

Erika A. Patall, Ph.D.

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EDUCATION

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| 2009, December | Ph.D., Psychology (Social Psychology)
Duke University, Durham NC.
Dissertation: <i>The Motivational Benefits and Limits of Choice</i> |
| 2007, June | M.A., Psychology (Social Psychology)
Duke University, Durham NC.
Thesis: <i>The Effects of Choice on Intrinsic Motivation and Related Outcomes: A Meta-Analysis of Research Findings</i> |
| 2003, June | B.A. (First Class Honors)
McGill University, Montreal, Quebec, Canada
Major: Psychology
Minor: Art History |

PROFESSIONAL EXPERIENCE

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| 2010-present | <i>Assistant Professor</i> , University of Texas at Austin, Austin, TX. |
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DISTINGUISHED HONORS

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| 2015 | American Educational Research Association Division C (Learning and Instruction)
Outstanding Early Career Scholar Award |
| 2010 | Emerging Scholar Award (Early Career Category), American Educational Research
Association, Out-of-School Time Special Interest Group |
| 2007 | American Educational Research Association Review of Research Award

Cooper, H., Robinson, J. C. & Patall, E. A. (2006). Does Homework Improve
Academic Achievement: A Synthesis of Research, 1987-2003, <i>Review of
 Educational Research</i> , 76, 1-62. |

RESEARCH AND PUBLICATIONS

I am interested in the interface between social psychological theory and education. Most broadly, I study the determinants and development of motivation and the relationship between motivation and academic achievement and underachievement. I have most frequently focused on how the provision of choice and support for autonomy may impact motivation and support other achievement related outcomes. I am also interested in how school time and the activities of children outside of school influence their academic achievement. I have studied the effects of extended school time and activities such as parent involvement in schoolwork, homework, and afterschool programs. Finally, I am interested in the development and use of meta-analytic methods in social science research.

PUBLICATIONS

Impact as of July 2015

Google scholar total citations: **1937**

Google scholar h-index: **15**

Google scholar i10-index: **19**

Web of science total citations: **511**

Web of Science h-index: **10**

Note: Citation counts from the Social Science Citation Index and Google Scholar, respectively, are given in parentheses at the end of the reference to each published work for which this information is available. A dash (-) indicates that the citation does not appear in that source. Counts are updated as of July 2015.

Peer-Reviewed Articles

(*Denotes student author)

Linnenbrink-Garcia, L., **Patall, E. A.**, & Pekrun, R. (in press). Motivation and emotion. Invited submission at *Policy Insights from Behavioral and Brain Sciences*.

Hagger, M.S., Sultan, S., Hardcastle, S. J., Reeve, J., **Patall, E.**, Fraser, B., & Chatzisarantis, N. L. D. (in press). Applying the integrated trans-contextual model to mathematics activities in the classroom and homework behavior and attainment. Accepted for publication at *Learning and Individual Differences*. (2014 journal impact = 1.621; 2014 5 year impact factor = 2.301)

Awad, G., **Patall, E. A.**, *Rackley, K. R. & *Reilly, E. D. (in press). Recommendations for culturally sensitive research methods. Accepted for publication at *Journal of Educational and Psychological Consultation*. (2014 journal impact = .62; 2014 5 year impact factor = 0.83)

*Vasquez, A. C., **Patall, E. A.**, *Fong, C. J., *Corrigan, A. S., & *Pine, L. (2015). Parent autonomy support, academic achievement, and psychosocial functioning: A meta-analysis of research. OnlineFirst at *Educational Psychology Review*. doi: 10.1007/s10648-015-9329-z (-, 0) (2014 journal impact = 2.57; 2014 5 year impact factor = 4.37)

Patall, E. A. & *Leach, J. K. (2015). The role of choice provision in academic dishonesty. *Contemporary Educational Psychology*, 42, 97-110. doi: 10.1016/j.cedpsych.2015.06.004 (-, 0) (2014 journal impact = 1.93; 2014 5 year impact factor = 3.42)

*Lee, B., **Patall, E. A.**, Cawthon, S., & *Steingut, R. (2015). The effect of drama-based pedagogy on preK-16 outcomes: A meta-analysis of research from 1985-2012. *Review of Educational*

Research, 85(1), 3-49. doi: 10.3102/0034654314540477 (0, 1) (2014 journal impact = 3.90; 2014 5 year impact factor = 7.29)

