

The Score



Quantitative and Qualitative Methods

DIVISION 5 PERIODICAL VOLUME 46 ISSUE 3

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Gundelina Almario Velazco

PSYCHOLOGISTS ABOVE BORDERS: A PROPOSAL

Gundelina Almario Velazco

I have recently assumed the position of Chair of Division 5's Global Affairs Committee and have been inviting our division members to join this effort, contribute their own ideas, and network with each other. Here, I offer some of my own ideas about and interests in our Division's global affairs that constellate around what I am calling "Psychologists above Borders."

D5 is a pool of expertise in assessment, measurement, evaluation, psychometrics, statistics, and qualitative inquiry in such areas as educational psychology, industrial-organizational psychology, healthcare psychology, and so many others. While some of the above areas such as measurement and statistics transcend geography and culture in some ways, psychological methods are influenced by culture and socio-political conditions that affect the choice of research problem, goals of research, data gathering and interpretation of results. Our knowledge base and the character of the discipline is built in particular settings. Related to the contextuality of research is the concept of *methods vs. methodology* expounded by Pek and Bauer (2023), wherein *methods* concerns tool development or content whereas *methodology* focuses on motivation and reasoned justification for using particular methods. Intercultural study of methodology behind our methods is the next logical step in our quest to understand and take responsibility for our science in its global context. The indigenous psychologies, emerging all over the world, offer a wealth of material and contribute to our effort to understand and expand the potential of psychological science. For example, from my own country, among the numerous pioneering contributions of Virgilio G. Enriquez, the Father of Filipino Psychology and my undergraduate and graduate teacher, are his works on indigenous research methods, in consideration of the Filipino psyche. Enriquez's themes include research as consciousness raising vs. data gathering, research as facilitation, and research as encounter, among others (Enriquez, 1997). In a related vein, I (Velazco, 1985) developed an instrument assessing the adaptive competencies of rural Filipino children as an alternative to traditional intelligence measurement. As the researcher, I lived with and became part of the community and engaged the adults in the target population in the instrument development process, from content validation to field administration.

Frederick Wertz (2017) made a very comprehensive presentation of the extensive work that has already been done in the field of indigenous psychologies, touching on concepts proposed by different authors, such as (citing only a few that are related to this paper): "questions decisive for genuine humanity (meaning, value, purpose)", "universal knowledge absolutely free from prejudice, of the world and human individuals, collectives, and cultural artifacts" (Edmund Husserl, cited in Wertz, 2017); "possibility of cross-indigenous universal psychology" (Allwood & Berry, 2006, cited in Wertz,

2017); and concluding among others, that “methods developed in one culture may have potential in other cultures for improving knowledge; critical, multicultural sharing may enhance science; and (alluding to) potential for unification of methodological pluralism” (Wertz, 2017).

From the indigenous psychologies, a composite, unifying configuration of the intercultural elements found in research might be very enlightening as it leads to a more global understanding of our science and profession. After all, all psychologies are indigenous in the sense that each is embedded in a specific culture and scholarly community, inevitably carrying forth its values, ways of knowing, and understanding of psychological life.

While being adept at integrating the discipline with the cultural and socio-political climate one works in is necessary in order to function competently in a particular setting, perhaps the core or basics of the human subject and behavior beyond the borders of geography and culture are not fully tapped. While diversity needs to be recognized and accepted, we are, after all, human beings first before being American, African, European, or Asian. Psychology can offer us an understanding of both our differences as well as our common humanity.

"Psychologists without Borders" (2022) provides culturally competent mental health support in different languages. "Psychology Beyond Borders" (2005) focuses on psychosocial preparedness, prevention, and response to disasters, armed conflict and terrorism. How about Psychologists *Above* Borders, with 'borders' referring to culture-specific perspectives. In order to rise above the borders, one has to know what the borders are, what lies within the borders, and then come up with a robust framework of commonalities vis a vis the differences across cultures and settings. The key to a genuine achievement of an understanding of core humanity and the core of psychological science is the inclusion and respect for cultural differences in life and the science/profession of psychology as it is manifest across the subfields of psychology, for instance in educational psychology, industrial psychology, program evaluation, etc... A psychologist above borders, in this conception, is one who has been exposed to, lived with, and struggled with the diverse ways of human life and scientific practices and then synthesized what is core at the level of being human and human self-knowledge.

