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VITA
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Education

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| Ph. D. | Arizona State University, Tempe, Arizona Program: Educational Psychology Specialization: Learning | 1975 |
| M.A. | California State University, San Francisco Program: Experimental Psychology | 1972 |
| B.A. | University of San Francisco Majors: Psychology, French Literature | 1971 |

Professional Experience

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| Aug. 1993 to present | Professor of Educational Psychology, University of Texas at Austin; Graduate Advisor, 2006-2013; head of Human Development, Culture, and Learning Sciences area, 2013-2017. |
| Summers, 1994 to 2002 | Workshop Instructor for a National Science Foundation Chautauqua for faculty from small colleges nationwide on "Constructive Processes in Teaching and Learning" |
| Aug. 1984 to Aug. 1993 | Associate Professor of Educational Psychology, University of Texas at Austin |
| Aug. 1979 to Aug. 1984 | Assistant Professor of Educational Psychology, University of Texas at Austin |
| Summers 1976, 1982, 1987 | Visiting Professor of Psychology University of Lethbridge, Lethbridge, Alberta, Canada |
| Aug. 1978 to Aug. 1979 | Assistant Professor of Educational Psychology, University of Arizona, Tucson |
| Aug. 1976 to Aug. 1978 | Joint appointment as Visiting Assistant Professor in the Center for the Study of Reading and in the Department of Educational Psychology, University of Illinois, Champaign-Urbana |
| Aug. 1975 to Aug. 1976 | Visiting Research Assistant Professor in Educational Psychology, University of Illinois, Champaign-Urbana |

Professional Affiliations

American Educational Research Association (joined 1974)
Literacy Research Association (formerly the National Reading Conference: joined 1977)
Southwest Educational Research Association (joined 1982)
Elected to the Executive Committee, 1982-1984, 1985-1987

Awards and Honors

Appointed as a Senior Provost Teaching Fellow, University of Texas, 2013-2016
Recipient of the College of Education Dean's Distinguished Teaching Award, 2010
Recipient of the Outstanding Graduate Teaching Award, University of Texas, 1991
Recipient of the College of Education Texas Excellence Teaching Award, 1983 and 1985
Co-recipient of the Palmer O. Johnson Award for Distinguished Research in Educational Psychology, awarded by the American Educational Research Association to the author(s) of the best article published in one of its journals, 1978

Professional Duties and Distinctions

Elected to the Board of Directors, Literacy Research Association, 2014-2016
Appointed as Joint Editor of the *National Reading Conference Yearbook*, 2001-2006; reviewer for the Yearbook (new name: *Literacy Research: Theory, Method, and Practice*).
Appointed as program chair of Area 2 for the 1992 and 1993 meetings of the National Reading Conference/Literacy Research Association; reviewer for conference proposals every year.
Elected to the Board for the National Reading Conference, 1989-1991.
Appointed as Associate Editor of *Reading Research Quarterly*, 1986-1988, re-appointed 1989-1991.
Appointed as general program chair for the 1984 annual meeting of the American Educational Research Association, as program chair of Division C of AERA (1982), and as section program chair for Division C (1981); reviewer of conference proposals every year.

Research Grants Received

1/15-12/15: Curriculum Innovation Grant, Center for Teaching and Learning, University of Texas: "Transforming peer observation: Promoting teaching and learning through collaborative reflection and mentoring." (co-PI with Beretvas, Steinhardt, Hoffman, & Worthy) \$23,600.
12/90 - 8/91: Research Grant, University Research Institute, University of Texas, "Language and thought: How students acquire knowledge from classroom discourse." \$4,400.
10/85 - 8/86: Research Grant, University Research Institute, University of Texas, "The role of intentions in the writing process." (Extended to Aug. 1987) \$4,804.
12/84 - 8/85: Research Grant, University Research Institute, University of Texas, "A systems-oriented description of knowledge growth." \$4,855.
Summer 1981: Summer Research Award, University Research Institute, University of Texas, "Learning from expository text: Focus on text structure." \$3,777.
9/79 - 9/81: Principal co-investigator, "Learning from expository text: The interaction of text structure with reader characteristics." National Institute of Education, \$59,985.

Teaching Interests

I teach graduate courses on the Psychology of Learning and Psycholinguistics, and advanced seminars on research on discourse (writing and comprehension). I also teach in the teacher preparation program, an undergraduate seminar on Applied Human Learning. Other areas of expertise include motivation and emotions in learning environments and computer-mediated discussions.

I teach in a large doctoral program and have many opportunities and duties to help graduate students with their research ideas. I have chaired or co-chaired more than 150 dissertation committees and have been a member of at least as many committees, as well as master's committees.

Scholarly Contributions

h-index (Google Scholar) as of Dec 2020 = 43

Refereed Articles (published or in press)

- Song, K., Williams, K. M., Pruitt, A. A., & Schallert D. L. (in press). Humor in multimodal language use: Students' response to a dialogic, social-networking online assignment. *Linguistics and Education*.
- Zengilowski, A., Schuetze, B. A., Nash, B. L., & Schallert, D. L. (in press). A critical review of the refutation text literature: Methodological confounds, theoretical problems, and possible solutions. *Educational Psychologist*.
- Silvestri, K. N., Jordan, M. E., Paugh, P., McVee, M. B., & Schallert, D. L. (in press). Intersecting engineering and literacies: A review of the literature on communicative literacies in K-12 engineering education. *Journal of Pre-College Engineering Education Research*.
- Park, J. J., & Schallert, D. L. (2020). Reciprocity between doctoral students' emerging professional identity and their envisionment of a possible future self in real and imagined communities of practice. *Learning, Culture and Social Interaction*, 26, 1-18.
- Park, J. J., & Schallert, D. L. (2019). Talking, reading, and writing like an educational psychologist: The role of discourse practices in graduate students' professional identity development. *Learning, Culture and Social Interaction*, 22, 1-11.
- Park, J. J., Park, S., Choe, N. H., & Schallert, D. L. (2019). When groups experience conflict: Intersection among undergraduates' individual and group motivational goals, project commitment, and emotions. *Educational Psychology*, 39(9), 1156-1173. Doi: 10.1080/01443410.2019.1618444
- Hikida, M., Chamberlain, K., Tily, S., Daly-Lesch, A., Warner, J. R., & Schallert, D. L. (2019). Reviewing how preservice teachers are prepared to teach reading: What the literature suggests and overlooks. *Journal of Literacy Research*, 51(2), 177-195.
- Gaines, R. E., Osman, D. J., Maddocks, D. L. S., Warner, J. R., Freeman, J. L., & Schallert, D. L. (2019). Teachers' emotional experiences in professional development: Where they come from and what they can mean. *Teaching and Teacher Education*, 57, 53-65.
- Zengilowski, A., Schallert, D. L., & the D-Team. (2018). Students discussing ideas in online spaces: Research-infused recommendations for making computer-mediated discussions productive for learning. *Proceedings of the 2018 International Conference on Teaching, Assessment, and Learning for Engineering (TALE)*, 243-250.
- Fong, C. J., Schallert, D. S., Williams, K. M., Williamson, Z. H., Warner, J. R., Lin, S., & Kim, Y. W. (2018). When feedback signals failure but offers hope for improvement: A process model of constructive criticism. *Thinking Skills and Creativity*, 30, 42-53. doi:10.1016/j.tsc.2018.02.014

- Gaines, R., Choi, E., Williams, K. M., Park, J. H., Schallert, D. L., & Matar, L. (2018). Exploring possible selves through sharing small stories online: Case studies of preservice teachers in bilingual classrooms. *Journal of Teacher Education*, 69(3), 209-224.
- Park, J., Long, P., Choe, N. H., & Schallert, D. L. (2018). The contribution of self-compassion and compassion to others to students' emotions and project commitment when experiencing conflict in group projects. *International Journal of Educational Research*, 88, 20-30.
- Fong, C. J., Williams, K. M., Williamson, Z. H., Lin, S., Kim, Y. W., & Schallert, D. L. (2018). "Inside out": Appraisals for achievement emotions regarding constructive criticism, positive feedback, and negative feedback on writing. *Motivation & Emotion*, 42(2), 236-257. doi:10.1007/s11031-017-9658-y
- Park, J. J., Freeman, J., Schallert, D. L., & Steinhardt, M. M. (2017). How emotions contribute to graduate students' psychological responses during their online application for human subject research approval. *Studies in Graduate and Postdoctoral Education*, 8(2), 169-188.
- Park, J. J., Choe, H. N., Schallert, D. L., & Forbis, A. K. (2017). The chemical engineering research laboratory as context for graduate students' training: The role of lab structure and cultural climate in collaborative work. *Learning, Culture and Social Interaction*, 13, 113-122.
- Vogler, J. S., Schallert, D. L., Jordan, M. E., Song, K., Sanders, A. J. Z., Chiang, Y. Y. T., Lee, J., Park, J., & Yu, L.-T. (2017). Life history of a topic in an online discussion: A complex systems theory perspective on how one message attracts class members to create meaning collaboratively. *International Journal of Computer Supported Collaborative Learning*, 12, 173-194.
- Song, K., Williams, K. M., Pruitt, A. A., & Schallert, D. L. (2017). Students as pinners: A multimodal analysis of a course activity involving curation on a social networking site. *The Internet and Higher Education*, 33, 33-40.
- Williams, K. M., Park, J. H., Gaines, R. E., Choi, E., Lee, J. J., Mattar, L., & Schallert, D. L. (2016). "I wonder if...": The process of inquiry in support of students' co-learning from online discussion. *Literacy Research: Theory, Method, and Practice*, 65, 365-383.
- Fong, C. J., Warner, J. R., Williams, K. M., Schallert, D. L., Chen, L., Williamson, Z. H., & Lin, S. (2016). Deconstructing constructive criticism: The nature of academic emotions associated with constructive, positive, and negative feedback. *Learning and Individual Differences*, 49, 393-399.
- Schallert, D. L., Song, K., Jordan, M. E., Lee, S., Park, Y., Kim, T., Cheng, A. J., Chu, H.-N. R., Vogler, J. S., & Lee, J. E. (2016). Shifts in trajectories in thought communities and "wobbly" identities enacted in computer-mediated classroom discussions. *International Journal of Educational Research*, 80, 49-59.
- Choi, E., Gaines, R., Park, J., Williams, K. M., Schallert, D. L., Yu, L.-T., & Lee, J. (2016). Small stories in online classroom discussion as resources for preservice teachers' making sense of becoming a bilingual educator. *Teaching and Teacher Education*, 58, 1-16.
- Kwon, H., & Schallert, D. L. (2016). Understanding translanguaging practices through a biliteracy continua framework: Adult biliterates reading academic texts in their two languages. *Bilingual Research Journal*, 39(2), 138-151.
- Lee, J., & Schallert, D. L. (2016). Exploring the reading-writing connection: A year-long classroom-based experimental study of middle school students developing literacy in a new language. *Reading Research Quarterly*, 51(2), 143-164.