- Patall, E. A.,** Awad, G., & *Cestone, C. (2014). Academic potential beliefs and feelings: Conceptual development and relations with academic outcomes. *Self and Identity*, 13(1), 58-80. doi: 10.1080/15298868.2012.738705. (1, 2) (2014 journal impact = 1.51; 2014 5 year impact factor = 2.05)
- Patall, E. A.,** *Sylvester, B. J., *Han, C. (2014). The role of competence in the effects of choice on motivation. *Journal of Experimental Social Psychology*, 50, 27-44. doi:10.1016/j.jesp.2013.09.002. (2, 9) (2014 journal impact = 2.29; 2014 5 year impact factor = 3.14)
- Schraw, G. & **Patall, E. A.** (2013). Using principles of evidence-based practice to improve prescriptive recommendations. *Educational Psychology Review*, 25(3), 345-351. doi:10.1007/s10648-013-9237-z. (1, 2) (2014 journal impact = 2.57; 2014 5 year impact factor = 4.37)
- Linnenbrink-Garcia, L., **Patall, E. A.,** & Messersmith, E. (2013). Antecedents and consequences of situational interest. *British Journal of Educational Psychology*, 83(4), 591-614. doi: 10.1111/j.2044-8279.2012.02080.x (6, 13) (2014 journal impact = 2.00; 2014 5 year impact factor = 2.79)
- *Leach, J. K. & **Patall, E. A.** (2013). Maximizing and counterfactual thinking in academic major decision-making. *Journal of Career Assessment*, 21(3), 414-429. doi:10.1177/1069072712475178. (0, 3) (2014 journal impact = 1.51; 2014 5 year impact factor = 1.54)
- *Fratkin, J. L., Sinn, D. L., **Patall, E. A.,** & Gosling, S. D. (2013). Personality consistency in dogs: A meta-analysis. *PLoS ONE*, 8(1). doi:10.1371/journal.pone.0054907. (17, 31) (2014 journal impact = 3.23; 2014 5 year impact factor = 3.70)
- Patall, E. A.** (2013). Constructing motivation through choice, interest, and interestingness. *Journal of Educational Psychology*, 105(2), 522-534. doi: 10.1037/a0030307. (6, 20) (2014 journal impact = 3.52; 2014 5 year impact factor = 5.31)
- Patall, E. A.,** *Dent, A. L., *Oyer, M., & Wynn, S. R. (2013). Student autonomy and course value: The unique and cumulative roles of various teacher practices. *Motivation and Emotion*, 37(1), 14-32. doi: 10.1007/s11031-012-9305-6. (1, 2) (2014 journal impact = 1.74; 2014 5 year impact factor = 1.95)
- *Reinhart, A. L., *Haring, S. H., Levin, J. R., **Patall, E. A.,** & Robinson, D. H. (2013). Models of not-so-good behavior: Yet another way to squeeze causality and recommendations for practice out of correlational data. *Journal of Educational Psychology*, 105(1), 241-247. doi: 10.1037/a0030368. (6, 14) (2014 journal impact = 3.52; 2014 5 year impact factor = 5.31)
- Sander, J., **Patall, E. A.,** *Amoscato, L. A., *Fisher, A. L., & *Funk, C. (2012). A meta-analysis of the effect of juvenile delinquency interventions on academic outcomes. *Children and Youth Services Review*, 34(9), 1695-1708. doi: 10.1016/j.childyouth.2012.04.005. (3, 10) (2014 journal impact = 1.11; 2014 5 year impact factor = 1.43)
- Patall, E. A.,** Cooper, H., & Wynn, S. R. (2010). The effectiveness and relative importance of choice in the classroom. *Journal of Educational Psychology*, 102, 896-915. doi: 10.1037/a0019545. (23, 94) (2014 journal impact = 3.52; 2014 5 year impact factor = 5.31)

- Patall, E. A.,** Cooper, H. & *Allen, A. B. (2010). Extending the school day or school year: A systematic review of research (1985-2009). *Review of Educational Research*, 80, 401-436. doi: 10.3102/0034654310377086. (13, 88) (2014 journal impact = 3.90; 2014 5 year impact factor = 7.29)
- Valentine, J. C., Cooper, H., **Patall, E. A.,** *Tyson, D, & *Civey Robinson, J. (2010). A method for evaluating research syntheses: The quality, conclusions, and consensus of twelve syntheses of the effects of after school programs. *Research Synthesis Methods*, 1, 20-38. doi:10.1002/jrsm.3. (7, 18) (2015 journal impact = 3.90)
- Cooper, H. *Allen, A. B., **Patall, E. A.,** & *Dent, A. (2010). Effects of full-day kindergarten on academic achievement and social development. *Review of Educational Research*, 80, 34-70. doi: 10.3102/0034654309359185. (16, 52) (2014 journal impact = 3.90; 2014 5 year impact factor = 7.29)
- Zuroff, D. C., Fournier, M. A., **Patall, E. A.,** & *Leybman, M. J. (2010). Steps toward an evolutionary personality psychology: Individual differences in the social rank domain. *Canadian Psychology*, 51, 58-66. doi: 10.1037/a0018472. (16, 28) (2014 journal impact = 1.83; 2014 5 year impact factor = 1.48)
- Cooper, H. & **Patall, E. A.** (2009). The relative benefits of meta-analysis conducted with individual participant data versus aggregated data. *Psychological Methods* 14, 165-176. doi: 10.1037/a0015565. (59, 100) (2014 journal impact = 7.34; 2014 5 year impact factor = 9.41)
- Patall, E. A.,** Cooper, H., & *Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin*, 134, 270-300. doi: 10.1037/0033-2909.134.2.270. (101, 254) (2014 journal impact = 14.76; 2014 5 year impact factor = 22.16)
- Patall, E. A.,** Cooper, H. & *Robinson, J. C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research*, 78, 1039-1101. doi: 10.3102/0034654308325185. (51, 194) (2014 journal impact = 3.90; 2014 5 year impact factor = 7.29)
- Linnenbrink-Garcia, E., *Tyson, D., & **Patall, E. A.** (2008). When are achievement goal orientations beneficial for academic achievement? A closer look at main effects and moderating factors. *International Review of Social Psychology*, 21, 19-70. (30, 92) (2014 journal impact = 0.10; 2014 5 year impact factor = .13).
- Wynn, S., Carboni, L & **Patall, E. A.** (2007). Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective. *Leadership and Policy in Schools*, 6, 209-229. doi: 10.1080/15700760701263790. (-, 65)
- Cooper, H., Robinson, J. C., & **Patall, E. A.** (2006). Does homework improve academic achievement?: A synthesis of research, 1987-2003. *Review of Educational Research*, 76, 1-62. doi: 10.3102/00346543076001001. (143, 636) (2014 journal impact = 3.90; 2014 5 year impact factor = 7.29)

Editorials

- Robinson, D. H., Levin, J. R., Schraw, G., **Patall, E. A.** & Hunt, E. B. (2013). On going (way) beyond one's data: A proposal to restrict recommendations for practice in primary educational research journals. *Educational Psychology Review*, 25, 291-302. doi 10.1007/s10648-013-9223-5. (9, 10) (2014 journal impact = 2.57; 2014 5 year impact factor = 4.37)

Book Chapters

- Schraw, G. & **Patall, E. A.** (in press). Toward a universal design model of evidence-based practice. In *Evidence-Based Practice (EBP): Principles, Implementation, and Effectiveness*. New York: Nova Publishers.
- Linnenbrink-Garcia, L. & **Patall, E. A.** (2015). Motivation. In L. Corno & E. Anderman (Eds.), *Handbook of Educational Psychology, 3rd Edition*, (pp. 91-103). Sponsored by the American Psychological Association. New York, NY: Routledge.
- Patall, E. A.** (2012). The motivational complexity of choosing: A review of theory and research. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 249-279). New York, NY: Oxford University Press. doi:10.1093/oxfordhb/9780195399820.013.0015. (-, 8)
- Cooper, H. M., **Patall, E. A.**, & Lindsay, J. J. (2008). Research synthesis and meta-analysis. In L. Bickman and D. Rog (Eds.), *The Sage Handbook of Applied Social Research Methods, 2nd Edition*, (pp. 344-370). Thousand Oaks, CA: Sage. (-, 89)
- Patall, E. A.** & Cooper, H. (2008). Conducting a meta-analysis. In P. Alasuutari, L. Bickman, & J. Brannen (Eds.), *The Sage Handbook of Social Research Methods* (pp. 536-554). London, England: Sage. (-, 101)