Is rising above the borders necessary, given that after all we (will) inevitably function within a specific context and culture? Yes, because with the trend toward globalization/internationalization, one's world of work is expanding. We live in one world in which we are interrelated and interdependent. We share a common destiny on earth. Yes, because more important than the content is the exemplified process, wherein we, in an established discipline like psychology, still seek a broader understanding of humanity as a whole, toward greater appreciation and acceptance of each other and toward expansion and globalization of our knowledge base to include a scope beyond our traditional confines. The process of going not only within but above the borders can also enhance the sub-disciplines of educational psychology, specific practices such as research interviewing, etc., especially with the current trend of globalization. For example, there could be a forum on "International Research Interviewing", "International Program Evaluation", etc. in Division 5 and in our larger organization of APA, Psychologists Above Borders can be invited as presenters in remote programs and on-site at our conferences and as authors in our journals, *Psychological Methods*, *Psychological Assessment*, and *Qualitative Psychology*. If what one teaches is something that one has seen and experienced, then the local subject matter and teaching-learning process can become

very valuable globally. Also, the group of Psychologists Above Borders could be another group of specialist psychologists, whose contributions could feed the work of other specializations within psychology, as well as in other disciplines.

My big dream is for interested psychologists in Division 5 to engage in reciprocal, international hosting in each other's country, if appropriate, in order to experience the practice of their discipline in other settings.

"Psychology Above Borders" may not be just a scholarly endeavor but a contribution to making the world a better place through greater understanding of different peoples and by modeling more encompassing methods of understanding. Can EMS be anymore above borders? They are already mostly universal and standard. But the answer is yes. Because they affect lives, egos, and futures-- numbers and results may be viewed, accepted, and acted on differently across cultures and settings. The quantitative psychologist who is exposed to and understands these nuances exemplifies being above borders.

Psychologists above borders are experientially exposed to the counterpart of their background, training, or calling in other cultures. More than the content, it is the behavior around the content, how much of it is similar to or different from the ones they know. Is there something we can learn from each other about how to practice psychology in another way, not so much the content, for that is bound to be different, but the process of determining the appropriate method of deriving the sought after content, and the actions that come after? If we look, beyond the results, at different peoples' attitudes, values, motivations, and actions surrounding measurement, statistics, studies in parapsychology, community psychology, etc., therein lies the need for understanding, which can be the basis of new models or frameworks that reflect a global perspective. There is humanity to which the numbers or data refer. It is seeking to understand the humanity manifest in the numbers, the humanity of both the counted and counter, that makes for a global psychologist, a psychologist above borders seeking to traverse the borders and rebuilding them into a unifying, even all-encompassing framework of understanding. Psychology as a discipline would thereby enhance itself as global statistics, global measurement, global assessment, global qualitative inquiry, global evaluation. Global here means not just statistics about people, but rather, people's statistics, not just measurement of people, but rather, measurement by people. It's different peoples' take on data, from numbers to verbal expressions--psychologists' actions that determine our discipline's usefulness in solving our society's and world's problems.

Perhaps one way to put it is that, being a member of the APA and Division 5, you are a psychologist above borders when you say you want to be, when you open yourself experientially to the counterparts of your discipline, background, training, and calling in other cultures in addition to your own, and when you strive to formulate and share a unifying framework of your experiences in some kind of forum or publication or message board that I am proposing to call "Psychologists Above Borders".

The psychologist above borders seeks to understand, not only their own, using their own methodology, but humanity as a whole, as the Creator understands us all.