- Lee, S., & Schallert, D. L. (2016). Becoming a teacher: Coordinating past, present, and future selves with perspectival understandings about teaching. *Teaching and Teacher Education*, 56, 72-83.
- Yu, L.-T., Schallert, D. L., Park, J. H., Williams, K. M., Seo, E., Sanders, A. J. Z., Williamson, Z. H., Choi, E., Gaines, R. E., & Knox, M. C. (2016). When students want to stand out: Discourse moves in online classroom discussion that reflect students' needs for distinctiveness. *Computers in Human Behavior*, 58, 1-11.
- Na, B., Schallert, D. L., & Jee, E. (2015). When a topic matters to you, does it matter if you read about it in a second language? *Literacy Research: Theory, Method, and Practice*, 64, 149-168.
- Consalvo, A. L., Schallert, D. L., & Elias, E. M. (2015). An examination of the construct of legitimate peripheral participation as a theoretical framework in literacy research. *Educational Research Review*, 16, 1-18.
- Lee, J., & Schallert, D. L., & Kim, E. (2015). Effects of extensive reading and translation activities on grammar knowledge and attitudes for EFL adolescents. *System*, 52, 38-50.
- Yoo, J. H., Schallert, D. L., & Svinicki, M. D. (2015). The meaning of flexibility in teaching: Views from college students and exemplary college instructors. *Journal on Excellence in College Teaching*, 26(3), 191-217.
- Beth, A. D., Jordan, M. E., Schallert, D. L., Reed, J. H., & Kim, M. (2015). Responsibility and generativity in online learning communities. *Interactive Learning Environments*, 23(4), 471-484. DOI: 10.1080/10494820.2013.788035.
- Park, J. H., Schallert, D. L., Sanders, A. K. Z., Williams, K. M., Seo, E., Yu, L., Vogler, J. S., Song, K., Williamson, Z. H., & Knox, M. C. (2015). Does it matter if the teacher is there?: A teacher's contribution to emerging patterns of interactions in online classroom discussions. *Computers and Education*, 82, 315-328.
- Jordan, M. E., Cheng, A. J., Schallert, D. L., Song, K., Lee, S., & Park, Y. (2014). "I guess my question is": What is the co-occurrence of uncertainty and learning in computer-mediated discourse? *International Journal of Computer Supported Collaborative Learning*, 9(4), 451-475.
- Joh, J., & Schallert, D. L. (2014). How conception of task influences approaches to reading: A study of Korean college students recalling an English text. *TESOL Quarterly*, 48(4), 715-737.
- Kim, T., & Schallert, D. L. (2014). Mediating effects of teacher enthusiasm and peer enthusiasm on students' interest in the college classroom. *Contemporary Educational Psychology*, 39(2), 134-144.
- Lee, J., & Schallert, D. L. (2014). Literate actions, reading attitudes, and reading achievement: Interconnections across languages for adolescent learners of English in Korea. *Modern Language Journal*, 98(2), 553-573.
- Park, J., Freeman, J., Schallert, D. L., & Heo, D. (2013). Emotion and cognition when challenged by an online application. In M. Simonson (Ed.), *Selected research and development papers: Proceedings of the 2013 Annual Convention of the Association for Educational Communications and Technology* (pp. 153-161). North Miami Beach, FL: Nova Southeastern University.
- Yoo, J. H., Schallert, D. L., & Svinicki, M. D. (2013). Effective teaching in an age of accountability: Mapping the views of college students and instructors. *Journal on Excellence in College Teaching*, 24(4), 107-131.
- Vogler, J. S., Schallert, D. L., Park, Y., Song, K., Chiang, Y. V., Jordan, M. E., Lee, S., Cheng, A. J., Lee, J., Park, J., Sanders, A. J. Z. (2013). A microgenetic analysis of classroom discussion

- practices: How literacy processes intermingle in the negotiation of meaning in an online discussion. *Journal of Literacy Research*, 45(3), 211-239.
- Fong, C. J., Williams, K. M., Schallert, D. L., & Warner, J. R. (2013). "Without adding these details, your writing is meaningless": Evaluating preservice teachers' constructive feedback on a writing assignment. *Yearbook of the Literacy Research Association*, 62, 345-359.
- Cheng, A.-C., Jordan, M. E., Schallert, D. L., & the D-Team. (2013). Reconsidering online learning and assessment. *Computers and Education*, 68, 51-59.
- Polat, N., & Schallert, D. L. (2013). Kurdish adolescents acquiring Turkish: Their self-determined motivation and identification with L1 and L2 communities as predictors of L2 accent attainment. *Modern Language Journal*, 97(3), 745-763.
- Jordan, M. E., Schallert, D. L., Park, Y., Lee, S., Chiang, Y. V., Cheng, A., J., Song, K., Chu, H. R., Kim, T., & Lee, H. (2012). Expressing uncertainty in computer-mediated discourse: Language as a marker of intellectual work. *Discourse Processes*, 49(8), 660-692.
- Lee, S., Schallert, D. L., Song, K., Park, Y., Chiang, Y. V., Vogler, J. S., Jordan, M. E., Lee, J., Cheng, A. J., Sanders, A. Z., & Park, J. (2011). Resistance phenomena in collaborative online discussions. *Yearbook of the Literacy Research Association*, 60, 370-388.
- Kim, M., & Schallert, D. L. (2011). Building caring relationships between a teacher and students in a teacher preparation program word-by-word, moment-by-moment. *Teaching and Teacher Education*, 27, 1059-1067.
- Musallam, A. B., Schallert, D. L., & Kim, H. (2011). Do millennial undergraduates' views of writing differ when surveyed online versus on paper? *Computers in Human Behavior*, 27, 1915-1921.
- Ha, M.-J., & Schallert, D. L. (2011). Working with intertextuality – Does it matter to the teaching of English writing? 응용언어학 [*Korean Journal of Applied Linguistics*], 27(1), 167-196.
- Kim, J., Kim, T., & Schallert, D. L. (2010). Becoming literate in one's heritage language: Children's situated ethnic identities and their motivation to acquire the discourse of their parents. *Yearbook of the National Reading Conference*, 59, 244-259.
- Kim, J., Schallert, D. L., & Kim, M. (2010). An integrative cultural view of achievement motivation: Parental and classroom predictors of children's goal orientations when learning mathematics in Korea. *Journal of Educational Psychology*, 102(2), 418-437.
- Schallert, D. L., Chiang, Y. V., Park, Y., Jordan, M. E., Lee, H., Cheng, A. J., Chu, H. R., Lee, S., Kim, T., Song, K. (2009). Being polite while fulfilling different discourse functions in online classroom discussions. *Computers & Education*, 53(3), 713-725.
- Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2009). What is learning anyway? A topographical perspective considered. *Educational Psychologist*, 44(3), 176-192.
- Reynolds, R. E., Schallert, D. L., & Alexander, P. A. (2009). An atlas has more than one map: A reply to our commentators. *Educational Psychologist*, 44(3), 209-214.
- Neely, M. E., Schallert, D. L., Mohammed, S. S., Roberts, R. M., & Chen, Y. (2009). Self-kindness when facing stress: The role of self-compassion, goal regulation, and support in college students' well-being. *Motivation and Emotion*, 33(1), 88-97.
- Lee, G., & Schallert, D. L. (2008). Constructing trust between teacher and students through feedback and revision cycles in an EFL writing classroom. *Written Communication*, 25(4), 506-537.

- Hsieh, P. P., & Schallert, D. L. (2008). Implications from self-efficacy and attribution theories for an understanding of undergraduates' motivation in a foreign language course. *Contemporary Educational Psychology*, 33(4), 513-532.
- Lee, G., & Schallert, D. L. (2008). Meeting in the margins: Effects of the teacher-student relationship on revision processes of EFL college students taking a composition course. *Journal of Second Language Writing*, 17(3), 165-182.
- Hsieh, P. P., Cho, Y., Liu, M., & Schallert, D. L. (2008). Examining the interplay between middle school students' achievement goals and self-efficacy in a technologically-enhanced learning environment. *American Secondary Education*, 36, 33-50.
- Woodruff, A. L., & Schallert, D. L. (2008). Studying to play, playing to study: Nine college student-athletes' motivational sense of self. *Contemporary Educational Psychology*, 33(1), 34-57.
- Jordan, M., Schallert, D. L., Cheng, A., Park, Y., Lee, H., Chen, Y., Yang, M., Chu, R., & Chang, Y. (2007). Seeking self-organization in classroom computer-mediated discussion through a complex adaptive systems lens. *National Reading Conference Yearbook*, 56, 304-318.
- Wilson, J. C., & Schallert, D. L. (2007). Trading spaces: Negotiating the discourse of a new classroom. *International Journal of Learning*, 14, 191-198.
- Chang, C., & Schallert, D. L. (2007). The impact of directionality on Chinese/English simultaneous interpreting. *Interpreting*, 9(2), 137-176.
- Liu, M., Hsieh, P. H., Cho, Y., & Schallert, D. L. (2006). Middle school students' self-efficacy, attitudes, and achievement in a computer-enhanced problem-based learning environment. *Journal of Interactive Learning Research*, 17, 225-242.
- Schallert, D. L., & Wade, S. E. (2005). The literacies of the 20th century: Stories of power and the power of stories in a hypertextual world. *Reading Research Quarterly*, 40, 520-529.
- Do, S. L., & Schallert, D. L. (2004). Emotions and classroom talk: Toward a model of the role of affect in students' experiences of classroom discussion. *Journal of Educational Psychology*, 96, 619-634.
- Schallert, D. L., Reed, J. H., & Turner, J. E. (2004). The interplay of aspirations, enjoyment, and work habits in academic endeavors: Why is it so hard to keep long-term commitments? *Teachers College Record*, 106, 1715-1728.
- Liu, M., Schallert, D. L., & Carroll, P. (2004). Working memory and expertise in simultaneous interpreting. *Interpreting*, 6, 19-42.
- Schallert, D. L., Reed, J. H., & the D-Team. (2003-2004). Intellectual, motivational, textual, and cultural considerations in teaching and learning with computer-mediated discussion. *Journal of Research on Technology in Education*, 36, 103-118.
- Summers, J. J., Schallert, D. L., & Ritter, P. M. (2003). The role of social comparison in students' perceptions of ability: An enriched view of academic motivation in middle school students. *Contemporary Educational Psychology*, 28, 510-523.
- Ko, J., Schallert, D. L., & Walters, K. (2003). Rethinking scaffolding: Examining negotiation of meaning in an ESL storytelling task. *TESOL Quarterly*, 37, 303-324.
- Kobayashi, F., Schallert, D. L., & Ogren, H. A. (2003). Japanese and American folk vocabularies for emotions. *Journal of Social Psychology*, 143, 451-478.