Encyclopedia Entries

- Patall, E. A.** & Cooper, H. (2008). Meta-Analysis. In E. Anderman (Ed.), *Psychology of Classroom Learning: An Encyclopedia*. Detroit: Macmillan.
- Cooper, H. & **Patall, E. A.** (2007). Homework. In S. Mathison & E. W. Ross (Eds.), *Battleground Schools: An Encyclopedia of Conflict and Controversy* (pp. 319-326). Westport, CT: Greenwood Press.
- Patall, E. A.** (2007). Choice in psychology. In W. A. Darity, E. Bonilla-Silva, P. Costanzo, P. L. Mason, P. D. McClain, D. Scott, & T. Singleton (Eds.), *International Encyclopedia of the Social Sciences, (2nd edition)*. Macmillan Reference/Thomson Gale.

Manuscripts under Review

- Patall, E. A.**, *Vasquez, A. C., *Steingut, R. R., *Trimble, S. R., & Pituch, K. A. (2015). Daily interest, engagement, and autonomy support in the high school science classroom. Invited revise and resubmission for publication.
- Patall, E. A.**, *Vasquez, A. C., *Steingut, R. R., *Trimble, S. R., & Pituch, K. A. (2015). Supporting and thwarting autonomy in the high school science classroom. Submitted for publication.
- Patall, E. A.**, *Steingut, R. R., *Vasquez, A. C., *Trimble, S. R., Pituch, K. A. & *Freeman, J. L. (2015). Daily autonomy supporting or thwarting and students' motivation, engagement, and disaffection in the high school science classroom. Submitted for publication.
- *Fong, C. J., **Patall, E. A.**, *Vasquez, A. C., & *Strautberg, S. (2015). The effect of negative feedback on motivation: A meta-analytic investigation. Invited revise and resubmission for publication.
- *Seo, E., **Patall, E. A.**, Svinicki, M. (2015). The effects of parental control on adolescents' motivational outcomes. Invited revise and resubmission for publication.

- *Steingut, R., **Patall, E.A.**, & *Trimble, S. (2015). The effect of rationale on motivation and performance outcomes: A meta-analysis. Submitted for publication.
- *Seo, E., **Patall, E. A.**, Henderson, M., & *Steingut, R. R. (2015). The effects of goal origin and implementation intentions on goal commitment and performance. Submitted for publication.
- *Leach, J. K. & **Patall, E. A.** (2015). The role of need-satisfying academic advising in college decision-making and satisfaction. Submitted for publication.
- *Daniel, S. R. & **Patall, E. A.** (2015) Social interdependence and heedful interrelating within collaborative groups. Submitted for publication.
- *Leach, J. K. & **Patall, E. A.** (2015). Need-Supportive advising for undecided students. Submitted for publication.

Manuscripts in Preparation

- Patall, E. A.** Vasquez, A., Trimble, S., & Awad, G. (in preparation). *The individuality of choosing.*
- Patall, E. A.** & Leach, J. K. (in preparation). *Daily need satisfaction and cheating.*
- Flanagan, K., **Patall, E. A.**, Linnenbrink-Garcia, L., & Tyson, D. (in preparation). *A meta-analytic review of the relationship between goal orientation and perceptions of competence.*
- Fong, C., Flanagan, K. **Patall, E. A.**, Linnenbrink-Garcia, L., & Tyson, D. (in preparation). *A meta-analytic review of the relationship between goal orientation and self-regulation.*
- Flanagan, K., Fong, C., & **Patall, E. A.** (in preparation). *The effects of interventions to reduce underachievement: A meta-analysis.*
- Fong, C., **Patall, E. A.** et al. (in preparation). *A meta-analysis of the relationship between motivation, self-concept, and self-regulation with underachievement.*
- Trimble, S. & **Patall, E. A.** (in preparation). The adaptive role of boredom in learning and performance.
- Vasquez, A. & **Patall, E. A.** (in preparation). Daily need satisfaction and health behaviors.
- Leach, J. K., Bunuan, R., **Patall, E. A.**, & Beretvas, S. M. (in preparation). *A reliability generalization meta-analysis of the maximization scale.*
- Leach, J. K. & **Patall, E. A.** (in preparation). *Examining the effect of advisor-student relationships on academic major decision-making.*

GRANTS

Institute of Education Science

Status: PI, Submitted
 Co-PI: S. Natasha Beretvas, Educational Psychology, The University of Texas at Austin
 Project Title: A Research Synthesis of the Effects of Classroom Structure on Student Motivation, Engagement, and Achievement
 Requested Funding: \$383,768

William T. Grant Foundation

Status: PI, Submitted
 Co-PI: Erik Ruzek, Center for Advanced Study of Teaching and Learning, University of Virginia
 Project Title: Trajectories in Motivationally-Supportive Instruction and Student Motivation and Engagement from Elementary to High School across Student Populations of Various Risk
 Requested Funding: \$140,000

Australian Research Council

Status: Co-PI, Submitted
 PIs: Martin Hagger, Curtin University, Australia; Nikos Chatzisarantis, Curtin University, Australia; Barry Fraser, Curtin University, Australia
 Co-PIs: Johnmarshall Reeve, Korea University, Korea
 Project Title: Motivation for Maths: A School-Based Intervention to Promote Students' Mathematics Homework Motivation and Attainment Outside of School
 Requested Funding: AUS\$219,000 (\$0 subcontract to UT Austin)

National Academic Advising Association

Status: PI (on behalf of student, Jennifer Leach), Funded
 Co-PI: Jennifer Leach (graduate student), Educational Psychology, The University of Texas at Austin
 Project Title: Examining the Effect of Advisor-Student Relationships on Academic Major Decision-Making
 Period: June 1, 2013 to May 31, 2014
 Funding: \$5,000