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*Lisa Osbeck*

QUALITATIVE METHODS TO INVESTIGATE “HOW SCIENCE GETS DONE”

Lisa Osbeck

One of the first things new psychology majors learn is that their discipline is a science and that it makes use of the scientific method to address questions about human nature. However, much less frequently do we engage them in discussion about the human process by which science produces knowledge.

In 1974, Ian Mitroff set out to answer this question empirically with a pioneering investigation of 40 NASA scientists involved in the moon landing project. His goal was to understand “how science gets done” and he used a range of methods including repeated interviews with each scientist over a three-year period. Published as *The Subjective Side of Science* (Mitroff, 1974), Mitroff’s qualitative inquiry was especially noteworthy in view of conventional views of legitimate psychological methods that were in operation at the time of his analysis and for the acutely philosophical lens he brought to his social psychological investigation of science practice. His analysis yields insights into the many complex ways disposition, value commitments, cognitive style, and attitudes enter into the production of scientific knowledge at the highest level of innovation (with no claim that such knowledge is reducible to social or psychological processes). A central problem he pursued was how scientists select from competing theories given equivalent evidence and their motivations for relinquishing theories in which they are personally invested. Given the irreducibly social and personal aspects of these knowledge-generating processes, Mitroff saw his work as challenging what he called the “Storybook View of Science,” that is, science as a detached, dispassionate endeavor entirely different from other forms of human activity.

Over the past two decades, the use of qualitative methods to investigate science has expanded significantly, especially within the cognitive science and philosophy of science communities, many of whom acknowledge the importance of Mitroff’s comprehensive study.

A special section of the June 2024 issue of *Qualitative Psychology* is dedicated to the 50th anniversary of *The Subjective Side of Science*. The section features an interview with Mitroff on his scholarly sources of inspiration, methodological decisions, and broad psychological and philosophical importance of his study. The interview is followed by contributions from several contemporary philosophers of science or philosophically oriented who, like Mitroff, use qualitative methods to inform the question of “how science gets done.”

Sabina Leonelli and Rachel Ankeny provide a very helpful introduction to the contemporary qualitative study of science, situating their research in the philosophy of the biological and biomedical sciences. They reflect on the advantages of using qualitative approaches for understanding: (1) the role of embodied knowledge in data curation and modelling; (2) reliance on non-scientific sources for biological classification; and (3) how funding priorities channel scientific reasoning and practice. These examples demonstrate the value of qualitative methods to identify novel research directions, refine and augment philosophically motivated research questions, investigate the rationales and procedures through which particular scientific choices become ingrained in

research practices, and question the implications of such habits vis-a-vis norms for what does and should count as ‘best practice’ in particular scientific fields.

Nancy_Nersessian’s paper, *Why/How to study scientific thinking*, argues that an adequate study of scientific thinking requires an integrative analysis of the cognitive, social, material, and cultural aspects of authentic problem-solving by scientists. Such analysis can only be obtained through gathering data on scientists’ investigative practices through historical case analysis of the records of past science or in situ studies that use ethnographic observational and interview methods of data collection and analysis, each of which has affordances and limitations. Nersessian offers examples from her own historical and ethnographic studies and makes a compelling case for the qualitative methodological approach to studying scientific reasoning for which she is considered a pioneer.

Michael_Stuart begins by outlining four roles that qualitative methods can play in normative philosophy of science. They can be used to 1) disprove empirical claims about scientific practice made by philosophers of science, 2) support empirical claims about scientific practice made by philosophers of science, 3) raise new questions and center new phenomena for philosophical discussion, and 4) directly increase the *understanding* that investigators have about scientific practice. His comments stem from his own use of interviews and observations to investigate the role of scientific imagination in several scientific research laboratories (Stuart, 2022).