- Turner, J. E., Husman, J., & Schallert, D. L. (2002). The importance of students' goals in their emotional experience of academic failure: Investigating the precursors and consequences of shame. *Educational Psychologist*, 37, 79-89.
- Reed, J. R., Schallert, D. L., & Deithloff, L. F. (2002). Investigating the interface between self-regulation and involvement processes. *Educational Psychologist*, 37, 53-58.
- Turner, J. E., & Schallert, D. L. (2001). Expectancy-value relationships of shame reactions and shame resiliency. *Journal of Educational Psychology*, 93, 320-329.
- Harten, A. C., & Schallert, D. L. (2000). Can a less coherent text help college students evaluate their own understanding? *National Reading Conference Yearbook*, 49, p.321-329.
- Lissi, M. R., & Schallert, D. L. (1999). A descriptive study of deaf students and their reading teacher participating in computer-networked conversations. *National Reading Conference Yearbook*, 48, 365-375.
- Cheng, Y., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49, 417-446.
- Lee, J., & Schallert, D. L. (1997). Language proficiency in foreign language reading: A test of the threshold hypothesis. *TESOL Quarterly*, 31, 713-739.
- Schallert, D. L., Lissi, M. R., Reed, J. H., Dodson, M. M., Benton, R. E., & Hopkins, L. F. (1996). How coherence is socially constructed in oral and written classroom discussions of reading assignments. In D. J. Leu, C. K. Kinzer, & K. Hinchman (Eds.), *Forty-fifth Yearbook of the National Reading Conference* (pp. 471-483). Chicago, IL: The National Reading Conference, Inc.
- Reed, J. H., Hagen, A. S., Wicker, F. W., & Schallert, D. L. (1996). Involvement as a temporal dynamic: Affective factors in studying for exams. *Journal of Educational Psychology*, 88, 101-109.
- Schallert, D. L., Meyer, D. K., & Fowler, L. A. (1995). The nature of engagement when reading in and out of one's discipline. In K. Hinchman, D. J. Leu, & C. K. Kinzer (Eds.), *Forty-fourth Yearbook of the National Reading Conference*. Chicago, IL: The National Reading Conference, Inc.
- Shin, E. C., Schallert, D. L., & Savenye, W. C. (1994). Effects of learner control, advisement, and prior knowledge on young students' learning in a hypertext environment. *Educational Technology Research and Development*, 42, 33-46.
- Reed, J. H., & Schallert, D. L. (1993). The nature of involvement in academic discourse tasks. *Journal of Educational Psychology*, 85, 253-266.
- Alexander, P. A., Schallert, D. L., & Hare, V. C. (1991). Coming to terms: How researchers in learning and literacy talk about knowledge. *Review of Educational Research*, 61, 315-343.
- Webb, S. J., & Schallert, D. L. (1989). How figurative language communicates "inexpressible" meaning. In S. McCormick & J. Zutell (Eds.), *Thirty-Eighth NRC Yearbook* (pp. 363-370). Chicago, IL: The National Reading Conference.
- Bowie, D. G., & Schallert, D. L. (1988) Processes involved in composing a narration in a first and second language. *Texas Papers in Foreign Language Education*, 1, 70-89.
- Goetz, E. T., Alexander, P. A., & Schallert, D. L. (1987) The author's role in cueing strategic processing of college textbooks. *Reading Research and Instruction*, 27, 1-11.

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- Willis, P. O., & Schallert, D. L. (1985) Children's use of conjunctions when writing for different audiences and purposes. In J. Niles & R. Lalik (Eds.), *Issues in literacy: A research perspective*. Thirty-fourth Yearbook of the National Reading Conference. Rochester, N. Y. : The National Reading Conference, Inc.
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- Schallert, D. L. (1976). Improving memory for prose: The relationship between depth of processing and context. *Journal of Verbal Learning and Verbal Behavior*, 15, 621-632.

Chapters and Sections in Edited Collections

- Zengilowski, A., & Schallert, D. L. (2020). Using “plain vanilla” online discussions to foster students’ learning: From research to practice. In L. Wilton & C. Brett (Eds.), *Handbook of research on online discussion-based teaching methods* (pp. 26-54). Hershey, PA: IGI Global.
- Schallert, D. L., & Buehl, M. M. (2018). Commentary Section 1: Celebrating a model of learning in academic domains with family and friends. In H. Fives & D. L. Dinsmore (Eds.), *The Model of Domain Learning: Understanding the development of expertise* (pp. 75-85). New York: Routledge.
- Consalvo, A. L., & Schallert, D. L. (2016). The reading-writing-thinking connection: How literacy and metacognition are mutually interdependent. In Mokhtari, K. (Ed.), *Improving reading comprehension through metacognitive reading strategies instruction* (pp. 111-130). Lanham, MD: Rowman & Littlefield Publishing Group, Inc.

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Edited Books

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Presentations to Scholarly Groups

- Nash, B. Pruitt, A., & Schallert, D. L. (2020, December). “Always trying to dig deeper”: One literacy teacher educator’s enactment of expertise as an emotion-laden progressive problem-solving process. Paper presented at the annual meeting of the Literacy Research Association. Scheduled for Houston but held virtually.
- Zengilowski, A., Schuetze, B. A., & Schallert, D. L. (2020, December). Why students “talk”: Factors that influence undergraduates’ participation patterns in collaborative online discussions. Paper presented at the annual meeting of the Literacy Research Association. Scheduled for Houston but held virtually.
- Schallert, D. L. (2020, May). How to achieve quality of reporting for qualitative research. Presentation in a workshop on How to Get Published, scheduled to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/r2x2j4w> (Conference Canceled). Presented virtually on May 21, 2020 and recorded and available at www.AERA.net
- Freeman, J. L., & Schallert, D. L. (2020, April) Autonomy and agentic engagement among first-generation college students: Exploring their resources for psychological need satisfaction. Paper accepted for the annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/r2x2j4w> (Conference Canceled)
- Zengilowski, A., Schuetze, B. A., Nash, B. L., & Schallert, D. L. (2020, April). A critical review of the refutation text literature: Reflections from a failed experiment. Paper accepted for the annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/rjqc9be> (Conference Canceled)
- Zengilowski, A., Gaines, R. E., Park, J., Harris, E., & Schallert, D. L. (2020, April). Drivers and passengers in an online discussion: Students' varied responses to a teacher's autonomy-supportive moves. Paper accepted for the annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/v8j6796> (Conference Canceled)
- Zengilowski, A., Park, J. H., Gaines, R. E., & Schallert, D. L. (2019, December). Changes in how undergraduates respond to an online discussion when encountering autonomy-supportive and connectedness-building practices. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Lee, J. J., Zengilowski, A., Gaines, R. E., Park, J. H., Choi, E., & Schallert, D. L. (2019, April). Sense of belonging in context: How different online discussion modes and students’ engagement are interconnected. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Park, J. J., Choe, N. H., & Schallert, D. L. (2019, April). Different levels of compassion to self/other: Predicting undergraduates’ emotional and motivational experiences during group work. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

- Williams, K. M., & Schallert, D. L. (2019, April). Distinguishing the construct of interest from intrinsic motivation, intrinsic value, and mastery orientation. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Schallert, D. L. (2019, April). How to achieve quality of reporting for qualitative research. Presentation in a workshop on How to Get Published, held at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Lee, J. J., Gaines, R. E., Zengilowski, A., Park, J. H., Choi, E., & Schallert, D. L. (2019, February). Feeding students' sense of belonging through engagement with different online discussion contexts. Paper presented at the Journal of Language & Literacy Education (JoLLE) Conference, Athens, GA.
- Zengilowski, A., Schallert, D. L., & the D-Team. (2018, December). Students discussing ideas in online spaces: Research-infused recommendations for making computer-mediated discussions productive for learning. Paper presented at the annual meeting of Technology, Assessment, and Learning for Engineering, Institute of Electrical and Electronics Engineers, Wollongong, Australia.
- Zengilowski, A., Lee, J. J., Park, J. H., Choi, E., Gaines, R. E., & Schallert, D. L. (2018, November). The collective classroom "we": How levels of connectedness relate to cognitive and affective experiences of learning community across online and face-to-face discussion environments. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Choi, E., & Schallert, D. L. (2018, November). Exploring synchronicity of use to understand intercultural tensions in an L2 telecollaboration context. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Park, J. H., Zengilowski, A., & Schallert, D. L. (2018, November). "Writing was never my forte": How online in-class discussions influenced first-year students' perceptions of academic writing and their sense of inclusion into a learning community. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Jordan, M. E., & Schallert, D. L. (2018, November). Navigating uncertainty in engineering design: One fifth-grader's empathetic leadership. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.
- Gaines, R., & Schallert, D. L. (2018, July). How future bilingual teachers use and understand the word *culture*. Paper presented at the bi-annual research conference of the American Psychological Association Division 45.
- Park, J., Choe, N. H., & Schallert, D. L. (2018, April). Compassion as moderator of relation between college students' psychological attributes and group project commitment. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Schallert, D. L., & Buehl, M. (2018, April). Celebrating a model of learning in academic domains with family and friends: A commentary. Commentary presented at the annual meeting of the American Educational Research Association, New York, NY.
- Lee, J. J., Schallert, D. L., & Lee, K. (2018, April). Sense of belonging and academic engagement in the college classroom: A structural equation modeling approach. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Park, J. H., Williams, K. M., Choi, E., Lee, J. J., Gaines, R. E., Schallert, D. L., & Zengilowski, A. (2018, April). Between centrality and peripherality: A social network analysis of preservice teachers' participation in online discussions. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

- Park, J., & Schallert, D. L. (2018, April). How a possible future self is created and influences graduate students' professional identity development. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Kuchar, A., Park, J., Choe, N. H., & Schallert, D. L. (2018, April). Self-compassion as a moderator between fear of failure and academic motivation for undergraduate student athletes. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Schallert, D. L. (2018, April). How to achieve quality of reporting for qualitative research. Presentation in a workshop on How to Get Published, held at the annual meeting of the American Educational Research Association, New York, NY.
- Freeman, J. L., Warner, J. R., McManus, M. E., Griffin, H., & Schallert, D. L. (2017, November). The mental state language of parents and their preschoolers: Self-other understanding in narratives and play. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Schallert, D. L., & Tilly, S. (2017, November). A synthesis of research with preservice teachers on the teaching of basic literacy processes. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Gaines, R., Schallert, D. L., Park, J. H., Choi, E., Matar, L., Lee, J., & Williams, K. M. (2017, November). "But inside me I am wondering...": Preservice bilingual teachers' ambivalence in creating positionalities in online discussion. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Park, J. H., & Schallert, D. L. (2017, December). "Dear future me": Connecting writers' literacy paths to an envisioned future self through a multimodal project. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Schallert, D. L. (2017, April). How to achieve quality of reporting for qualitative research. Presentation in a workshop on How to Publish, held at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Lee, J., Schallert, D. L., & Kim, J. (2017, April). Cognitive autonomy support versus choice: Which is more connected to college students' cognitive processing and interest? Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Choe, H. N., Park, J. J., & Schallert, D. L. (2017, April). Undergraduates who can see the future study harder: Academic motivation, mentorship, and future possible selves. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Wang, Y., Lin, S., & Schallert, D. L. (2017, April). Chinese students' emotional experiences in learning English as a foreign language. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Gaines, R. E., Osman, D. J., Freeman, J. L., Warner, J. R., Maddocks, D., & Schallert, D. L. (2017, April). Teachers' emotional experiences in professional development: Where they come from and what they can mean. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Lee, J. J., Gaines, R. E., Park, J. H., Williams, K. M., Choi, E., Hwang, S. Y., Mattar, L., & Schallert, D. L. (2017, April). From exploring ideas to discovering co-constructed meaning: Comparing students in different structures of computer-mediated discussion. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