William T Grant Foundation

Status: PI, Funded
 Co-PI: Keenan Pituch (Co-PI), Educational Psychology, The University of Texas at Austin
 Project Title: The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices – Phase 2
 Period: Jan. 1, 2013 to Dec. 31, 2015
 Funding: \$400,008

William T Grant Foundation

Status: PI, Funded
 Project Title: The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices – Phase 1

Period: Jan. 1, 2012 to Dec. 31, 2012
Funding: \$92,684

The University of Texas at Austin

Status: PI, Funded
Project Title: Choice and Cheating
Period: Jan. 1, 2012 to July 31, 2012
Funding: \$5,984

PRESENTATIONS

Paper Presentations

- Patall, E.A.** (2016, April). Division C Early Career Award Address: The Promise and Peril of Choice Provision as a Motivational Strategy. Symposium to be conducted at the annual meeting of the American Educational Research Association, Washington, D.C.
- Steingut, R.R., **Patall, E.A.**, & Vasquez, A.C. (2016, April). Emotions in Science Class: Relations to Expectancy and Value and Gender Differences In M. Bleig (Chair), *How Do You Feel about STEM? Spotting Emotions within the Expectancy-Value Framework*. Symposium to be conducted at the annual meeting of the American Educational Research Association, Washington, D.C.
- Seo, E., **Patall, E.A.**, Svinicki, M. (2016, April). The Effects of Parental Control on Adolescents' Motivational Outcomes. Paper to be presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Patall, E. A.** & Leach, J. K. (2015, May). *The effect of choice provision on dishonesty*. Paper session to be presented at the Annual Meeting of the American Psychological Society, New York, NY.
- Daniel, S. R. & **Patall, E. A.** (2015, April). *Social interdependence and heedful interrelating within cooperative groups*. Paper session to be presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Patall, E. A.**, Vasquez, C. C., Steingut, R. R., Trimble, S.S., & Pituck, K. A. (2015, April). *The function of daily interest in the classroom*. Paper session to be presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Trimble, S. S., **Patall, E. A.**, & Steingut, R. R. (2015, April). *Exploring the boundary conditions of the harmful associations between academic boredom, performance, and effort: A meta-analysis and a primary study*. Paper session to be presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Snyder, K. E., Fong, C. J., **Patall, E. A.**, & Linnenbrink-Garcia, L. (July, 2014). *A meta-analytic review of achievement goal orientations, perceived competence, and self-worth beliefs*. Symposium conducted at the meeting of the International Congress of Applied Psychology, Paris, France.
- Patall, E. A.**, Schraw, G., & Leach, J. K. (2014, April). *Need satisfaction and academic dishonesty in college*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fong, C. J., Snyder, K. E., **Patall, E. A.**, & Barr, S. M. (2014, April). *Everything and the kitchen sink: A meta-analytic review of interventions for academically underachieving students*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Lee, B., **Patall, E. A.**, Cawton, S.W., & Steingut, R. S. (2014, April). *The effect of dram-based pedagogy on preK-16 outcomes: A meta-analysis of research from 1985-2012*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Patall, E. A.**, Crowther, A., Steingut, R., Trimble, S., & Pituch, K. (2014, March). *Daily and cumulative effects of teachers' practices on high school science students' autonomy*,

engagement and disengagement. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.

Lee, B., Enciso, P., **Patall, E. A.** & Cawthon, S. (2013, December). *A meta-analysis of the effects of drama-based pedagogy on English Language Arts outcomes*. Paper presented at the Annual Conference of the Literacy Research Association, Dallas, TX.

Patall, E. A., Crowther, A. & Steingut, R. (2013, April). *Daily and cumulative effects of teachers' autonomy support over time*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Patall, E. A., Leach, J. K., & Schraw, G. J. (2013, April). *The role of choice provision in cheating at school*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Patall, E. A. (2012, April). *Constructing motivation through choice, interest, and interestingness*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.

Fong, C. J., **Patall, E. A.**, Jones, S. J., Zuniga, R. E., & Snyder, K. E. (2012, April). *The relationship between underachievement and self-concept, motivation, and self-regulation*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.

Patall, E. A. & Cestone, C. (2012, April). *Beliefs about academic potential: Conceptual development and consequences for academic outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.

Patall, E. A., Oyer, M., Wynn, S., & Cooper, H. (2010, May). *More than words: The relative benefits of choice for supporting perceived autonomy and intrinsic motivation*. Paper presented at the Annual Meeting of the American Educational Research Association. Denver, CO.

Linnenbrink-Garcia, L., **Patall, E. A.**, & Messersmith, E. (2009, April). *Antecedents and consequences of situational interest in science*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

Wynn, S. & **Patall, E. A.** (2009, April). *Teacher retention: Should I stay or should I go?* Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

Cooper, H. & **Patall, E. A.** (2008, July). *The relative benefits of meta-analysis of individual participant data and meta-analysis of group statistics*. Paper presented at the annual meeting of the Society for Research Synthesis Methodology. Corfu, Greece.

Wynn, S. & **Patall, E. A.** (2008, March). *Beginning teacher retention and the importance of mentoring, climate, and leadership in a learning communities framework*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Wynn, S. & **Patall, E. A.** (2008, February). *Mentoring, school climate, and principal leadership: What matters to beginning teachers?* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education.

Patall, E. A. & Cooper, H. (2007, April). *Parent involvement in homework: A research synthesis*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

- Wynn, S., Carboni, L. & **Patall, E. A.** (2007, April). *Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective*. Paper presented at the Durham Public Schools/Duke Research Conference. Chicago, IL.
- Wynn, S., Carboni, L. & **Patall, E. A.** (2006, April). *Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Fournier, M., Zuroff, D., **Patall, E.**, Cheng, B., Hurley, E., Gosset, J., & Frankel, A. (2005, June). *Mapping the rank domain*. Paper presented at the 8th Annual Meeting of the Society for Interpersonal Theory and Research. Montreal, QC, CA.
- Kelly, A., **Patall, E.**, Zuroff, M., & Gosset, J. (2005, March). *The social rank style with peers questionnaire: Initial studies*. Paper presented at the Montreal Conference of Evolution, Psychopathology, Social Behavior, and Personality. Montreal, QC, CA.