Kieran O’Doherty, Cory Fairley, Dan Badulescu, and Alexis Fabricius focus on public deliberation relating to science – science in the public sector. They make use of discourse analysis to foreground the incorporation of ontological statements in scientific and other forms of exchange, which are generally left implicit. They describe the qualitative methods they developed to examine implicit ontologies in scientific discourse and to illustrate how they may be associated with values and ways of acting in the world, drawing on data from a series of interviews with scientific experts and professionals on the topic of forest health. They illustrate the connections between the implicit ontological commitments and implicit human values and demonstrate how ontological presumptions about the nature of forest health invite particular metrics and measurements for evaluation.

Aims of the Special Section

The editors of the special section hope that it will stimulate new thinking about science as a human practice, challenging the “storybook” view that tends to be upheld on both sides of the “science wars.” They also hope to encourage awareness of the broad range of ways qualitative methods have been used to study thinking and reasoning, the kinds of questions the use of these methods can inform, and the exciting new directions in which they show promise for future insights into topics that impact not only science but humanity.

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Alexis Chavez Meegan Docherty Tianying Sun

DIVISION 5 MENTORING PROGRAM

*Alexis Chavez, Meegan Docherty,
& Tianying Sun*

The American Psychological Association's Division 5 (Quantitative and Qualitative Methods) is dedicated to advancing the practice and understanding of quantitative and qualitative methodologies within the field of psychology. One of the key initiatives of Division 5 is its mentoring program, now in its third year, which is designed to support the professional development of both emerging and established psychologists. This program facilitates meaningful connections between experienced professionals (mentors) and those seeking guidance and growth (mentees), fostering an environment of learning, collaboration, and mutual support. The mentoring program aims to provide mentees with personalized advice, insights, and networking opportunities for their career development. At the same time, mentors benefit from the experience by contributing to the professional community and gaining fresh perspectives from their mentees. By bridging the gap between generations of psychologists, the Division 5 mentoring program not only enhances individual careers but also strengthens the overall community of researchers and practitioners dedicated to advancing psychology.

Overview of the Mentoring Program

The Division 5 mentoring program is structured to ensure that both mentors and mentees gain benefits from their participation. Mentors in the program are professionals with expertise in a broad range of research methods representing [the three sections of Division 5](#): Assessment; Evaluation Measurement and Statistics (EMS); and the [Society for Qualitative Inquiry in Psychology \(SQIP\)](#). Mentors volunteer their time to guide and support mentees, who are early-career psychologists or students seeking to advance their expertise and career. Mentoring relationships within the program are typically designed to last for one year. This duration allows enough time for meaningful interactions and progress while being manageable for both mentors and mentees. The format of these relationships can be flexible, depending on the preferences and geographical locations of the participants.

The mentoring program fosters professional growth by providing mentees with personalized advice and guidance tailored to their career aspirations. Through these interactions, mentees will gain valuable insights into navigating their professional paths, enhancing their skills, and achieving their goals. For example, mentors can help mentees develop their research methods, writing and communication skills, or other competencies relevant to their professional growth. Additionally, participants will have opportunities for networking starting at the APA Convention with other members from Division 5. This network-building helps mentees expand their professional network and facilitates broader collaboration among mentors within the division, opening doors to new opportunities.

How the Mentoring Experience Works

Prospective mentors and mentees were invited to submit detailed applications that outline their professional backgrounds, areas of expertise, and career goals. This information was used to pair mentors and mentees based on shared areas of research interest and accounting for personal preferences for meeting formats at the APA Convention (in-person or virtual). Once matched, mentors and mentees will meet at the APA Convention to begin the mentorship and start planning various activities to support the mentees' professional development. Regular meetings will be a core component of the mentorship since they will aim to set clear, achievable goals and ensure continuous progress through regular check-ins. Throughout the mentorship, Division 5 leadership (Meagan Docherty, Tianying Sun, and Alexis Chavez) will provide support to ensure a smooth and enriching experience. For example, participants can have access to various resources, including best practices for effective mentoring and templates for goal setting. This structured yet flexible approach ensures that mentors and mentees have a clear framework to guide their interactions while allowing for personalization to meet individual needs.

