Larry V. Hedges is the Board of Trustees Professor of Statistics and Policy Research and in the School of Education and Social Policy at Northwestern University. He was previously the Stella M. Rowley Distinguished Service Professor of Sociology, Psychology, and Public Policy Studies at the University of Chicago.
Larry V. Hedges' research interests include the development of statistical methods for social research, the use of statistical concepts in social and cognitive theory, the demography of talent and academic achievement, and educational policy analysis. A major area of methodological work has been the development of statistical methods for combining evidence from multiple empirical research studies (meta-analysis) in the social, medical, and biological sciences. His work in psychology has focused on the development of statistical models for cognitive processes involved in estimation, categorization, and discrimination. His sociological work has largely concerned the social distribution of cognitive test scores, their changes over time and their relation to schooling and other social processes. His work on educational policy concerns the relation of school resources to educational outcomes such as academic achievement and the development of evidence-based social policy.

He is a member of the National Academy of Education, a Fellow of the American Statistical Association and the American Psychological Association, and an elected member of the Society of Multivariate Experimental Psychology. He was Editor of the Journal of Educational and Behavioral Statistics, was Quantitative Methods Editor of Psychological Bulletin, was Associate Editor of the American Journal of Sociology, and served on the editorial boards of the Review of Educational Research and Psychological Bulletin. He has served on numerous professional boards and panels including several National Research Council committees, and was the chair of the technical advisory group of the US Department of Education's What Works Clearinghouse. He is also on the technical advisory committees of both the International Association for the Evaluation of Educational Achievement (IEA) and the Organization of Economic Cooperation and Development's Programme for International Student Assessment (PISA). His books include Statistical Methods for Meta analysis (with Ingram Olkin) and The Handbook of Research Synthesis (with Harris Cooper).