Poster Presentations

- Steingut, R.R., **Patall, E.A.**, & Trimble, S.S. (2016, April). *Effects of Rationale on Motivation and Performance: A Meta-analysis*. Poster to be presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
- Patall, E. A.** (2015, April). *A diary study of daily need satisfaction and academic dishonesty in college*. Poster session to be presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Seo, E., **Patall, E. A.**, Steingut, R. R., & Henderson, M. D. (2015, April). *The effects of goal origins and implementation intentions on performance*. Poster session to be presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Seo, E., **Patall, E. A.**, Steingut, R. R., & Henderson, M. D. (2015, February). *The effects of goal origins and implementation intentions on goal commitment and intrinsic motivation*. Poster session to be presented at the 16th Annual Meeting of the Society for Personality and Social Psychology, Long Beach, California.
- Patall, E. A.** (2014, October). *The effect of choice provision on unethical behavior*. Poster session to be presented at the 1st annual Advances in Educational Psychology Conference. Fairfax, VA.
- Crowther, A. C., **Patall, E. A.**, Fong, C. J., Corrigan, A. & Pine, L. E. (2014, April). *Parent autonomy support and academic achievement: A meta-analysis of research*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fong, C., **Patall, E. A.**, & Crowther, A. (2014, March). *The effect of negative feedback on adolescents' motivation: A meta-analytic investigation*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
- Crowther, A., **Patall, E. A.**, Fong, C., Corrigan, A. & Pine, L., (2014, March). *Parent autonomy support and psychosocial functioning: A meta-analysis of research*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
- Lee, B., **Patall, E. A.**, Cawthon, S., & Steingut, R. (2014, March). *The effect of drama-based pedagogy on adolescent outcomes: A meta-analysis of research from 1985 – 2012*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.

- Patall, E. A.,** Leach, J.K., & Schraw, G. (2014, February). *The effect of choice provision on unethical behavior*. Poster session presented at the 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Trimble, S., **Patall, E. A.,** Crowther, A., & Awad, G. (2014, February). *A situation in which expressing one's self as highly unique through one's choices enhances motivation*. Poster session presented at the 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Fong, C. & **Patall, E. A.** (2014, February). *The effects of need-supportive criticism on intrinsic motivation*. Poster session presented at the 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Lee, B., **Patall, E. A.,** Cawthon, S., & Steingut, R. (2014, February). *The effect of drama-based pedagogy on PreK-16 Academic Related Outcomes: A meta-analysis of research from 1985-2012*. Poster session presented at the 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Patall, E. A.,** Leach, J. K., & Schraw, G. J. (2013, August). *Cheating attitudes and behavior in autonomy-supportive classrooms*. Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI.
- Leach, J. K., & **Patall, E. A.** (2013, April). *The effect of need-satisfying academic advising on academic major satisfaction*. Poster session presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Patall, E. A.,** Crowther, A., & Trimble, S. S. (2013, January). *The role of uniqueness expression in the effects of choosing*. Poster session presented at the 14th Annual Meeting of the Society for Personality and Social Psychology. New Orleans, LA.
- Leach, J. & **Patall, E. A.** (2012, April). *Maximizing and counterfactual thinking in academic major decision-making*. Poster session presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
- Patall, E. A.** (2012, January). *The role of competence and interest in preferences for choosing*. Poster session presented at the 13th Annual Meeting of the Society for Personality and Social Psychology. San Diego, CA.
- Patall, E. A.** Dacy, B.S., Han, C. & Cestone, C. (2011, January). *The effects of choice and competence feedback on motivation and performance*. Poster session presented at the 12th Annual Meeting of the Society for Personality and Social Psychology. San Antonio, TX.
- Patall, E. A.** & Cooper, H. (2009, April). *The independent effects of objective versus perceived choice and competence on intrinsic motivation*. Poster session presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Patall, E. A.** & Cooper, H. (2009, February). *Perception and reality: The independent effects of actual versus perceived choice and competence on motivation*. Poster session presented at the 10th Annual Meeting of the Society for Personality and Social Psychology. Tampa, FL.
- Patall, E. A.,** Cooper, H., & Wynn, S. (2008, March). *Choice in the classroom: Effectiveness and relative importance*. Poster session presented at the Annual Meeting of the American Educational Research Association. New York, NY.

- Patall, E. A.,** Cooper, H., & Wynn, S. (2008, February). *The importance of providing choices in the classroom*. Poster session presented at the 9th Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
- Zuroff, D., Fournier, M., **Patall, E.,** & Abela, J. (2008, February). *Social rank style: An evolutionary personality psychology construct*. Poster session presented at the 9th Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
- Patall, E. A.** & Cooper, H. (2007, March). *Parent involvement in homework: A research synthesis*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development. Boston, MA.
- Patall, E. A.** & Cooper, H. (2007, January). *The role of choice in intrinsic motivation, effort, task performance, and learning: A research synthesis*. Poster session presented at the 8th Annual Meeting of the Society for Personality and Social Psychology. Memphis, TN.
- Patall, E. A.** & Cooper, H. (2006, April). *Parent involvement in homework: A research synthesis*. Poster session presented at the Sixth Annual Graduate Student Research Day, Duke University, Durham, NC.
- Patall, E. A.** & Cooper, H. (2005, April). *The effectiveness of parent involvement in homework for student achievement*. Poster session presented at the Annual Meeting of the North Carolina Association for Research in Education, Durham, NC.
- Burton, K., Lydon, J., & **Patall, E.** (2003, February). *Implicit relationship satisfaction and the prediction of accommodation*. Poster session presented at the 4th Annual Meeting of the Society for Personality and Social Psychology. Los Angeles, CA.