Participant Feedback and Testimonials

Highlighting positive experiences and success stories from last year, both mentors and mentees have shared numerous examples of professional growth and development. These stories include mentors helping mentees develop their research methods, enhance their writing and communication skills, and expand their professional networks. Overall, participants have expressed high satisfaction with the program, particularly appreciating the meaningful connections and professional development opportunities it provides. Mentors have found the experience to be rewarding. One mentor from last year's program shared, "I was extremely satisfied with the mentoring experience. The interactions were enriching and professionally rewarding." This sentiment is echoed by many other mentors who have valued the opportunity to contribute to the professional community while gaining fresh perspectives from their mentees. Mentees have similarly expressed satisfaction with the mentorship experience. They have particularly valued personalized advice, insightful guidance, and networking opportunities. One mentee commented, "The mentor I was paired with was very insightful, gave great advice, and put me in touch with other relevant people in our field." This feedback underscores the program's intention in providing mentees with the support they need to navigate their professional paths and achieve their career goals.

Conclusion

Overall, we hope that by participating in this program, both mentors and mentees gain invaluable experiences that enhance their careers, expand their professional networks, and contribute to a vibrant and collaborative community. The positive feedback and success stories from past participants highlight the program's success and the impact it has on its members.

We strongly encourage both emerging and established psychologists to take part in this enriching program in future years. Whether you are looking to gain insights and advice as a mentee or to give back to the community as a mentor, your involvement will be instrumental in strengthening our field and advancing the practice of psychology.

For further inquiries, please contact Dr. Meagan Docherty (mdochert@bgsu.edu), Tianying Sun (tianyings@psu.edu), or Alexis Chavez (achavez20@huskers.unl.edu).



DIVISION 5 EVENTS AT THE 2024 APA CONFERENCE

Joshua Langfus & Gabriel Velez

Joshua Langfus Gabriel Velez

Last October, Division 5 President, Fred Wertz, articulated [his vision for the division](#) and introduced the theme of this year's programming at the 2024 American Psychological Association (APA) convention (August 8th – 10th): *Nurturing Roots, Branching Innovation: Cultivating Growth and Synthesis in Psychological Methods and Methodology*. Rooted in this theme, Division 5 is pleased to offer a diverse selection of sessions highlighting cross-cutting issues centered on this theme representing the three sections of the division: Assessment, Evaluation, Measurement and Statistics (EMS), and the Society for Qualitative Inquiry in Psychology (SQIP).

Through a range of symposia, skill building sessions, and critical conversations, this year's speakers will address themes such as culturally responsive methodological practice, the role of metascience in psychological inquiry, and techniques for mitigating the effects of fraudulent responses in online data collection. APA 2024 will also see the return of the Division 5 Mentorship Event and Social Hour (Saturday Aug 10, 4:30 to 5:30). Now in its third year, this event brings students and early career researchers together with methodological experts in Division 5, providing formal and informal opportunities to exchange ideas, create connections, and share guidance in professional development. Saturday afternoon will also feature Dr. Wertz's presidential address (Saturday at 1PM) followed by the Business Meeting (2 PM) and Division Awards (3 PM). Below are four highlighted sessions followed by the full program of events from Division 5 at APA 2024.

Division 5 Programming Highlights

Psychology's Methodological Crisis and Reform: What role can metascience play?

Critical Conversation (Thursday August 8th, 1:00 PM – 1:50 PM, Room 213)

Speakers: Kathleen L. Slaney, Simon Fraser University; Joshua W. Clegg; Gabriel Velez, Marquette University; Donald Brown, York University.

Duoethnography as a form of reflexivity and culturally responsive methodological practice

Critical Conversation (Thursday August 8th, 3:00 PM – 3:50 PM, Room 213)

Speakers: Synthia E Winston, Howard University; Rashunda Richardson, Winston Salem State University; Kimberly Freeman, Silver Spring, MD; David Wall Rice, Morehouse College.