- Park, S., Park, J. J., Schallert, D. L., & Choe, H. N. (2017, April). When groups experience conflict: Intersection among undergraduates' individual and group motivational goals, project commitment, and emotions. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Williamson, Z. H., Fong, C. J., Lin, S., Williams, K. M., Kim, Y., & Schallert, D. L. (2017, April). Self-kindness in the face of criticism: Self-compassion influences undergraduates' perceptions of constructive feedback. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Park, J. J., Long, P., Choe, H. N., & Schallert, D. L. (2017, April). Mitigating the conflict students experience with group projects through self-compassion and compassion to others. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Lee, J. J., Park, J. H., Gaines, R., Williams, K. M., Choi, E., Mattar, L., Hwang, S., & Schallert, D. L. (2016, November). Meeting the author with friends: Collaborating with other meaning makers in online discussion. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Consalvo, A., & Schallert, D. L. (2016, November). The reading-writing-thinking connection: Revisiting the contribution of metacognition to a better understanding of literacy processes. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Williams, K. M., Song, K., Pruitt, A. A., & Schallert, D. L. (2016, December). Student-generated multimodal humor in a learning environment: Positive affect meets New Literacies. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Warner, J. Freeman, J. L., Griffin, H. E., Schallert, D. L., & McManus, M. (2016, December). What's good about entering your child's reality during play: Exploring intersubjective precursors of early literacy. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Schallert, D. L., Hoffman, J. V., & Tily, S. (2016, December). CITE synthesis on reading processes. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Fong, C. J., Schallert, D. L., Williams, K. M., Williamson, Z. H., Lin, S., Chen, L., & Kim, Y. (2016, April). Making feedback constructive: The interplay of undergraduates' mastery goal orientation with feedback specificity and friendliness. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Williams, K. M., Song, K., Pruitt, A. A., & Schallert, D. S. (2016, April). "Start a movement, eat a prune" [Colon] Student humor in a multimodal learning activity. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Park, J. H., Williams, K. M., Lee, J. J., Choi, E., Gaines, R. E., Mattar, L., & Hwang, S. (2016, April). Taking a stance in the process of learning: Developing perspectival understandings through computer-mediated classroom discussion. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Park, J. H., Choe, H. N., Schallert, D. S., & McGinn, B. A. (2016, April). When group projects conflict with students' personal goals: Motivational and emotional correlates of group commitment. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Park, J. H., Choe, H. N., Forbis, A. K., & Schallert, D. L. (2016, April). Chemical-engineers-in-training: Influence of climate, communication, and culture on group and individual productivity and learning. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

- Lee, J. J., & Schallert, D. L. (2016, April). Exploring the learner-setting fit: Perspectives of immigrants/visitors learning English in formal and nonformal classes. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Warner, J. R., Junk, D. L., Osman, D. J., & Schallert, D. L. (2016, April). Creative construction or spotty uptake? Propagating a professional development from trainer to facilitator to teacher. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Osman, D. J., Warner, J. R., Gaines, R. E., Maddocks, D. L. S., Schallert, D. L., Freeman, J. L., & Kroll, S. (2016, April). The emotional underbelly of professional development: Quantitative and qualitative perspectives on teachers' experiences during professional development. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Schallert, D. L. (2016, April). How to achieve quality of reporting for qualitative research. Presentation in a workshop on How to Publish, held at the annual meeting of the American Educational Research Association, Washington, DC.
- Lee, J. J., & Schallert, D. L. (2015, December). Situated motivation and literacy trajectories of immigrant and visitor adults learning culture and language in informal and formal ESL classroom settings. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Williams, K. M., Park, J. H., Gaines, R., Choi, E., Lee, J. J., Mattar, L., & Schallert, D. L. (2015, December). "I wonder if...": The process of inquiry in support of students' co-learning from online discussion. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Jordan, M. E., Song, K., Vogler, J. S., Schallert, D. L., Cheng, A. J., & Elwood, K. (2015, December). The dialogic construction of uncertainty expressions and experience. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Choe, H. S., Park, J. J., Forbis, A. K., & Schallert, D. L. (2015, September). Newcomers in a chemical engineering lab: Graduate students learning to collaborate on research. Presented at the Korean Society of Engineering Education, Jeju City, South Korea.
- Schallert, D. L., & Lim, M. (2015, April). Students learning while "drupal-ing" and pinning: Making Canvas connect with useful web-based resources. Poster presented at the *Spring into Canvas* Instructor Poster Session, University of Texas, Austin, TX.
- Choi, E., Gaines, R. E., Park, J. H., Schallert, D. L., Williams, K. M., Yu, L., Lee, J. J., & Mattar, L. (2015, April). Small stories in online dialogue: A resource for building professional knowledge for preservice bilingual teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Fong, C. J., Schallert, D. L., Williams, K. M., Warner, J. R., Williamson, Z. H., Lin, S., & Chen, L. (2015, April). Appraisals for achievement emotions when receiving constructive criticism on writing. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Osman, D. J., Maddocks, D., Warner, J. R., & Schallert, D. L. (2015, April). Teachers' positive emotions "broaden and build" their efficacy to implement professional development. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Pruitt, A. A., Song, K., Williams, K. M., & Schallert, D. L. (2015, April). Students as psycholinguists: Enacting roles as cultural explorers and language aficionados through a Pinterest activity. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Uslu-Ok, D., & Schallert, D. L. (2015, April). Motivation and learner identity explored: Perspectives from future-oriented theories. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Park, J., & Schallert, D. L. (2015, April). "I think I'm a researcher now": Disciplinary enculturation and identity construction. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, an associated group of the American Educational Research Association, Chicago, IL.
- Schallert, D. L. (2015, April). How to achieve quality reporting for qualitative research. Presentation in a workshop on How to Publish, held at the annual meeting of the American Educational Research Association, Chicago, IL.
- Na, B., Lee, J., & Schallert, D. L. (2015, March). ESL learners adapting their writerly voice in different online contexts: Comparing common-bond and common-identity communities. Paper presented at the annual meeting of the American Association for Applied Linguistics, Toronto, Canada.
- Gaines, R. E., Choi, E., Park, J. H., Schallert, D. L., Williams, K. M., Yu, L.-T., Williamson, Z. H., & Sanders, A. J. Z. (2014, December). "For me teaching bilingual children is a journey": Narratives in pre-service bilingual educators' exploration of their teacher identity through online classroom discussion. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Park, J. H., & Schallert, D. L. (2014, December). The role of online discussion in fostering knowledge co-construction and academic writing for ESL undergraduates. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Na, B., Schallert, D. L., & Lee, E. (2014, December). When a topic matters to you, does it matter if you read about it in a second language? Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Song, K., Williams, K. M., Pruitt, A., & Schallert, D. L. (2014, December). Students as pinners: Using a multimodal social network site to navigate a participatory culture. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Cheng, A. C., Jordan, M. E., & the D-Team. (2014, December). Uncertainty experienced and uncertainty expressed in computer-mediated discussions. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Fong, C. J., Warner, J. R., Williams, K. M., Chen, L., Schallert, D. L., Williamson, Z. H., & Lin, S. (2014, April). Deconstructing constructive criticism: The nature of academic emotions associated with constructive, positive, and negative feedback. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Park, J., Freeman, J. L., Heo, D., Schallert, D. L., & Steinhardt, M. M. (2014, April). Emotions and decision-making in an online world: Experienced users' smooth sailing vs. novices' rough seas. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Sanders, A. J. Z., Park, J. H., & Schallert, D. L. (2014, April). Connecting cultural sponsorship and a motivated sense of self to understand the language learning project. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Schallert, D. L. (2014, April). How to achieve quality reporting for qualitative research. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Yu, L., & the D-Team (2013, December). When students want to stand out: Discourse moves in online classroom discussion that reflect students' needs for distinctiveness. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

- Sanders, A. J. Z., Park, J. H., & Schallert, D. L. (2013, December). The language learning project: The role of cultural sponsorship, motivation, and sense of self in becoming literate in a language. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Fong, C. J., Williams, K. M., Warner, J. R., Schallert, D. L., Chen, L., & Williamson, Z. H. (2013, December). "My teacher saying 'This sucks' doesn't really help me": College students' perspectives on constructive criticism on writing. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Cheng, A. C., Jordan, M. E., & the D-Team. (2013, August). Assessing students in online/hybrid courses. Paper presented at the annual meeting of the Taiwan Educational Research Association, Kaohsiung, Taiwan.
- Schallert, D. L. (2013, April). How to achieve quality reporting for qualitative research. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cheng, A., Jordan, M. E., & the D-Team. (2013, April). International students in American online/hybrid classrooms: Negotiating academic discourses and cultural boundaries. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cheng, A., Jordan, M. E., & the D-Team. (2013, April). Reconsidering online learning and assessment: Online writing as evidence of complex interaction agency, structure, and social learning. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lee, S., & Schallert, D. L. (2013, April). Becoming a teacher: Coordinating past, present, and future selves with perspectival understandings about teaching. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Consalvo, A. L., Schallert, D. L., & Elias, E. M. (2013, April). A critical examination of legitimate peripheral participation as a lens in literacy research. Paper presented at the American Educational Research Association meeting, San Francisco, CA.
- Park, J. H., Schallert, D. L., Williams, K. M., Yu, L., Seo, E., Sanders, A. J. Z., Song, K., & Vogler, J. S. (2013, April). Challenging educators' hopes for the utility of online discussion: What do college students think? Paper presented at the American Educational Research Association meeting, San Francisco, CA.
- Lee, J., & Schallert, D. L. (2013, March). Literate actions, literacy attitudes, and reading comprehension: Their mutual influence across languages. Paper presented at the American Association of Applied Linguistics, Dallas TX.
- Uslu-Ok, D., & Schallert, D. L. (2013, March). Discovering the future L2 selves of ESL learners. Paper presented at the TESOL conference, Dallas TX.
- Consalvo, A. L., Schallert, D. L., Elias, E., & Lu, T. (2012, November). Looking back to look ahead: Affordances and constraints associated with the use of legitimate peripheral participation as a theoretical framework in literacy research. Paper presented at the annual meeting of the Literacy Research Association, San Diego CA.
- Fong, C. J., Williams, K. M., Schallert, D. L., & Warner, J. R. (2012, November). "Without adding these details, your writing is meaningless": Evaluating preservice teachers' constructive feedback on a writing assignment. Paper presented at the annual meeting of the Literacy Research Association, San Diego CA.
- Park, J., & the D-Team. (2012, November). Does it matter if the teacher is there?: The teacher's contribution to emerging patterns of interactions in online classroom discussions. Paper presented at the annual meeting of the Literacy Research Association, San Diego CA.