Chair, Critic, and Discussant Presentations

- Patall, E. A. (Co-chair with Amanda Durik). (2015). *When Rubber Meets the Road: How Interest Shapes Learners' Interactions with Content*. Symposium at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Patall, E. A. (Chair). (2012) *The Motivational Benefits and Detriments of Choosing: Exploring the Complexity of Choice in Educational Contexts*. Round table session at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Patall, E. A. (Chair). (2010) *Autonomy Support: Identifying the Essential Components and Motivational Benefits*. Paper session at the Annual Meeting of the American Educational Research Association, Denver, CO.

Invited Talks

- Patall, E. A.** (2015, April). *Autonomy Support in the High School Science Classroom*. The University of Texas at Austin, Department of Psychology, Developmental Psychology Colloquium.
- Patall, E. A.** (2015, February). *Choice and Individuality: Evolution of a Research Idea*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
- Patall, E. A.** (2014, March). *Issues in Classroom Measurement*. William T. Grant Foundation Mixed Methods Meeting. Los Angeles, CA.

- Patall, E. A.** (2013, October). *The Benefits (and Detriments) of Homework... For Who, What, When, and How*. Episcopal High School. Alexandria, VA.
- Patall, E. A.** (2013, February). *Autonomy Support for Cheaters*. The University of Texas at Austin, Department of Psychology, Clinical Psychology Area Colloquium (CARE).
- Patall, E. A.** (2013, January). *Autonomy Support for Cheaters*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
- Patall, E. A.** (2012, May). *Using the Apple iPod Touch to Measure Students' Experiences in the Classroom*. William T. Grant Foundation and Spencer Foundation Measurement Workshop. Chicago, IL.
- Patall, E. A.** (2012, February). *The Role of Competence and Interest in Choice Provision*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
- Patall, E. A.** (2011, February). *The Motivational Benefits of Choice and Autonomy*. The University of Texas at Austin, Department of Psychology, Social Psychology Colloquium (SPAM).
- Patall, E. A.** (2011, February). *Choice and Autonomy in the Classroom*. The University of Texas at Austin, Educational Psychology, Human Development and Culture Colloquium.
- Patall, E. A., Cooper, H. M., & Robinson, J. C.** (2010, February). *Parent involvement in homework*. The University of Texas at Austin, Educational Psychology Area I Colloquium.
- Patall, E. A.** (2010, February). *Workshop: Approach to having a successful graduate school career*. The University of Texas at Austin, Educational Psychology Area I Colloquium.
- Patall, E. A., Cooper, H. M., & Robinson, J. C.** (2008, April). *The benefits and limits of having choice*. Duke University. Social Science Research Institute Seminar Series.
- Patall, E. A., Cooper, H. M., & Robinson, J. C.** (2007, October). *The benefits and limits of having choices*. Duke University. Social Psychology Speaker Series.
- Patall, E. A., Cooper, H. M., & Robinson, J. C.** (2006, March). *Parent involvement in homework: A research synthesis*. University of North Carolina, Chapel Hill, Developmental Psychology Speaker Series.
- Patall, E. A., Cooper, H. M., & Robinson, J. C.** (2006, March). *Parent involvement in homework: A research synthesis*. Duke University. Social Psychology Speaker Series.

ARTICLES AND MENTIONS IN THE POPULAR PRESS

Self-Authored Opinion Articles

- Patall, E. A.** (2014, November 12). Help children form good study habits. *The New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2014/11/12/should-parents-help-their-children-with-homework/help-children-form-good-study-habits>
- Patall, E. A.** (2014, October 14). School homework needs to be more motivating. *The Austin American Statesman*. Retrieved from <http://www.mystatesman.com/news/news/opinion/patall-school-homework-needs-to-be-more-motivating/nhjKP/#437b37b8.3587374.735521>

Selective List of Research Mentions in Popular Press

- Wikel, Y. (2015, March). This is why you feel so sad on Sunday (and how to fix it). *Real Simple*. Retrieved from <http://www.realsimple.com/health/mind-mood/emotional-health/why-you-feel-sad-on-sunday>
- Wikel, Y. (2015, February 27). How to fix the Sunday blues. *Time Magazine*. Retrieved from <http://time.com/3723762/why-sad-sundays/>
- Strauss, V. (2014, December 6). Seven ways schools kill the love of reading in kids – and 4 principles to help restore it. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/12/06/seven-ways-schools-kill-the-love-of-reading-in-kids-and-4-principles-to-help-restore-it/>
- Feiler, B. (2014, September 12). The homework squabbles. *The New York Times*. Retrieved from http://www.nytimes.com/2014/09/14/fashion/the-homework-squabbles.html?_r=0
- Markman, A. (2013, December 3). When is it good to choose? *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/ulterior-motives/201312/when-is-it-good-choose>.
- Horowitz, E. (2013, October 8). Can we send more low-income students to college just by instilling a sense of competence? *Pacific Standard*. Retrieved from <http://www.psmag.com/books-and-culture/fixing-college-match-instilling-competence-choice-67635>
- Riley, N. S. (2013, May 7). Don't bet on longer school days. *New York Post*. Retrieved from http://nypost.com/p/news/opinion/opedcolumnists/don_bet_on_longer_school_days_QIkAiWoUxJ9Fi7F3ZGPE1K
- Swidey, N. (2013, March 1). Getting through to your kids in the digital age. *Boston Globe*. Retrieved at <http://www.bostonglobe.com/magazine/2013/03/01/how-talk-really-talk-your-kids/qc2bec90uCMZyIjaH7Kc9J/story.html>.
- Mathews, D. (2012, October 17). François Hollande wants to abolish homework. Is that a good idea? *Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/wonkblog/wp/2012/10/17/francois-hollande-wants-to-abolish-homework-is-that-a-good-idea/>
- Cillela, J. (2011, December 6). Suburban schools not following Chicago in quest for longer school day. *Chicago Daily Herald*. Retrieved at <http://www.dailyherald.com/article/20111206/news/712069959/>
- Moser, W. (2011, September 14). More on Chicago school-day length and the teachers union. *Chicago Magazine*. Retrieved from <http://www.chicagomag.com/Chicago-Magazine/The-312/September-2011/More-on-Chicago-School-Day-Length-and-the-Teachers-Union/>
- Zorn, E. (2011, August 31). Doing the math on the school-hours controversy. *Chicago Tribune*. Retrieved from http://articles.chicagotribune.com/2011-08-31/news/ct-oped-0831-zorn-20110831_1_school-day-cps-figures-chicago-teachers-union
- Sparks, S. D. (2010, December 21). Giving students a say may spur engagement and achievement. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/inside-school-research/2010/12/class_choice_may_spur_student.html.
- Galehouse, M. (2009, March 22). Does homework help teach kids the wrong lesson? *Houston Chronicle*. Retrieved at <http://www.chron.com/life/article/Does-homework-help-teach-kids-the-wrong-lesson-1678541.php>

TEACHING

My principal areas of teaching include motivation, emotion, learning, development, social psychology, and research methods, primarily research synthesis methods.