Navigating the Risk: The Pervasive Challenge of Scammers in Remote Technology-based Research

Symposium (Friday August 9th, 3:00 PM – 3:50 PM, Room 205)

Speakers: Amber Thompson, University of Utah; Catherine Sparks, University of Utah; Alexandra Terrill, University of Utah.

An Inclusive Methodology for Psychology: Progress, Challenges, and Prospects

Presidential Address (Saturday, August 10th, 1:00 PM – 1:50 PM)

Speaker: Frederick Wertz, Fordham University

Division 5 Symposia, Critical Conversations, & Skill Building Session

Thursday

Composite-Based Alternatives in Structural Equation Modeling; An Expanding Space.

Skill Building– Science Summit (Thursday, August 8th, 11:00 AM – 11:50 AM, Room 213).

Speaker: Edward Rigdon, Georgia State University.

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Speakers: Synthia E Winston, Howard University; Rashunda Richardson, Winston Salem State University; Kimberly Freeman, Silver Spring, MD; David Wall Rice, Morehouse College.

Friday

New Statistical Methods for Variable Selection and Text Data Analysis.

Symposium (Friday, August 9th, 9:00 AM – 9:50 AM, Room 210).

Speakers: Zhiyong Zhang, University of Notre Dame; Xin Tong, University of Virginia; Haiyan Liu, University of California, Merced; Qian Zhang, Florida State University.

Sounding the Alarm: The Ongoing and Evolving Threat of Fraudulent Participants in Online Research.

Symposium (Friday, August 9th, 12:00 PM – 12:50 PM, Room 212).

Speakers: Annie Fox, MGH Institute of Health Professions; Damien Ridge, University of Westminster; Stephen Bonett, University of Pennsylvania.

Developing frameworks that support tests users' understanding and application of test fairness.

Critical Conversation (Friday, August 9th, 2:00 PM – 2:50 PM, Room 210)

Speaker: Jessica Jonson, Buros Center for Testing.

Navigating the Risk: The Pervasive Challenge of Scammers in Remote Technology-based Research.

Symposium (Friday, August 9th, 3:00 PM – 3:50 PM, Room 205).

Speakers: Amber Thompson, University of Utah; Catherine Sparks, University of Utah; Alexandra Terrill, University of Utah.

Decoding a Decade: An EQTA Approach to the Journal of Counseling & Development Articles.

Symposium (Friday, August 9th, 4:00 PM – 4:50 PM, Room 210).

Speaker: Cheng Hua, University of Montevallo.

National Assessment for Schools (NAFS) in Saudi Arabia: Methodology and Procedures.

Symposium (Friday, August 9th, 5:00 PM – 5:50 PM, Skagit 2).

Speakers: Abdulla AlSaddawi, Education and Training Evaluation Commission; Abdulla AlSayar, Education and Training Evaluation Commission; Dimitar Dimitrov, Education and Training Evaluation Commission.

Saturday**The Use of Publicly Available Video Materials to Study the Treatment of Trauma in Refugee Families.**

Critical Conversation (Saturday, August 10th, 8:00 AM – 8:50 AM, Room 212).

Speaker: Charity M. Somo, University of South Africa (UNISA).

An Inclusive Methodology for Psychology: Progress, Challenges, and Prospects.

Presidential Address (Saturday, August 10th, 1:00 PM – 1:50 PM).

Speaker: Frederick Wertz, Fordham University.

Division 5 Poster Sessions

Poster Session I (Thursday August 8th, 2:00 PM – 2:50 PM, Hall 4AB).

Poster Session II (Friday August 9th, 1:00 PM – 2:00 PM, Hall 4AB).

Awards, Business, and Social Events

Poster Awards Breakfast (Co-Presented with Divisions 12 and 40).

