

Leta Deithloff, Ph.D.

11208 Savin Hill Lane
Austin, Texas 78739
512-301-6682
ldeithloff@austin.rr.com

Education

- 1998 – 2002 Ph.D., Educational Psychology, The University of Texas at Austin
Specialization: Learning, Cognition, and Instruction
- 1998 – 2001 M.A., Program Evaluation, The University of Texas at Austin
- 1992 – 1995 B.A., English, Texas A&M University

Educational Planning and Teaching Positions

- 2012 **Professional Development Consultant**, Lone Star College, Montgomery, TX
Responsibilities include training the college's 20+ reading and writing instructors on how to successfully integrate the two subjects into one successful course and justifying the reasoning behind the integration.
- 2011– present **CRAFT Grant College Readiness Activity (CRA) Creator**, The School of Undergraduate Studies, The University of Texas at Austin
Responsibilities include designing English Language Arts, Social Studies, and Cross Curriculum CRAs for participating high schools to use in their curriculum to academically and emotionally prepare their students for college through their thinking, learning, and content-ready status.
- 2011– present **CRAFT Grant College Readiness Activity (CRA) Instructor**, The School of Undergraduate Studies, The University of Texas at Austin
Responsibilities include training participating high school teachers to use the CRAs within their curriculum and evaluate the results in terms of student achievement and institutional benefit.
- 2010 – present **Analytical Reading and Writing Curriculum Coordinator**, The Texas Success Initiative (TSI) Program, The School of Undergraduate Studies, The University of Texas at Austin
Responsibilities include researching the best course practices, conducting ongoing course evaluation and curriculum revision, designing and implementing professional development for new instructors (including those in the math component), and supervising new instructors.
- 2010 – present **Summer Bridge Program Coordinator**, The Texas Success Initiative (TSI) Program, The School of Undergraduate Studies, The University of Texas at Austin
Responsibilities include creating, implementing, teaching, and training undergraduate mentors to co-teach a summer intensive seminar on successful college practices, learning strategies, and adaptive techniques for potentially at-risk in-coming freshmen; supervise the collective bridge program experience (corresponding coursework, dorm accommodations, social events, transitions into the fall semester, etc.).

Educational Planning and Teaching Positions (continued)

- Fall 2008 – present **Analytical Reading and Writing Instructor**, The Texas Success Initiative (TSI) Program, The School of Undergraduate Studies
The University of Texas at Austin, Austin, Texas
Responsibilities include the development and implementation of a course on the fundamental skills of academic reading and writing, strategic thinking, and effective study skills with an emphasis on mentoring, motivating, and modeling the behaviors for collegiate success.
- Spring 2006 – Spring 2008 **Chair of Leadership Development Brain Trust**, Cross Disciplinary Project
Overseeing the Creation of a Leadership Minor
St. Edwards University, Austin, Texas
Responsibilities included researching existing programs and designing subsequent curriculum for two foundational courses (The Art and Adventure of Leadership and Organizational Leadership) with additional responsibilities in managing the dean-appointed committee of experts as they developed a proposed leadership minor.
- 2006 – 2008 **Response To Intervention (RTI) Writing Consultant**, Vaughn Gross Center for Reading and Language Arts
The University of Texas at Austin, Austin, Texas
Responsibilities included anticipating parents' concerns, researching the relevant RTI issues, and adapting the findings into a handbook for parents whose children might be "struggling" and require scholastic intervention.
- Spring 2003 **Adjunct Professor**, School of Business Administration
St. Edwards University, Austin, Texas
Responsibilities included teaching a course on Business Communication in which students learn how to effectively create, maintain, and understand various forms of written, verbal, and nonverbal communication.
- Fall 2002 **Preparing Future Faculty Intern and Researcher**, English Writing & Rhetoric
St. Edwards University, Austin, Texas
Responsibilities included working with the professor and students in a magazine writing course to develop and evaluate the reflection activities for the required service-learning projects.
- 2000 – 2002 **Assistant Instructor**, Division of Rhetoric and Composition
The University of Texas at Austin, Austin, Texas
Responsibilities included teaching substantial writing component courses including RHE 306, an introductory course in writing and argumentation, and RHE 309K, a Topics in Writing course on the Rhetoric of Volunteerism.
- 2000 – 2001 **Writing Consultant**, Undergraduate Writing Center
The University of Texas at Austin, Austin, Texas
Responsibilities included working with writers at all skill and education levels.
- 2000 – 2001 **Writing Across the Curriculum Consultant**, Undergraduate Writing Center
The University of Texas at Austin, Austin, Texas
Responsibilities included promoting the use of writing in the classroom and assisting faculty with writing instruction.

