
Mary Claire Gerwels, Ph.D.

Department of Educational Psychology
University of Texas at Austin
1912 Speedway, D5800
Austin, TX 78712

mcgerwels@austin.utexas.edu

Education

BS Elementary Education 1978, University of Texas at Austin

MEd School Counseling 1990, University of Texas at Austin

Ph.D. Educational Psychology 1994, University of Texas at Austin

Public School Teaching Experience

Teacher, Gifted/Talented program 1979-81, Leander ISD, Leander, TX

Teacher, 4th-5th grades 1981-87, Aurora Public Schools, Aurora, CO

Teacher, 5th grade, 1987-88, Leander ISD, Leander, TX

University Teaching Record

**Lecturer, Department of Educational Psychology 1994-present
(Promoted to Senior Lecturer, December 2008)**

Courses taught

Applied Human Learning Course purpose: To introduce pre-service teachers to research and practical uses of topics in educational psychology. Students in this course are encouraged to make use of the information from class in their internships and to compare and contrast that information with what they are observing. Students are also encouraged to express their own views about the topics during discussions so that others may learn from their insights. Material is presented as much as possible using the same teaching techniques discussed in the class. Topics include critical thinking, constructivism, creativity, resilience, social and emotional learning, self-regulated learning, and assessment.

Cognition, Learning and Motivation Course purpose: Students from freshman to seniors take this class, as a precursor to the Professional Develop Sequence for teachers or for their Youth and Community Studies degree. The course has two main objectives; to help students learn how to learn and to teach students how to help others learn. Students work with each other to produce assignments and information to share with the class. The students are also taught to self-regulate and are encouraged to use that skill in their studying. Topics include models of memory, self-regulated learning, cognitive development and learning, and motivation.

Introduction to Lifespan Development Course purpose: This is an upper division class taken mainly as a prerequisite to graduate schools in physical therapy and occupational therapy. The class covers physical, emotional, and cognitive development from conception to death. Topics include health and wellness, language development, information processing, social and emotional development, moral development and aggression, and intelligence.

Adolescent Development: The main objective is to familiarize students with the psychological, biological, social, and emotional development of humans during the period from about 10 – 24 years. Students will learn about theories and current research concerning such development and have opportunities to consider competing ideas in these areas. Activities will include lecture, discussions, group work, individual readings, writing, an interview, quizzes, and exams with the purpose of challenging students to construct an understanding of human development that is based on critical inquiry.

Senior Lecturer, TIP program, fall 2011 – fall 2016

Courses taught: Critical Thinking in the 21st Century

Course purpose: Teach first semester freshman in the TIP (Texas Interdisciplinary Plan) program to reason and prepare arguments to support a position. Practice in writing, oral presentation and group work are regularly used in the class. This is a UGS Signature Course that is taken by TIP students in Natural Sciences. Topics include critical thinking, errors of perspective, ethical and moral decision-making, analyzing arguments, and logical fallacies.

Scholarly Productivity

Emmer, E.T. & Gerwels, M.C. (2002). Cooperative learning in elementary classrooms: teaching practices and lesson characteristics. *The Elementary School Journal*, 103, 75-91.

Gerwels, M.C., Emmer, E.T. (unpublished paper) Laptop computers in a university teacher certification program: faculty utilization and opinions.

Emmer, E. & Gerwels, MC. (2006) Classroom management in middle school and high school classrooms. In Handbook of Classroom Management: Research, practice, and contemporary issues. Evertson, C.M. & Weinstein, C.S. (Eds.) Lawrence Erlbaum Associates, Inc.

Awards

2013 Services for Students with Disabilities Appreciation Award

Given to faculty who are recommended by their students with disabilities as someone who has facilitated their learning.

2009 Regents' Outstanding Teaching Award

Highest teaching award given to faculty in the University of Texas system

Professional Service

Faculty Council representative for the COE to the Admissions and Review Committee, 2016 - 2017, vice-chair 2017-2018, chair 2018 - 2019

UT Austin Selection Committee for UT System Awards 2017-2018

Speaker for Dean's Council fall 2017

Speaker for Teachers of Tomorrow spring 2017

Eyes on Teaching classroom spring 2017

Drama Based Pedagogy working group fall 2017

Social and Emotional Teaching Fellowship AISD 2016-2018

Undergraduate Minors Committee, spring through fall 2016

Presenter Faculty Teaching Colloquium January 2016

Best of Texas panelist, each spring 2015 - 2018

Speaker for Texas Association of Future Educators, December 2015 and 2016