- Kim, J., Schallert, D. L., & Wang I. (2012, November). Issues of motivation, identity, and culture: Two teachers' motivational practices in helping immigrant children acquire their heritage language literacies. Paper presented at the annual meeting of the Literacy Research Association, San Diego CA.
- Kwon, H., & Schallert, D. L. (2012, November). Patterns of cross-language usage when reading and summarizing academic text: What proficient biliterate readers do when encountering text in two languages. Paper presented at the annual meeting of the Literacy Research Association, San Diego CA.
- Kim, T. H., & Schallert, D. L. (2012, April). Teacher enthusiasm and peer enthusiasm as mediators of college students' interest in their coursework. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Lee, J., & the D-Team. (2012, April). When discourse environment meets students' goals: Situated and emerging goals when learning in online classroom discussions. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Fong, C. J., & Schallert, D. L. (2012, April). What the filling in the "compliment sandwich" entails: Preservice teachers' views of constructive criticism. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Schallert, D. L. (2012, April). How to get published: Guidance from emerging and senior scholars. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Kayi-Aydar, H., Hardy, J., Byun, J. H., Jee, M. J., & Schallert, D. (2012, March). L2 use, emotions, and flip-flops: Intercultural communication in engineering/science labs. Paper presented at the annual meeting of the Teaching English to Speakers of Other Languages conference, Philadelphia, PA.
- Fong, C. J., Schallert, D. L., Schoffstall, S., & Williams, K. M. (2012, March). Considerations for constructive criticisms: A focus group analysis. Paper presented at the 5th annual Teacher Education Symposium for the Consortium on Research in Teacher Education, Austin, TX.
- Park, J., Williams, K. M., & the D-Team. (2012, March). The role of a teacher on students' participation in online discussions. Paper presented at the 5th annual Teacher Education Symposium for the Consortium on Research in Teacher Education, Austin, TX.
- Park, J., Sanders, A. Z., & Schallert, D. L. (2012, February). Explicit and implicit grammar learning through collaborative online discussion. Paper presented at the TexFLEC conference, Austin, TX.
- Cheng, A., Schallert, D. L., & the D-Team. (2011, December). International students in American online/hybrid courses: Some cultural and academic discourse considerations. Paper presented at the World Education Research Association meeting, Kaohsiung, Taiwan.
- Kwon, H., & Schallert, D. L. (2011, December). Ten expert readers reading in two languages: The biliterate metacognitive reading process. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Vogler, J. S., & the D-Team. (2011, December). Life history of a message: How one message brings a class together to co-construct meaning in an online discussion. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Hardy, J., Kayi-Aydar, H., Jee, M., & Schallert, D. L. (2011, October). Scenario-based learning for students in multicultural research labs. Presented at the annual TextESOL Conference, Austin, TX

- Yoo, J. H., Svinicki, M. D., & Schallert, D. L. (2011, August). Meaning of effective and flexible teaching: Exploring the views of college students and instructors. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Schallert, D. L. (2011, June). Identity construction, future possible selves, and intertwined intellectual trajectories in classroom discussion. Paper presented at the Sixth Self Biennial International Conference, Quebec City, Canada.
- Schallert, D. L. (2011, April). New perspectives, new reflections: An international dialogue on the use of video in teacher education. Symposium organized for the annual meeting of the American Educational Research Association, New Orleans.
- French, K. D., Schallert, D. L., & Kimmons, R. (2011, April). Why ask, "What's a case?": Codesigning video-case learning tools in the YouTube era. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Vogler, J., & the D-Team. (2011, April). Capturing process: A microgenetic analysis of online discussions as opportunities for meaning construction. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Lee, S., & the D-Team. (2011, April). Deriving resistance from online discourse: A grounded theory approach to analyzing students' meaning making. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Song, K., & the D-Team. (2011, April). Traversing emic/etic perspectives when investigating identity issues in computer-mediated discussion. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Schallert, D. L. (2011, April). How to get published: Guidance from emerging and senior scholars. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Lee, S., Kim, H., & Schallert, D. L. (2011, April). Projecting themselves as future teachers: What preservice teachers reveal through reflective writing. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Lee, S., & the D-Team. (2010, December). Resistance phenomena in collaborative online discussions. Paper presented at the annual meeting of the Literacy Research Association/National Reading Conference, Fort Worth, TX.
- Vogler, J. S., & the D-Team. (2010, December). Construction zone ahead: Where, reading, thinking, and writing intermingle in a classroom discussion taking place online. Paper presented at the annual meeting of the Literacy Research Association/National Reading Conference, Fort Worth, TX.
- Musallam, A., & Schallert, D. L. (2010, April). Millennial college students' affect and practices when engaged in academic and nonacademic writing. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Kim, J., Kim, T., & Schallert, D. L. (2010, April). Imbricating Korean heritage language learners' motivational processes and situated identities through critical discourse analysis. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Kim, H., & Schallert, D. L. (2010, April). Are college students sensitive to how different courses fulfill autonomy, competence, and relatedness need? Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

- Chiang, Y. V., & Schallert, D. L. (2010, April). Being polite in Second Life: Discourse strategies when learning collaboratively in a virtual world. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Chu, H. R., Schallert, D. L., & the A-Team. (2010, April). Becoming a physicist in a U.S. physics lab: International members' adaptation to a community of practice. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Vaughn, B. K., Daniel, S. R., Sylvester Dacy, B. J., Wang, D., Roberts, F. W., Ellis, R. W., Leroux, A. J., Svinicki, M. D., & Schallert, D. L. (2010, April). The validation of an instrument to measure helplessness in learning statistics. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Nihalani, P. K., Schallert, D. L., & Sweet, M. S. (2010, April). Strategic talk in high-performing and low-performing collaborative small groups. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Schallert, D. L., Song, K., and the D-Team. (2009, December). Shifts in positioning, trajectories in thought communities, and "wobbly" identities in computer-mediated classroom discussions, Presented at the annual meeting of the National Reading Conference/Literacy Research Association, Albuquerque, New Mexico.
- Kim, J., Kim, T., & Schallert, D. L. (2009, December). Becoming literate in one's heritage language: Children's situated ethnic identities and their motivation to acquire the discourse of their parents. Presented at the annual meeting of the National Reading Conference/Literacy Research Association, Albuquerque.
- Schallert, D. L. (2009, October). Playing the graduate school game: Dialogic encounters and constructed identities in online discussions. Presented to the faculty and students of Baylor University, Waco, TX.
- Schallert, D. L. (2009, May). The college classroom as real world: Dialogic encounters, constructed identities, and situated relationships. Invited presentation to the faculty and students of the Department of Educational Psychology and Human Development, University of Maryland, College Park, MD.
- Chen, Y., & Schallert, D. L. (2009, April). Chinese, friends, or me? Balancing goals and emotions in learning Chinese as a heritage language. Presented at the annual meeting of the American Educational Research Association, San Diego.
- Kim, H. J., & Schallert, D. L. (2009, April). Do course and teacher characteristics influence college students' perceived relatedness differently across classes they are taking? Presented at the annual meeting of the American Educational Research Association, San Diego.
- Yoo, J. H., Svinicki, M. D., & Schallert, D. L. (2009, April). Students' perceptions of characteristics of effective and flexible college teaching. Presented at the annual meeting of the American Educational Research Association, San Diego.
- Jordan, M. E., & the D-Team. (2009, April). "I guess my question is...": What are the dynamics of uncertainty in computer-mediated discussions? Presented at the annual meeting of the American Educational Research Association, San Diego.
- Mohammed, S. S., & Schallert, D. L. (2009, April). The occurrence of dialect features in the academic discourse of Standard 5 classrooms in Trinidad. Presented at the annual meeting of the American Educational Research Association, San Diego.

- Yang, M., & Schallert, D. L. (2009, April). "If topics were interesting, people would talk more": Topic effects in foreign language online discussions. Presented at the annual meeting of the American Educational Research Association, San Diego.
- Jordan, M. E., Schallert, D. L., & the D-Team. (2008, December). Expressing uncertainty in computer-mediated discourse: Language as a marker of intellectual work. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Kim, J., & Schallert, D. L. (2008, March). Does immigration status change parental influence on students' academic motivation in an American high school? Presented at the annual meeting of the American Educational Research Association, New York.
- Schallert, D. L., Cheng, A., & the D-Team. (2008, March). Politeness and perceptions of politeness: How face-saving strategies mediate computer-mediated classroom discussion. Presented at the annual meeting of the American Educational Research Association, New York.
- Vaughan, B., Dacy, B. J. S., Daniel, S. R., Wang, D., Roberts, F. W., Ellis, R., Leroux, A. J., Schallert, D. L., & Svinicki, M. D. (2008, March). HILS: Development and validation of a scale to measure helplessness in learning statistics. Presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A., Schallert, D. L., & Reynolds, R. E. (2008, March). What is learning anyway? A topographical perspective considered. Presented at the annual meeting of the American Educational Research Association, New York.
- Lee, G., & Schallert, D. L. (2008, March). Putting trust in teacher-student relationships: Constructing care through feedback and revision in EFL composition coursework. Presented at the annual meeting of the American Educational Research Association, New York.
- Chiang, Y. V., Park, Y., & the D-Team (including Schallert, D. L.). (2008, March). Being polite while fulfilling different discourse functions in online synchronous and asynchronous discussions. Presented at the annual meeting of the American Educational Research Association, New York.
- Roberts, R. M., Mohammed, S. S., Neely, M., Kim, H., Kim, H. J., Kim, T. H., Nihalani, P., & Schallert, D. L. (2008, March). "Quit partying, more studying": A mixed methods investigation of undergraduates' goal attainment and well-being. Presented at the annual meeting of the American Educational Research Association, New York.
- Schallert, D. L. (2007, November). Learning for special purposes; Learning for life. Keynote address presented at the International Conference on Applied Linguistics: English for Specific Purposes, Tainan, Taiwan.
- Schallert, D. L. (2007, November). A conversation about talk in the classroom: Intellectual and affective engagement during classroom discussion. Address presented at the Growing Teachers workshop, Southern Tainan University, Tainan, Taiwan.
- Wilson, J. C., Schallert, D. L., & Dickerson, K. (2007, June). The role of children's journals in negotiating the discourse of a new classroom. Paper presented at the 14th International Conference on Learning, Johannesburg, South Africa.
- Kim, M., Schallert, D. L., & Goldstein, L. S. (2007, April). Case studies of the development of caring between a teacher and students in a preservice cohort. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Jordan, M. E., Schallert, D. L., Cheng, A., and the D-Team. (2007, April). Exploring computer-mediated discussion from different theoretical lenses: What can be learned from a complex

adaptive systems perspective. Paper presented at the meeting of the American Educational Research Association, Chicago.

Yang, M., Huang, D., Chen, Y., & Schallert, D. L. (2007, April). 3Q Orz ^_^: The richness of multiple symbol systems in 21st century literacy. Paper presented at the meeting of the American Educational Research Association, Chicago.

Yang, M., Chen, Y., Schallert, D. L., & Huang, D. (2007, April). Bridging the gap: Transfer from online discussions to subsequent tasks in three dimensions. Paper presented at the meeting of the American Educational Research Association, Chicago.