Saturday August 10th, 9:00 AM – 9:50 AM, Sheraton Grand Seattle, Second Floor, Cedar Room.

Division 5 Business Meeting.

Saturday August 10th, 2:00 PM – 2:50 PM, Room 204.

Division 5 Awards Ceremony

Saturday August 10th, 3:00 PM – 3:50 PM, Room 204

Division 5 Mentorship Social Hour

Saturday August 10th, 4:30 – 5:30 PM, Elephant & Castle on 5th Ave

All Division 5 Members Welcome!

Finally, this year APA has offered “Informal Programming” space at the conference for divisions to use in lieu of hospitality suites. We are still determining how Division 5 will use this resource, but we anticipate it will afford us a more intimate extension of the formal programming, deepening engagement around the theme of synthesizing methods of inquiry across our field.

Division 5 Program Committee

Gabriel Velez, 2024 Program Co-Chair

Joshua Langfus, 2024 Program Co-Chair

Frederick Wertz, 2024 President

*Bengt Muthén*

MPLUS VERSION 8.11

Bengt Muthén

Mplus Version 8.11 is now available. Mplus Version 8.11 includes corrections to minor problems that have been found since the release of Version 8.10 in June 2023 as well as the following new features:

- DSEM (Dynamic Structural Equation Modeling) of intensive longitudinal data for categorical outcomes is now available for TYPE=CROSSCLASSIFIED. For an application, see [Muthén, Asparouhov and Shiffman \(2024\)](#).
- RDSEM (Residual Dynamic Structural Equation Modeling) is now available for TYPE=CROSSCLASSIFIED. For applications, see [Muthén, Asparouhov and Keijsers \(2024\)](#) and [Muthén, Asparouhov and Shiffman \(2024\)](#).
- Continuous-Time Residual Dynamic Structural Equation Modeling (CT-RDSEM) is available for TYPE=TWOLEVEL and TYPE=TWOLEVEL RANDOM using the CTIME option of the VARIABLE command to specify the time variable and the DRIFT option of the PLOT command to plot autoregressive curves ([Asparouhov & Muthén, 2024](#)).
- New [H5RESULTS option of the SAVEDATA command](#) for saving the results of an analysis to an H5 file that can be used in R to create an R data frame with possible connections to the MplusAutomation package.
- The CLUSTER_MEAN option of the DEFINE command is now available for TYPE=THREELEVEL and TYPE=CROSSCLASSIFIED.

The [Versions 8.9, 8.10, and 8.11 Mplus Language Addendum](#) can be found on the website along with the [Mplus Version 8 User's Guide](#).

Registered users who purchased Mplus within the last year and those with a current Mplus Upgrade and Support Contract can download Version 8.11 at no cost by logging into their [customer account](#).



WHAT'S NEW IN BOOKS

Compiled by
Joanna Solomon

“Computerized Adaptive Testing: From Concept to Implementation”

By David J. Weiss and Alper Şahin

Published June 2024 by Guilford Press (\$79.00 hardback; e-books also available)

Used worldwide in assessment and certification contexts, computerized adaptive testing (CAT) offers a powerful means to measure individual differences or make classifications. Pioneers in this field provide a how-to guide for planning and implementing an effective CAT to create a test unique for each person in real time. The book reviews history of CAT, and demonstrates item banking, pretesting and linking items, and using simulations for design. Available software for CAT delivery is described, including links to free and commercial options. Engaging multidisciplinary examples illustrate applications of CAT for measuring ability, achievement, proficiency, personality, attitudes, perceptions, and clinical progress.