Educational Planning and Teaching Positions (continued)

- 1998 – 2000 **Head Teaching Assistant**, Department of Management Science & Information Systems
The University of Texas at Austin, Austin, Texas
Responsibilities included working with a professor and a team of teaching assistants on test development, course development, classroom management including lecture, team leadership, etc. for over 1000 students a semester.
- Summer 1999 **Teaching Assistant**, Department of Educational Psychology
The University of Texas at Austin, Austin, Texas
Responsibilities included assisting a professor with planning and grading a course in statistics and research methodology.
- Summer 1999 **Graduate Teaching Assistant**, The Graduate School
The University of Texas at Austin, Austin, Texas
Responsibilities included assisting a professor with planning and grading a graduate course in academic and professional uses of technology.
- Fall 1999 **Course Consultant**, Distance Learning and Education Center
The University of Texas at Austin, Austin, Texas
Responsibilities included redesigning an online course for distance learning in health education.
- 1995 – 1997 **Chapter Services Program Manager**, National Multiple Sclerosis Society,
Dallas, TX
Responsibilities included designing and implementing 7 successful educational programs for clients, family members, and professionals; editing the Chapter's award winning newsletter; volunteer recruiting, training, and management; community awareness and other forms of public relations; creating and implementing a lending library system for at-home clients; establishing ties with media and health care professionals; providing emotional and educational support for 4,000 people with MS, their family and friends; managing funds for private counseling and group therapy sessions; and writing grants.

Additional Educational and Service Positions

- 2008 – 2010 **PTA Membership Co-Chair**, Kiker Elementary
Austin, Texas
Responsibilities include nurturing and fostering parent involvement for existing and new members at our children's school (700+ students) as well as meeting teacher, student, and parent needs at their intersection point.
- Spring 2004 **Teaching Award Selection Committee Member**, The Department of Rhetoric and Composition
The University of Texas at Austin, Austin, Texas
Responsibilities included selecting the recipient of *The Hairston Prize for Excellence in Teaching* from amongst the list of distinguished, student-recommended nominees.

Additional Educational and Service Positions (continued)

- 2002 – 2009 **Co-Founder of a Support Group for New/Existing Moms**, South Austin Mommas Austin, Texas
Responsibilities include providing support to those adjusting to the demands of motherhood, designing and leading weekly educational activities for mothers and their children, organizing care responses for new moms or moms with sick children, and planning community involvement activities (i.e., hurricane relief response) to both educate our children and help the community.
- Fall 2003 **Reviewer**, 2004 American Educational Research Association (AERA) Annual Meeting
Responsibilities included evaluating and selecting candidates to present at the conference for the organization's 20,000 members.
- Fall 1997 **Crisis Counseling Volunteer**, Suicide Intervention Hotline, Dallas, TX
- 1997 **Gorilla Docent Volunteer**, The Dallas Zoo, Dallas, TX
- 1990 – 1992 **Super Summer Day Camp Lead Counselor & Recruiting Assistant**, Midland/Lee Youth Centers, Midland, TX
- 1989 – 1990 **Super Summer Day Camp Counselor**, Midland/Lee Youth Centers, Midland, TX
- 1989 – 1995 Cerebral Palsy Center Assistant Therapist (Voted "Favorite Volunteer"), Big Event Volunteer, Habitat for Humanity Volunteer, Elementary School Tutor, Casa de Amigos Tutor, Midland Teen Court Attorney, and Special Olympics Volunteer.