Current Teaching

Undergraduate courses	ALD 328: Applied Human Learning ALD 320: Cognition, Human Learning, and Motivation
Graduate courses	EDP 382L: Motivation and Emotion EDP 385: Literature Review and Research Synthesis EDP 382L: Current Topics in Motivation

Past Teaching

Undergraduate courses	Social Psychology of Education
Graduate courses	Correlation and Regression Applied Analysis of Variance

Overall instructor rating across all courses at UT (2010-2015): **4.2** (5 point scale. Responses range from (1) very unsatisfactory to (5) excellent.)

ADVISING

My advising experiences include helping Human Development, Culture, and Learning Sciences (HDCLS) students determine their course schedules. In addition, I assist HDCLS, as well as students in other programs with identifying and working towards their career goals. I provide assistance to students across campus working on issues of motivation and often provide advice to students working on research syntheses and meta-analyses. In addition to graduate students, many undergraduate students meet with me about the possibility of pursuing graduate school in psychology or work with my research group to gain experience in educational psychology research. I have written numerous letters of recommendation for both graduate and undergraduate students.

Dissertation committee, Chair

Current

1. Ariana (Crowther) Vasquez, HDCLS
2. Eunjin Seo, HDCLS
3. Rebecca Steingut, HDCLS

Completed

1. Jennifer Leach, HDCLS
2. Carlton Fong, HDCLS
3. Bridget Lee, HDCLS
4. Sarah Daniel, HDCLS

Dissertation committee, Member

Current

1. Young-A Song, Advertising

Completed

1. Sarah Arden, Special Education
2. Jeremy Dearman, HDCLS
3. Jason Crandall, HDCLS

4. Lauren Blondeau, HDCLS
5. Mark Decker, HDCLS
6. Ji Eun Lee, HDCLS
7. Duygu Uslu, HDCLS
8. Robin Zuniga, HDCLS
9. Kathryn Faulk, HDCLS
10. Daniel Clark, HDCLS
11. Mark Gobble, HDCLS
12. Laura Torres, HDCLS
13. Nate McVaugh, HDCLS
14. Michael T. Smith, Foreign Language Education

Theses, Qualifying Exams, Pre-Doctoral Projects, Chair

Completed

1. Rebecca Steingut, HDCLS
2. Ariana (Crowther) Vasquez, HDCLS
3. Jennifer Leach, HDCLS

Theses, Qualifying Exams, Pre-Doctoral Projects, Member

Completed

1. Lauren Wilson, HDCLS
2. Amal Kouttab, Counseling Psychology
3. Anne Kostic, School Psychology
4. Andy Schraegle, Counseling Psychology
5. Eunjin Seo, HDCLS
6. Daniel Clark, HDCLS
7. Cheon-woo Han, HDCLS
8. Kristen Highley, School Psychology
9. Laura Torres, HDCLS
10. Young-A Song, Advertising
11. Monica Chadha, Journalism
12. Jennifer Freeman, HDCLS
13. Ariana (Crowther) Vasquez, Program Evaluation
14. Alyssa Reinhart, HDCLS
15. Lauren Blondeau, HDCLS

Undergraduate Honors Thesis, Committee Member

Current

1. Ann-Charlotte Proffitt, Sociology, Plan II Honors

Completed

1. Christen Thompson, Sociology, Plan II Honors

Other Student Research Supervision

Graduate Students, for course credit

1. Christine Cestone
2. Cheon-woo Han
3. Scott Trimble

Graduate Students, no course credit

1. Carlton Fong
2. Sarah Jones
3. Robin Zuniga
4. Nancy Stano
5. Cheon-woo Han
6. Breana Dacy
7. Christina Cestone
8. Jennifer Leach
9. Daniel Clark
10. Bridget Lee
11. Lisa Pine
12. Elric Elias
13. Jennifer Freeman
14. Sandra Stuteberg
15. Danika Maddocks
16. Lauren Wilson
17. David Osman

Undergraduate Students, for course credit

1. Dennis Bilodeau
2. Heather Bicoy
3. Lia Panzica
4. Jude Y Cheung
5. Kebron Daniel
6. Emily Chan
7. Andrew Corrigan
8. John David Ledesma
9. Marta Porres

Undergraduate Students, no course credit

1. Lia Panzica
2. Dennis Bilodeau
3. Heather Bicoy
4. Astrid Villalpando
5. Ricky Perez
6. Joshua Gu
7. Kevin Deluca
8. Caroline Little
9. Nancy Wheless
10. Stephanie Marrett
11. Wei-Lin Tsai
12. Ira Gupta
13. Nikhita Khanderia
14. Rajvi Patel
15. James Thomas
16. Kebron Daniel
17. Maddie Wright
18. Priya Thomas
19. Priyanka Thomas
20. Susie Park

21. Veronica Yvette Martinez
22. Zohra Goka
23. Scott Trimble
24. Sean McNamara
25. Jude Y Cheun
26. Suzy Han
27. Anthony Loya
28. Callan Wingo
29. Lucy Alejos
30. Wengian (Nick) Zhang
31. Maggie Ramirez
32. Payton Griffith
33. Jeff Stroup
34. Carly Havard
35. Annette Villalobos
36. Victoria Nava
37. Helen Poulsen
38. Jess Marino
39. Brettney John
40. Stephanie Shin
41. Peyton Perez
42. Molly Marek