“The Handbook of Teaching Qualitative and Mixed Research Methods: A Step-by-Step Guide for Instructors”

Edited by Alissa Ruth, Amber Wutich, and H. Russell Bernard

Published December 2023 by Routledge (\$170.00 hardback; \$54.95 paperback; e-books also available)

This book presents 71 methods that are applicable to those teaching and being trained in qualitative and mixed-methods research. Each method is featured in a dedicated chapter written by experts from around the world. Chapters include research ethics, sampling, multiple styles of interviewing, network analysis, recording observations of behavior, as well as visual and participatory methods. Methods for analyzing data include coding, finding themes, exploratory and inductive analysis, linguistic analysis, mixed methods analysis, and comparative analysis. Through these lessons the reader will be guided through a brief history of each method, describing how it is taught including step-by-step instructions.

“Transformative Moments in Qualitative Research: Method, Theory, and Reflection”

By Anna CohenMiller

Published January 2024 by Routledge (\$170.00 hardback; \$54.99 paperback; e-books also available)

In this book, the author weaves storytelling into methodological insight to engage readers and illustrate the theories discussed. Each chapter, authored by a diverse set of experts, of this book offers a clear, practical, and engaging exploration of qualitative inquiry, emphasizing the power of research to foster equity, inclusion, and justice-centered practice. The chapters found in this book encourage readers to consider their own work and practice from research design to fieldwork, analysis, and interpretation, sharing findings, coalition building and advocacy. This book appeals to audiences across disciplinary backgrounds including social sciences, educational sciences, humanities, STEM, and health fields.

“Research Methods and Statistics in Psychology (8th Edition)”

By Hugh Coolican

Published January 2024 by Routledge (\$190.00 hardback; \$61.99 paperback; e-books also available)

This new edition of Research Methods and Statistics in Psychology takes the reader through every stage of the research process, with advice on planning and conducting studies, as well as analyzing data and writing both qualitative and quantitative reports. This book includes clear coverage of experiential interviewing and observational methods, psychological testing, and statistical procedures. In that it includes nominal level tests, ordinal and interval two-condition tests, simple and multifactorial ANOVA designs, correlation, multiple regression, log linear analysis, factor analysis, and logistic regression, which is a new feature in this edition.

Guidelines for the “What’s New?” Column:

Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting website or other Internet group related to measurement, statistics, or evaluation; or a computer program useful to Division 5 membership? If so, we would like to include an announcement of about 100 words in the What’s New column. We would also appreciate any suggestions, or feedback, on how this section of the newsletter can better serve the Division 5 membership. Please take the opportunity to share information with colleagues through your contributions to this column. Please send announcements and/or product literature to *The Score* Associate Editor, Joanna Solomon: joanna.solomon@mhs.com.

LINKS TO RECENT PREVIOUS ISSUES OF “THE SCORE”



Quantitative and Qualitative Methods

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April, 2024	46	2	https://www.apadivisions.org/division-5/publications/score/2024/04/issue.pdf
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DIVISION 5 MEMBERSHIP INFORMATION



Division 5 draws together specialists in the areas of quantitative and qualitative methods. Membership includes specialists in the fields of educational psychology, industrial-organizational psychology, individual assessment, measurement, program evaluation, psychometrics, qualitative inquiry, research interviewing, research methods and statistics. Division 5 provides the opportunity to participate in this critical aspect of professional development, and is a vibrant community that serves the core interests and needs of rigorous scientific inquiry in the social sciences. Those who are interested in joining the division or who would like more information should be referred to the Division 5 website:

<https://www.apadivisions.org/division-5/membership>

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The Score is the newsletter of the American Psychological Association's Division 5—Evaluation, Measurement, and Statistics. Division 5 is concerned with promoting high standards in both research and practical application of psychological assessment, evaluation, measurement, and statistics. Approximately half of the Division 5 members are university faculty members in quantitative psychology, psychometrics, educational psychology, or industrial organizational psychology and half are engaged in careers in industry, including the areas of individual and large-scale assessment. More than 1,000 Division 5 members receive The Score each quarter. Advertisements in The Score may be in the form of display advertisements or job announcements. Both types of ads can include graphics and other design features and can be submitted as text or camera-ready display art. Prices for advertisements and size requirements are provided in the accompanying table. Submission deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October, and November 15 for January.

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