**CONTEMPORARY EDUCATIONAL PSYCHOLOGY**

THEORETICAL ANALYSIS

A historical review of Contemporary Educational Psychology from 1995 to 2010

Anita Witt Michell, John Robert McConnell III

This paper is about the major themes and trends represented by the articles published in Contemporary Educational Psychology (CEP) from 1995-2010 and provides insight for importance of these trends and the priorities for future research.

Contemporary education psychology (CEP) is a reviewed journal first published in 1975 for the purpose of disseminating research and reviewed articles relevant to educational psychology. It is one of the highest ranked journals in Educational Psychology. Articles published in CEP include both classroom and laboratory research related to learning processes, educational methods and instructional strategies. Total 440 articles published in Contemporary education psychology. The methodology adopted by researches is that all reviewed articles were first coded according to topics five categories as: (1) individual differences (2) teaching and learning (3) Cognitive process (4) academic subjects and (5) methodological and professional consideration. The articles were also classified according to six theoretical perspective including behaviorist, cognitive, constructivist, Information Processing, metacognitive and social cognitive perspective. Four of the five topic categories were found in all sixteen volumes of CEP from 1995 to 2010. Research study participant were classified according to grade and age related categories:

Six special topic issues were published during this period: In 1999 (math fact retrieved) , 2000 (motivation and education), 2004 (epistemological belief), 2007 (application of latent variable modeling), 2008 (collaborative discourse, argumentation and learning), 2010 (neuroscience)

Frequently occurring topic category was individual differences included sub academic performance and achievement, creativity gender differences, motivation, self-efficacy and test anxiety. Another frequently occurring category was academic subjects from among these subjects math is reviewed in each of 16 years and while reading, science and writing was not a popular four of study. Third category was cognitive process and individual sub attention cognitive load, comprehension, memory, reasoning, metacognition and transfer. Decreasing trend of these topics appear from few 6 to 8 years especially memory and metacognition. Another category was teaching and learning. A special issue on personal epistemology published in 2004. Fifth category was methodological and professional consideration and most frequent publication of articles related to methodological issues and modeling was published in CEP. The most prevalent theoretical perspectives of the articles published in CEP from 1995 to 2010 were cognitive and social nature. Only 8 articles were based on behaviorist theoretical perspective. However these were decline in publication of cognitive and rise in social cognitive frame work. In participant characteristics these was decline of researches an preschool and KG students and children with different abilities over past 16 years. Most of the researchers are quantities and from 1995 to 2010 only 15 qualitative research studies are published by CEP. CEP publication emphasizes the topics of motivation reading and math although newer topics such as neuroscience and latent variable modeling have also recently focused. Information of theoretical perspective only eight articles were based on behaviorism. Emphasis on cognitive theories was becoming most prominent. Since 2007 use of social cognitive frame work has been more prevalent than the use of cognitive frame work in the articles published by CEP. Several societal and cultural trends have left their mark on educational psychology reflected in the articles published by CEP. Studies of cognition and learning must increasingly take into account the cultural conceptualization and context of teacher and student. CEP has published papers addressing issues and these studies are important to cater the needs of diverse learners. As we focused on cognitive domain only which only involve mental processes but there is no focus on psychomotor domain. This area is also need to be focused as skill development is also as important in teaching and learning.

There are many researches related to academic subjects reading and Math. But there is a need to focus on science subjects because science subjects are also as important as Math and reading. Concept development in science also needs to be focused. Writing is also an important subject area because children face difficulty in reading and writing. Some students are good readers but are not good in writing. And some students are good in writing but not a good reader. So no one is neglected and both need to be focused. There is a great need of educational reform so CEP continue to publish research studies that provide various educational strategies implemented in variety of context allowing policy makers to examine the diverse and often intended consequences of reform effort. This is important for shaping of educational policies in future. Now from recent years technology is also an important factor in education. Computer based research is important in classrooms. So there is need to develop computer based skills and this requires motivation. So CEP began to study the relationship between computer based instructions, constructs such as motivation, and skills such as self-regulation for educational psychologist and this study help the researchers in future. With the invent of technologies brain imaging and utilization of electro encephalograms in educational psychology research, educational psychologist can easily observe the mental processes. This can help the educational psychologist in learning and cognition by studying the mental frame work of a learner. Cognitive studies are started to take into account because it directs the student thinking and learning processes. Behaviorism, constructivism need to be equally focused behavior modification is an important factor in education and need to be researched. Constructivist approach must need to be focused to make students self-regulated learners. Articles on teaching and learning strategies for specific academic subjects and tactics are also published by CEP. Motivation is popular area of inquiry in educational psychology and contributes to academic achievement. Self-efficacy from social cognitive framework was commonly occurring in CEP from 1995 to 2010 also contribute in academic performance and achievement and there is a need for research self-efficacy in computer assisted instruction.