PROFESSIONAL AND PUBLIC SERVICE

PROFESSIONAL AFFILIATIONS

Society of Personality and Social Psychology (SPSP)
 American Educational Research Association (AERA)
 Division C (Learning and Instruction)
 Motivation in Education Special Interest Group
 Research Synthesis and Meta-Analysis Special Interest Group
 Out-of-School Time Special Interest Group
 Studying and Self-Regulated Learning Special Interest Group
 American Psychological Association (APA)
 Division 8 (Personality and Social Psychology)
 Division 15 (Educational Psychology)
 American Psychological Society (APS)
 Society for the Study of Motivation (SSM)
 Society for Research in Child Development (SRCD)
 Society for Research in Adolescence (SRA)
 Society for Research Synthesis Methodology (SRS; Membership by invitation only)
 Campbell Collaboration Methods Group

SERVICES WITHIN THE UNIVERSITY

Committee Service to Department and College

2014	Panel member, College of Education “Getting Started on Educational Research” workshop
2013-2014	Member, HDCLS faculty hire Committee
2014-present	Member, Educational Psychology Standing committee on Student Evaluation
2012-present	Member, HDCLS Program student research requirements committee
2012-present	Member, HDCLS Program student advising and evaluation committee
2010-present	Member, Educational Psychology Student Affairs Committee
2010-present	Member, HDCLS Admissions Committee (formerly Area I admission committee member)
2013	Chair, HDCLS Program area chair selection committee
2011	Member, HDCLS Program restructuring committee
2011	Member, HDCLS Program masters program requirements committee

SCHOLARLY SERVICE OUTSIDE THE UNIVERSITY

Editorial Service

Editorial Boards

2015 to present	Educational Psychologist
2011 to present	Journal of Educational Psychology
2010 to present	Educational Psychology Review

Ad hoc journal reviewer

Psychological Bulletin
 Journal of Educational Psychology
 Review of Educational Research
 Educational Psychologist

American Educational Research Journal
 Child Development
 Developmental Psychology
 Journal of Experimental Social Psychology
 Psychological Science
 Social Psychological and Personality Science
 Motivation and Emotion
 Journal of Applied Social Psychology
 Learning and Individual Differences
 Self and Identity
 Educational Psychology Review
 British Journal of Psychology
 Journal of Research in Adolescence
 The Elementary School Journal
 Journal of Applied Developmental Psychology
 Journal of Experimental Education
 American Journal of Education
 Research Synthesis Methods
 Educational Evaluation and Policy Analysis
 Journal of Advanced Academics
 Anthropology & Education Quarterly
 School Effectiveness and School Improvement

Other Reviewing Activities

2007 to 2015	Conference proposal reviewer, <i>American Educational Research Association</i> Division C Motivation in Education SIG Out-of-school time SIG Studying and Self-Regulated Learning SIG
2010	Conference proposal review, <i>Society of Research in Child Development</i>
2007	Reviewer, J. L. Meece & J.S. Eccles (Eds.) (2010) <i>Handbook of Schools, Schooling, and Human Development</i> . Routledge.
2005 to present	Member and Reviewer, Campbell Collaboration Methods Group
2012 to present	research grant proposal reviewer, William T. Grant Foundation

National Service

2015	<i>Faculty mentor</i> for the American Educational Research Association Division C (Learning and Instruction) New Faculty Mentoring Program.
2014	<i>Faculty mentor</i> for Motivation in Education Special Interest Group (SIG) of American Educational Research Association (AERA) graduate student mentoring lunch.
2012 to 2014	<i>Secretary</i> , AERA Studying and Self-Regulated Learning Special Interest Group
2013	<i>Faculty mentor</i> for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar.

OTHER HONORS AND EVIDENCE OF MERIT

- 2015 Requested as a faculty mentor for the American Educational Research Association Division C (Learning and Instruction) New Faculty Mentoring Program (invitation only).
- 2015 Requested to host panel for graduate student researchers on *Social Psychology in the Schools* at the Annual Meeting for the Society of Personality and Social Psychology.
- 2014 Requested and served as faculty mentor for Motivation in Education Special Interest Group (SIG) of American Educational Research Association (AERA) graduate student mentoring lunch (invitation only).
- Second most requested faculty person (and only female) to lunch with by graduate students in the Motivation in Education SIG. The four other faculty requested included Allan Wigfield, Reinhardt Pekrun, Avi Kaplan, and Chris Hulleman.
- 2013 Requested and served as faculty mentor for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar (invitation only).
- 2012 Nominated for position of Editor for the (APA) Journal of Educational Psychology (*declined nomination*)
- 2003 Laureate of the Canadian Psychological Association (CPA) 2003, Certificate of Academic Excellence
- 2002 Boris Muskatov Prize in Psychology (McGill University)

OTHER AWARDS AND FELLOWSHIPS

- 2012 Small grant development award (grant writing), The University of Texas at Austin, Educational Psychology (approx. \$1600)
- 2011 Summer Research Assignment, The University of Texas at Austin, Educational Psychology (\$13,112)
- 2011 Small grant development award (grant writing), The University of Texas at Austin, Educational Psychology (approx. \$3200)
- 2010 Small grant development award (grant writing), The University of Texas at Austin, Educational Psychology (approx. \$1600)
- 2008-2009 Bass Instructorships Fellowship in Arts and Sciences, *Course*: Social Psychology of Education (\$18,500 + tuition waiver)
- 2008 American Psychological Association (APA) Division 15 (Educational Psychology) Dissertation Research Award (\$1000). *Note*. One award given per year.
- 2008 Vertical Integration Program, *mentored Duke undergraduates*: Melissa Oyer and Megan Kuhfeld (\$3000)
- 2008 Summer Research Fellowship (Duke University) (\$4000)
- 2008, 2009 Student Travel Award, Motivation Special Interest Group, American Educational Research Association (AERA) (\$100 each year)

2007-2008	Program in Advanced Research in the Social Sciences (PARISS) Fellowship (\$18,500 + tuition waiver)
2007-2008	Sulzberger Family and Dan Levitan Social Policy Graduate Research Fellowship, <i>declined</i> (\$18,500 + tuition waiver)
2007	Vertical Integration Program, <i>mentored Duke undergraduate</i> , Alixandra Barasch (\$1800)
2005-2007	Spencer Foundation Educational Policy Fellowship (\$8500)

Revised January 4, 2016