Neely, M. E., Schallert, D. L., Mohammed, S. S., Roberts, R. M., Kim, H., Kim, H. (J.), Kim, T. H., Nihalani, P. K., & Games, I. A. (2007, April). The dark side of academic volition: Is persistence always a good thing? Paper presented at the meeting of the American Educational Research Association, Chicago.

Bush, A. M., Schallert, D. L., & Svinicki, M. (2007, April). The role of classroom community in student autonomy and relatedness and the influence on self-determination and academic enjoyment. Paper presented at the meeting of the American Educational Research Association, Chicago.

Kim, J., Schallert, D. L., & Kim, M. (2007, April). Cross-validating a model of Korean children's goal orientations: Contributions from parents and classroom goal structure. Paper presented at the meeting of the American Educational Research Association, Chicago.

Cheng, A., Schallert, D. L., Jordan, M., and the D-Team. (2007, April). Writing in new literacies environments: Discourse features of messages in discussions for different rhetorical purposes. Paper presented at the meeting of the American Educational Research Association, Chicago.

Neely, M. E., Schallert, D. L., Mohammed, S. S., Roberts, R. M., Chen, Y., Chu, H., & Pelton-Sweet, L. (2007, April). Juxtaposing self-compassion with perceived need for support and perceived availability of support in understanding college students' well-being. Paper presented at the meeting of the American Educational Research Association, Chicago.

Cheng, A., Shaw, S. M., Schallert, D. L., & Tallent-Runnels, M. (2007, February). A critical review of the research on hybrid instruction: Understanding learning environments that combine online with face-to-face instruction. Paper presented at the meeting of the Southwest Educational Research Association, San Antonio.

Park, Y., Cheng, A., Jordan, M., Lee, H., Chu, H., & Schallert, D. L. (2007, February). Social interaction patterns of students in synchronous online discussion. Paper presented at the meeting of the Southwest Educational Research Association, San Antonio.

Jordan, M., Schallert, D. L., & the D-Team. (December, 2006). Seeking self-organization in classroom computer-mediated discussion through a complex adaptive systems lens. Paper presented at the annual meeting of the National Reading Conference, Los Angeles.

Hoffman, J. V., Schallert, D. L., Worthy, J., Maloch, B., & Fairbanks, C. M. (December, 2006). New directions in reading research: NRC Yearbook Editors. Paper presented at the annual meeting of the National Reading Conference, Los Angeles.

Schallert, D. L., & Alexander, P. A. (November, 2006). Appealing to students' interests: A matter of heart or mind? Invited presentation at the meeting of the Utah Council of the International Reading Association, Salt Lake City, UT.

- Schallert, D. L. (November, 2006). A conversation about conversations. Invited presentation at the meeting of the Utah Council of the International Reading Association, Salt Lake City, UT.
- Schallert, D. L., Neely, M., Mayrath, M. C., Mendiola, R., Mohammed, S., Pelton-Sweet, L., Riekenberg, J. J., Games, I. A., Peshwe, A. V. (April, 2006). The role of self-compassion, life stressors, and goal disengagement and reengagement in college students' well-being. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schallert, D. L., Chen, Y., Yang, M., Kim, M., Chang, Y., Cheng, A., Park, Y., Bograd, T., Jordan, M., & Lee, H. (April, 2006). "As you said in CMC": Intertextual connections between computer-mediated and oral contributions in classroom discussions. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Kim, J., Schallert, D. L., & Kim, M. (April, 2006). Parents' role in understanding children's adoption of different goal orientations in a collectivist culture. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Kim, M., Schallert, D. L., & Goldstein, L. (April, 2006). Dialogical processes involved in preservice teachers' constructing an ethical ideal from online and in-class discourse. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schallert, D. L. (October, 2005). Public discourse, private response: Students co-constructing knowledge and affect in oral and written classroom discussions. Keynote address presented at the annual meeting of Pan-Korea, Pusan, South Korea.
- Do, S. L., Schallert, D. L., Wilson, J. C. (April, 2005). A cross-cultural test of a model of the role of affect in students' experiences of classroom discussions: Do Korean and American college students tune out for the same reasons? Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Schallert, D. L., Kim, M., Chen, Y., Yang, M., Chang, Y., Beth, A. D., & Reed, J. H. (April, 2005). Online discussions as environments for learning: Promises or pitfalls. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Hsieh, P. H., Cho, Y., Liu, M., & Schallert, D. L. (April, 2005). The relationship of middle school students' goal orientation, self-efficacy, and performance. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Liu, M., Hsieh P. H., Cho, Y., & Schallert, D. L. (April, 2005). Middle school students' self-efficacy, attitudes, and achievement in a problem-based learning hypermedia environment. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Schallert, D. L. (December, 2004). How do we achieve excellence in literacy research? Panel discussion presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Schallert, D. L., Reed, J. H., Kim, M., Beth, A. D., Chen, Y., Yang, M., & Chang, Y. (December, 2004). Online learning or learning on the line: Do students learn anything of value in a CMD? Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Deithloff, L. F., & Schallert, D. L. (April, 2004). Reflection conversations: Exploring the definitional implications of an actual implementation of service-learning. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Schallert, D. L. (April, 2004). The application process: How to write the vitae – what to include, what to leave out, and how to make your vitae stand out. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Schallert, D. L., Reed, J. H., Beth, A., & Kim, M. (April, 2003). Responsibility and responsivity in online learning communities. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Schallert, D. L., Reed, J. H., and the D-Team. (April, 2003). Topic constraints, student motivation, and cultural considerations in teaching and learning with CMD: Tempering enthusiasm with reality. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Do, S. L., & Schallert, D. L. (April, 2003). Emotions and classroom talk: Toward a model of the role of emotions in students' experiences of classroom discussions. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Achacoso, M., & Schallert, D. L. (April, 2003). What do you mean my grade is not an A?: Academic entitlement and its relationship to self-regulation and achievement in college students. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Reed, J. H., Schallert, D. L., Benton, R. E., Dodson, M. M., Amador, N. A., Coward, F. L., Boardman, A. G., Beth, A., Fleeman, B. & Kim, M. (November, 2002). Teaching and learning through computer-mediated discussions: Digging deeper into how it works. Paper presented at the National Communication Association conference. New Orleans, LA.
- Summers, J. J., & Schallert, D. L. (April, 2002). Towards an understanding of the pathways of peer influence on social and achievement goals in pre-adolescence. Paper presented at the American Educational Research Association meeting, New Orleans, LA.
- Achacoso, M. V., Summers, J. J., & Schallert, D. L. (April, 2002). Entitlement as an attributional belief: A new venue for a model of academic motivation. Paper presented at the American Educational Research Association meeting, New Orleans, LA.
- Deithloff, L. F., & Schallert, D. L. (March, 2002). Understanding writing through service-learning: A qualitative exploration. Paper presented at the Conference on College Composition and Communication, Chicago, IL.
- Reed, J. H., Boardman, A. G., Coward, F. L., Beth, A., Benton, R. E., Dodson, M. M., & Schallert, D. L. (December, 2001). Perceptions of psychological engagement when technology enters the classroom. Paper presented at the meeting of the National Reading Conference, San Antonio, TX.
- Harris, C., Turner, J. E., & Schallert, D. L. (April, 2001). Investigating individual differences of first-year law students' motivation, beliefs, assumptions about learning, and academic achievement. Paper presented at the American Educational Research Association meeting, Seattle, WA.
- Summers, J. J. & Schallert, D. L. (April, 2001). I like math and I like you, now what do I do?: Self-evaluation maintenance and academic motivation in middle school children. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Ko, J., Schallert, D. L., & Walters, K. S. (April, 2001) The effect of ESL teachers' scaffolding on the quality of the stories their students tell. Paper presented at the American Educational Research Association meeting, Seattle.
- Schallert, D. L., Reed, J. H., Dodson, M. M., Benton, R. E., Boardman, A. G., Amador, N. A., Coward, F. L., & Beth, A. (April, 2001). What does it mean to be psychologically engaged in an

electronically-mediated classroom discussion? Paper presented at the American Educational Research Association meeting, Seattle.

Ko, J., & Schallert, D. L. (February, 2001). Effect of negotiation of meaning (NOM) in ESL storytelling: A case study. Paper presented at the American Association for Applied Linguistics, St. Louis.

Summers, J. J., & Schallert, D. L. (August, 2000). Academic goal orientations and friendships in middle school children. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Do, S. L., Schallert, D. L., Summers, J. J. (August, 2000). Do moods influence implicit processes? Paper presented at the meeting of the American Psychological Association, Washington, DC.

Dodson, M. M., Schallert, D. L., & Amador, N. A. (April, 2000). Is CMC really communication? The importance of conversation, dialogue, and interaction in computer-mediated communication in the classroom. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Cleveland, L. G., & Schallert, D. L. (April, 2000). Motivational factors in mediated agency: Intermental and intramental contributors to momentum in motivation. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Reed, J. H., Schallert, D. L., & Deithloff, L. (April, 2000). Understanding students' involvement in academic tasks. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Schallert, D. L. (April, 2000). Intercultural communication in the classroom. Keynote speaker at the 2nd annual Spring Awards Brunch of TEXTESOL III, Austin, TX.

Amador, N. A., Benton, R. E., Coward, F. L., Dodson, M. M., Fleeman, B. F., Gould, A., Reed, J. H., & Schallert, D. L. (December, 1999). Negotiating cultural boundaries: The discourse practices of a multicultural classroom engaged in oral and written (CMC) discussion. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Harten, A. C., & Schallert, D. L. (December, 1999). Can a less coherent text help college students evaluate their own understanding? Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Schallert, D. L. (November, 1999). Engaging the learner: How to make the classroom an "alive" experience. Presentation to the Departments of Modern Languages, English, and Educational Psychology, University of Tennessee, Knoxville.

Kobayashi, K., Schallert, D. L., & Ogren, H. A., & Goetz, E. T. (August, 1999). Japanese and American "Folk" Vocabularies for Emotions. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Ogren, H. A., Kobayashi, F., & Schallert, D. L. (April, 1999). Japanese and American English lexicon for emotions: Potential for intercultural miscommunication. Presented at the inaugural conference of the International Academy for Intercultural Research, Kent, Ohio.

