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Title

The Past and Future of Educational Psychology Review

Permalink

<https://escholarship.org/uc/item/7st5g7st>

Journal

Educational Psychology Review, 21(2)

ISSN

1573-336X

Author

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Publication Date

2009-06-01

DOI

10.1007/s10648-009-9102-2

Peer reviewed

The Past and Future of Educational Psychology Review

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Published online: 9 May 2009

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I offer my congratulations to the editors of *Educational Psychology Review (EPR)*, as it is clear that during its 20 years on the scene, *EPR* has become a respected and valued member of the educational psychology community. When plans for *Educational Psychology Review* were being developed, I was editor of *Educational Psychologist*, which is a publication of Division 15 (Educational Psychology) of the American Psychological Association that has a somewhat similar mission in our field. I recall that there was concern among some Division 15 members about whether our field was large enough to support two journals that published overviews of educational psychology research. It soon became clear that there was more than enough scholarship in our field to fill the pages of both journals, as well as more recent journals that subsequently have come along. In fact, the innovative editorial leadership of *EPR* over the years has served to invigorate our field with new ideas—but always within a scientific research-based context. *Educational Psychology Review* has certainly found its niche and served our field well. Over the years, my colleagues and I have published seven pieces in *Educational Psychology Review* ranging from an introduction to a theory of learning that I called the Select–Organize–Integrate model (Mayer 1996) to a research-based analysis of how animation can support learning (Mayer and Moreno 2002) to advice to new researchers (Mayer 2008). I am pleased to serve on its editorial board, and I wish *EPR* continued success in the years to come.

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