Schallert, D. L., Dodson, M. M., Benton, R. E., Reed, J. H., Amador, N. A., Lissi, M. R., Coward, F. L., & Fleeman, B. (April, 1999). Conversations that lead to learning in a computer age: Tracking how individuals make sense of socially shared classroom conversations. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

- Cleveland, L. G. & Schallert, D. L. (April, 1999). Momentum, torque, and inertia: Learning about the physics of motivation from a rehabilitation situation. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Harten, A. C., & Schallert, D. L. (April, 1999). The effect of text processing on college students' evaluation of text comprehension. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Schallert, D. L., Dodson, M. M., Benton, R. E., Amador, N., Reed, J. H., Coward, F. L., Lissi, M. R., Fleeman, B. F. (1998). Exploring the tension between individual and social construction of knowledge in text-based on-line discussions: Interconnections among reading, writing, and talk. Paper presented at the National Reading Conference, Austin, TX.
- Yum, S., & Schallert, D. L. (December, 1998). Integrating text processing models: The role of text coherence and examples in descriptive and procedural texts. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Lissi, M. R., Schallert, D. L. (December, 1998). A descriptive study of deaf students and their reading teachers participating in computer-networked conversations in written English. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Schallert, D. L., Benton, R. E., Dodson, M. M., Amador, N. A., Lissi, M. R., Reed, J. H., Coward, F. L., & Fleeman, B. F. (October, 1998). Individual cognition and social construction of discourse in CMC classroom discussions. Paper presented at the 4th annual Conference on Conceptual Structures of Discourse and Language (CSDL), Atlanta, GA.
- Schallert, D. L. & Cleveland, L. G. (April, 1998). When knowledge is fragile: Characterizing students learning something new. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Turner, J. E., Schallert, D. L., Wicker, F. W., & Waugh, R. (April, 1998). Capturing a shame reaction to exam feedback and investigating antecedent student characteristics and student behavior. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Reed, J. H., Schallert, D. L., Benton, R. E., Dodson, M. M., Lissi, M. R., & Amador, N. A. (April, 1998). Methodological issues in studying computer-mediated conversations. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Dodson, M. M., Schallert, D. L., Benton, R. E., Lissi, M. R., Amador, N. A., & Reed, J. H. (December, 1997). The life and death of a topic: The creation of knowledge islands and the construction of conversational bridges in oral and written classroom discussions. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Schallert, D. L., Reed, J. H., Turner, J. E., & McCann, E. J. (March, 1997). Engagement in long-term academic tasks: The fluctuating, complementary role of involvement and volition. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Schallert, D. L., Harris, C. L., Lissi, M. R., & Turner, J. E. (March, 1997). Relating students' epistemological beliefs to participation in whole-class and small-group discussions. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Schallert, D. L., Reed, J. H., Turner, J. E., & McCann, E. J. (January, 1997). Volition, involvement, and goal-setting as process variables in long-term academic situations. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin TX.

- Schallert, D. L., Benton, R. E., Dodson, M. M., Lissi, M. R., Amador, N. A., & Reed, J. H. (December, 1996). Conversational indicators of the social construction of knowledge in oral and written classroom discussions of reading assignments. Paper presented at the National Reading Conference, Charleston, SC.
- Schallert, D. L., Lissi, M. R., Harris, C. L., Turner, J. E., & Huskey, B. (April, 1996). How students' epistemological beliefs influence their engagement in and response to classroom participation. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Turner, J. E., & Schallert, D. L. (April, 1996). Emotional and motivational antecedents and concomitants of real-time shame reactions to an important academic evaluation. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Schallert, D. L., Lissi, M. R., Reed, J. H., Dodson, M. M., Benton, R. E., & Fowler, L. A. (December, 1995). How coherence is socially constructed in oral and written classroom discussion of reading assignments. Paper presented at the annual meeting of the National Reading Conference, New Orleans.
- Fowler, L. A., & Schallert, D. L. (December, 1995). How fifth-grade students' and their teacher's views of the purposes of "Book Club" time are reflected in their conversations. Paper presented at the annual meeting of the National Reading Conference, New Orleans.
- Schallert, D. L., Turner, J. E., & Schallert, T. J. (April, 1995). Effect of a daily, open-notes quiz technique on college students' emotional and academic experiences. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schallert, D. L., Fowler, L. A., & Reed, J. H. (December, 1994). Differences in the social construction of disciplinary knowledge through oral and written classroom conversations. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
- Schallert, D. L., Meyer, D. K., & Fowler, L. (December, 1994). The nature of engagement when reading in and out of one's discipline. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
- Schallert, D. L. (1994). What current views of learning have to offer toward explicating the learning process. Presentation to the Directors of Education Special Interest Groups, Austin.
- Schallert, D. L. (September, 1994). On the psychological and motivational underpinnings of learning. Invited address to the Texas Physical Therapy Association, San Antonio, TX.
- Schallert, D. L., Reed, J. H., & Goetz, E. T. (April, 1994). The experience of involvement in completing course assignments. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schallert, D. L., Reed, J. H., & Goetz, E. T. (April, 1994). How are we measuring engagement, involvement, and interest in comprehension research? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schallert, D. L. (January, 1994). Affect in the classroom. Keynote address at the 2nd Annual Conference on Teaching, St. Edward's University, Austin.
- Schallert, D. L., Fowler, L., & Reed, J. H. (December, 1993). Interactions, affect, and emotions in the classroom: Social influences on discussions of reading assignments. Paper presented at the annual meeting of the National Reading Conference, Charleston, NC.
- Schallert, D. L. (August, 1993). Learning through discussion. Presentation at the 14th Annual University of Texas New Faculty Teaching/Orientation Seminar, Austin, TX.

- Reed, J. H., Schallert, D. L., & Goetz, E. T. (April, 1993). Interest happens but involvement takes effort: Distinguishing between two constructs in academic discourse tasks. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Schallert, D. L. (February, 1993). What makes students more and less involved in their school-related reading. Paper presented at the National Reading Research Center Conference, Athens, GA.
- Schallert, D. L., Fowler, L., & Reed, J. H. (January, 1993). Emotions in the classroom: Factors influencing classroom interaction. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
- Fowler, L. A., Schallert, D. L., & Reed, J. H. (January, 1993). Are students' recollections of classroom events fact or fiction? Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
- Schallert, D. L., Reed, J. H., & Goetz, E. T. (December, 1992). Involvement in a reading task: Exploring interrelationships and validating a measure of involvement. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Gonzalez, V., Schallert, D. L., & Ortiz, A. O. (April, 1992). A model of cognitive, cultural, and linguistic variables affecting bilingual Spanish/English children's development of concepts and language. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Reed, J. H., Schallert, D. L., & Goetz, E. T. (April, 1992). Exploring the reciprocal relationships among comprehensibility, interestingness, and involvement in academic reading tasks. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- You, L., & Schallert, D. L. (April, 1992). Examining how prospective teachers come to understand two science constructs, evaporation and condensation, as a result of class discussion and textbook reading. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- You, L., & Schallert, D. L. (April, 1992). The role of affect in learning from classroom discourse. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Johnson, K. S., & Schallert, D. L. (December, 1991). Dimensions of implicit knowledge. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA.
- Schallert, D. L. (December, 1991). Conceptualizing research questions for experimental studies in literacy. Research workshop given at the annual meeting of the National Reading Conference, Palm Springs, CA.
- *Schallert, D. L. (June, 1991). Recent theoretical and empirical insights from the literature on cognition and comprehension. Keynote presentation to the Summer Institute of Linguistics, Dallas, TX.
- You, L., & Schallert, D. L. (April, 1991). A Vygotskian microgenetic analysis of the effect of student-teacher interactions on students' comprehension process. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Reed, J., Wicker, F. W., Schallert, D. L., Hagen, A. S., & Wiehe, J. A. (April, 1991). Motivational and cognitive factors affecting involvement in studying for an exam. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

- Gonzalez, V., Ortiz, A. A., & Schallert, D. L. (January, 1991). How to stimulate the optimal cognitive, affective, linguistic, and sociocultural development of preschool and elementary Limited English Proficiency children. Paper presented at the annual meeting of the National Association for Bilingual Education, Washington, DC.
- You, L., & Schallert, D. L. (January, 1991). Students' affective responses to ongoing classroom discourse. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio.
- Dahl, T. I., & Schallert, D. L. (December, 1990). Constructing ideas in different languages. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Red, D. L., & Schallert, D. L. (December, 1990). Using college textbooks written in a foreign language: A study in Nepal. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Schallert, D. L., Meyer, D. K., & Wu, P. (December, 1990). The elusive nature of main ideas: Reading in and out of one's discipline when given different versions of a main idea task. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Schallert, D. L. (July, 1990). Comprehension, text features, and reading-writing connections: The last five years in the *Reading Research Quarterly*. Paper presented at the World Congress of the International Reading Association, Stockholm, Sweden.
- Schallert, D. L. (June, 1990). Recent research developments in reading comprehension instruction. Keynote address at the inaugural meeting of the Netherlands chapter of the International Reading Association, Amsterdam, The Netherlands.
- Schallert, D. L., Schroeder, J. L., & Meyer, D. K. (April, 1990). The influence of schemata on encoding: Resolving competing hypotheses. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- McDonough, M. L., Meyer, D. K., Stone, G. V. M., Cates, B., Hamman, D., & Schallert, D. L. (March, 1990). Goal-setting and monitoring among first grade readers during seatwork: Process and differences in process among reading ability groups. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Reed, J. H., & Schallert, D. L. (January, 1990). Investigating the construct of involvement using multidimensional scaling. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
- Alexander, P. A., Schallert, D. L., & Hare, V. C. (December, 1989). Coming to terms with the terminology of knowledge. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Hoffman, J. V., & Schallert, D. L. (December, 1989). Progress reports on teacher education reform projects: The Texas perspective. Presentation at the annual meeting of the National Reading Conference, Austin, TX.
- Reed, J. H., & Schallert, D. L. (December, 1989). Discourse involvement: An investigation of a cognitive/motivational construct in academic tasks. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

- Young, E. L., & Schallert, D. L. (March, 1989). The intentional nature of a writer's response to social constraints. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schallert, D. L. (March, 1989). Introduction: An analysis of the literature on goal-oriented processes in teaching, reading, and writing. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Webb, S. J., & Schallert, D. L. (December, 1988) How figurative language communicates "inexpressible" meaning. Paper presented at the annual meeting of the National Reading Conference, Tucson, AZ.
- *Schallert, D. L. (June, 1988) Interpreting the learning environment and assessing its influence on how students interact with text. Presentation made in the lecture series on Advances in Instructional Technology, Artificial Intelligence and Information Theory for Education, Concordia University, Montreal, Canada.
- Schallert, D. L. (May, 1988). Disseminating ideas about comprehension: Inservice models that empower teachers. Organizer and panel discussant at a two-day institute of the annual meeting of the International Reading Association, Toronto.
- Bowie, D. G., & Schallert, D. L. (April, 1988) Converting thought to oral narrative composition. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA.
- Schallert, D. L., Webb, S., Bowie, D. G., & Young, E. L. (January, 1988) Think-aloud protocols: The why's, how-to's, and why-did-I-ever's. Symposium session held at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
- Young, E. L., & Schallert, D. L. (January, 1988) The influence of personal intentions and external constraints on college students' writing. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
- *Schallert, D. L. (May, 1987) What should basal readers and content area textbooks look like? Invited presentation at the annual meeting of the International Reading Association, Anaheim, CA.
- *Schallert, D. L. (May, 1987) Research/ Theory/ Practice: Current efforts and future directions of the International Reading Association. Invited presentation at the annual meeting of the International Reading Association, Anaheim, CA.
- *Schallert, D. L. (April 1987) Research on children's writing. Critic for a panel discussion at the annual meeting of the American Educational Research Association, Washington, DC.
- Schallert, D. L. (March, 1987) Reading comprehension and the function of textbooks in the classroom. Keynote speaker at the Washington Organization for Reading Development, Reading Research Conference, Tacoma, WA.
- Schallert, D. L. (February, 1987) Bringing meaning to reading instruction for learning disabled students: The role of writing. Paper presented at the annual meeting of ACLD International Conference, San Antonio, TX.
- Schallert, D. L., Reed, J. H., Young, E. L., & Dahl, T. (December, 1986) Differences in people's schema for writing from kindergarten through graduate school. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

- Schallert, D. L., & Lawrence, B. J. (December, 1986) A systems-oriented description of knowledge growth. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Schallert, D. L. (July, 1986) An editor's perspective on reading research: Comprehension and text. Paper presented at the World Congress of the International Reading Association, London, England.
- Hoffman, J. V., & Schallert, D. L. (April, 1986) Three perspectives on reading comprehension instruction and content representation. Paper presented at the annual meeting of the International Research Association, Philadelphia, PA.
- Young, E., Schallert, D. L., Hailey, J. (April, 1986) The author's audience and its effects on readers' ratings of the quality of writing. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schallert, D. L., & Goetz, E. T. (December, 1985) Comprehending texts with visual displays: Cognitive processes and classroom instruction. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
- *Schallert, D. L. (November, 1985) Schema theory and rhetorical organization for effective reading comprehension and recall: Hopes and worries of an old schema theorist. Invited presentation at the annual meeting of the TEXTESOL State Conference, Austin, TX.
- *Schallert, D. L. (March, 1985) Thought and language, content and structure in language communication. Invitational paper presented at the Mid-Decade Seminar on the Direction of Research in English, sponsored by the National Conference on Research in English, Chicago.
- Willis, P. O., & Schallert, D. L. (December, 1984) Children's use of conjunctions when writing for different audiences and purposes. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL.
- Schallert, D. L., Alexander, P. A., & Goetz, E. T. (December, 1984) What do instructors and authors do to influence the textbook-student relationship. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL.
- *Schallert, D. L., Alexander, P. A., & Goetz, E. T. (October, 1984) Implicit instruction of strategies for learning from text. Paper presented at an invitational conference on Learning and Study Strategies: Issues in assessment, instruction, and evaluation, College Station, TX.
- Schallert, D. L., & Roser, N. L. (May, 1984) How teachers and textbook authors influence how students learn from what they read. Paper presented at the annual meeting of the International Reading Association, Atlanta, GA.
- Schallert, D. L. (April, 1984) The demands of informative text. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Schallert, D. L., Hoffman, J. V., & Leonard, M. (December, 1983) Students' comprehension of difficult informative text and their learning of counter-intuitive concepts. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Schallert, D. L. (December, 1983) Expository text comprehension: Critical issues. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Schallert, D. L. (May, 1983). Research in reading comprehension: Classroom applications. Member of organizing committee and discussion group leader of a pre-convention institute held in conjunction with the annual meeting of the International Reading Association, Anaheim, CA.

- Schallert, D. L. (April, 1983). Children's comprehension and use of text structures. Critique given at the annual meeting of the American Educational Research Association, Montreal, Canada.
- *Schallert, D. L. (April, 1983). Children, psychologists, and other language users as explorers in knowledge space. Invited keynote address given at the annual meeting of the National Association for Research in Science Teaching, Dallas, TX.
- *Schallert, D. L. (April, 1982). A decade of text comprehension research: Where are we? Invited presentation at a pre-convention institute held in conjunction with the annual meeting of the International Reading Association, Chicago.
- Schallert, D. L. (March, 1982). Learners' sensitivity to general patterns of expression in informative text. Paper presented at the annual meeting of the American Educational Research Association, New York.
- *Schallert, D. L. (January, 1982). Readers, text, and contexts: Bridging theory, research, and practice. Member of presenter panel at a three-day special seminar sponsored by the International Reading Association, New Orleans, LA.
- Schallert, D. L., & Tierney, R. J. (December, 1981). Learning from informative text: Part I. Characteristics of text and learner; Part II. Effects of text and learner manipulations. Symposium presented at the annual meeting of the National Reading Conference, Dallas.
- *Schallert, D. L. (November, 1981). Of road maps and road blocks: The interactive process of learning from informative text. Invited presentation at the annual meeting of the National Council of Teachers of English, Boston, MA.
- Schallert, D. L. (June, 1981). Understanding the nature of comprehension. Invited presentation given as part of a Summer Institute in Comprehension organized by the Education Service Center of Region XIII, Austin, TX.
- Goetz, E. T., Schallert, D. L., Reynolds, R. E. & Radin, D. I. (April, 1981). The effect of reader knowledge on text processing: What real cops and pretend burglars look for in a story. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles.
- *Schallert, D. L. (April, 1981). Toward a methodology of instructional research. Member of a general session panel discussion at a pre-conference workshop in conjunction with the annual meeting of the International Reading Association, New Orleans.
- *Schallert, D. L. (April, 1981). The words and the world around them. Presentation to the North Texas Council of the International Reading Association, Dallas.
- *Schallert, D. L. (April, 1981). Issues in expository text. Invited presentation at a pre-conference workshop in conjunction with the annual meeting of the International Reading Association, New Orleans.
- Tierney, R. J., Schallert, D. L., & LaZansky, J. (December, 1980). Aspects of incoherence in biology and social studies texts. Paper presented at the annual meeting of the National Reading Conference, San Diego.
- Schallert, D. L., Tierney, R. J., & Ulerick, S. L. (December, 1980). Mapping as a basis for text analysis. Paper presented at the annual meeting of the National Reading Conference, San Diego.

- *Schallert, D. L. (November, 1980). The significance of knowledge: A synthesis of research related to schema theory. Invited address given at a special conference on Learning from Expository Materials, Madison, Wisconsin.
- Schallert, D. L. (December, 1979). Identification of prerequisite schemata: Implications for reading research. Paper presented at the annual meeting of the National Reading Conference, San Antonio.
- Schallert, D. L. (December, 1979). A comparison of content and structural contexts in learning from expository prose. Paper presented at the annual meeting of the National Reading Conference, San Antonio.
- Schallert, D. L., Goetz, E. T., & Dixon, K. M. (December, 1978). The information content of illustrations in a fifth-grade science lesson. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg.
- Schallert, D. L. (December, 1978). Mapping expository text: How to know where the author is taking you. Paper presented at the annual Pacific Region Research Symposium, Tucson.
- Goetz, E. T., Anderson, R. C., & Schallert, D. L. (November, 1978). Models of sentence representation. Paper presented at the annual meeting of the Psychonomic Society, San Antonio.
- *Schallert, D. L. (December, 1977). Invited Symposium: Perspectives on analyzing written and oral language comprehension. Paper presented at the annual meeting of the National Reading Conference, New Orleans.
- Schallert, D. L. (April, 1976). Influencing the amount and specificity of information remembered from polysemous prose passages. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Schallert, D. L., & Caterino, L. C. (April, 1975). Cross-language reconstructive memory processes in Spanish-English bilinguals. Paper presented at the annual meeting of the Southwestern Psychological Association, Houston.
- Haynes, C. R., Schallert, D. L., & Sherman, J. L. (April, 1975). Retroactive interference, response competition, and unlearning in prose. Paper presented at the annual meeting of the Western Psychological Association, Sacramento, CA.
- Haynes, C. R., Canaday, J. O., Kulhavy, R. W., & Schallert, D. L. (August, 1974). Development of elaborative strategies in children. Paper presented at the annual meeting of the American Psychological Association, New Orleans.
- Schallert, D. L. (May, 1974). Invited symposium: Mnemonics and verbal processes. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver.
- Schallert, D. L. (May, 1973). Sources of interference in a bilingual version of the Stroop test. Paper presented at the annual meeting of the Arizona State Psychological Association, Flagstaff. (First prize winner in student competition.)

Book Reviews and Editorials

- Schallert, D. L., Juel, C., & Hoffman, J. V. (1982). Review of *Interactive Processes in Reading*. Edited by A. M. Lesgold and C. A. Perfetti, Hillsdale, NJ: Lawrence Erlbaum Associates, 1981. *The Reading Teacher*, 35, 976-977.
- Gough, P. B., Hoffman, J. V., Juel, C., & Schallert, D. L. (1986). Editorial: Some values. *Reading Research Quarterly*, 21, 5.

Gough, P. B., Hoffman, J. V., Juel, C., & Schallert, D. L. (1990). Editorial: Surveying the field of reading after a quarter-century of the *Quarterly*. *Reading Research Quarterly*, 25, 255.

Gough, P. B., Hoffman, J. V., Juel, C., & Schallert, D. L. (1991). Editorial. *Reading Research Quarterly*, 26, 340-341.

Reports and Monographs

Schallert, D. L., & Tierney, R. J. (August, 1982). Learning from expository text: The interaction of text structure with reader characteristics. Final Report to the National Institute of Education, Grant No. NIE-G-79-0167.

Goetz, E. T., Reynolds, R. E., Schallert, D. L., & Radin, D. I. (October, 1982). Reading in perspective: What real cops and pretend burglars look for in a story (Technical Report No. 266). Champaign, IL: Center for the Study of Reading.

Schallert, D. L., & Tierney, R. J. (May, 1980, December, 1980, March, 1981, June, 1981). Learning from expository text: The interaction of text structure with reader characteristics. Interim progress reports to the National Institute of Education, Grant No. NIE-G-70-0167.

Schallert, D. L., & Kleiman, G. M. (June, 1979). Some reasons why teachers are easier to understand than textbooks (Reading Education Reports No. 9). Champaign, IL: Center for the Study of Reading (ERIC No. ED 172 189).

Goetz, E. T., Anderson, R. C., & Schallert, D. L. (September, 1979). The representation of sentences in memory (Technical Report No. 144). Champaign, IL: Center for the Study of Reading (ERIC No. ED 177 527).

Ortony, A., Schallert, D. L., Reynolds, R. E., & Antos, S. J. (July, 1978). Interpreting metaphors and idioms: Some effects of context on comprehension (Technical Report No. 93). Champaign, IL: Center for the Study of Reading (ERIC No. ED 157 042).

Schallert, D. L., Kleiman, G. M., & Rubin, A. D. (April, 1977). Analysis of differences between oral and written language (Technical Report No. 29). Champaign, IL: Center for the Study of Reading (ERIC No. ED 144 038).

Schallert, D. L., & Kleiman, G. M. (January, 1977). Analysis of differences between written and oral language. State of the Art paper produced at the request of the National Institute of Education under Contract No. MS-NIE-C-400-76-0116.

Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. (July, 1976). Frameworks for comprehending discourse (Technical Report No. 12). Champaign, IL: Center for the Study of Reading (ERIC No. ED 134 935).

Anderson, R. C., Pichert, J. W., Goetz, E. T., Schallert, D. L., Stevens, K. C., & Trollip, S. R. (March, 1976). Instantiation of general terms (Technical Report No. 10). Champaign, IL: Center for the Study of Reading (ERIC No. ED 134 933).

Schallert, D. L. (November, 1975). Improving memory for prose: The relationship between depth of processing and context (Technical Report No. 5). Champaign, IL: Center for the Study of Reading. (ERIC No. ED 134 930).