Relevant College Experiences

- 1994 – 1996 **"Fish Camp" Counselor**, Texas A&M University, College Station, TX
- 1995 **Intern**, American Heart Association, Midland, TX
- 1994 **Social Sorority Chair/Executive Board Member**, Texas A&M University
- 1992 – 1994 **Conference on Student Government Association (COSGA) Committee Member**, Texas A&M University
- 1993 **Freshman Programs Committee Co-Chair**, Texas A&M University
- 1992 **Freshman Programs Committee Member**, Texas A&M University

Current Research and Interests

I am interested in what it means to "learn," both in terms of how success is measured (or fails to be measured, as when learners, who could benefit from additional instruction, are inaccurately labeled as "struggling") and whether or not the final education a student receives meets the needs of today's society. Of course, educators focus on a learner's academic endeavors, but is that really all we hope they will achieve? To become an effective member of the world today, students must have a greater understanding of leadership, ethics, cultural nuances, and their place within a community, in addition to the skills that will make them successful in their chosen fields. Therefore, my ambitions

are to teach my children and my students to be lifelong, accomplished learners who seek to make a difference with their lives and careers. My research will reflect these interests and will hopefully enable fellow educators to accomplish similar goals in their classrooms.

More specifically, I am interested in the motivational, affective, and cognitive processes involved in writing, specifically in terms of how writing helps to facilitate service-learning, an applied form of instruction in which students learn writing during a "real world" experience in a service-oriented agency. I am also interested in the effectiveness of different teaching strategies in writing instruction; the situational, social, and motivational/affective influences that impact classroom learning and comprehension; and how motivation can impact creativity. Current projects represent these varied interests including explorations into: a model of student learning within the context of writing; the differences between writing for academia vs. writing in more applied settings; the process of writing as reflection as a means of mediating student experiences with situated service-learning; a student's ability to regulate the phenomenon of involvement in academic tasks; and the inspirational nature of ideas within the writing process.

Awards and Honors

Professional development grant, awarded by The University of Texas at Austin for travel to National Association for Developmental Education, February, 2012.

Winner of *The 2002-2003 Hairston Prize for Excellence in Teaching*, nominated by students at The University of Texas at Austin and selected by a panel of peers, May, 2002.

Professional development grant, awarded by The University of Texas at Austin for travel to Conference on College Composition and Communication, March, 2002.

Service-Learning Research Scholarship recipient, awarded by Campus Compact and the Spencer Foundation for travel to the Service-Learning Research Conference in Berkeley, CA, October, 2001.

***The 2001-2002 Hairston Prize for Excellence in Teaching* nominee**, only 1st year instructor nominated by students at The University of Texas at Austin, April 2001.

Alexander Caswell Ellis Fellowship in the College of Education, awarded by The University of Texas at Austin for tuition assistance, 2000-2001.

Professional development grant, awarded by The University of Texas at Austin for travel to the American Educational Research Association Conference, April, 2000.

University Fellowship Award for Continuing Students, awarded by The University of Texas at Austin for academic excellence, 1998-2000.

Campbell Family Scholarship Fund, awarded by the Campbell family for academic excellence and leadership assistance, 1998.

Cum Laude graduate, awarded by Texas A&M University for academic excellence, December, 1995.

Mexico Study Abroad Scholarship, awarded by Texas A&M University for tuition at La Universidad de las Americas in Puebla, Mexico, Summer, 1995.

Awards and Honors (continued)

Recipient of 9 Academic/Leadership Scholarships at Texas A&M University.

Invited member of 6 honors societies at Texas A&M University.

Consulting and Workshops

Reading and Writing Integrated Course Consultant, 2011 to present.

Writing Across the Curriculum Consultant, 2000 to 2001.

Lecturer/consultant on developing and strengthening writing strategies, 2000 to present.

Course consultant for Distance Learning and Education Center, Fall 1999.

Lecturer and consultant on Authorware, a computer authoring program, 1999 to 2003.

Consultant on managing/maintaining volunteer-driven newsletters, 1995 - 1997.

Editing and Reviewing

Writing Consultant, Undergraduate Writing Center, 2000 to 2002.

Dissertation tutor, 2000 to present.

Newsletter Editor, National Multiple Sclerosis Society, 1995 - 1997.

Publications

Deithloff, Leta (2002). *In Pursuit of Transformation: Perceptions of Writing and Learning in an Experiential Learning Classroom*. Doctoral dissertation, University of Texas, Austin.

Deithloff, Leta (2002). Maintaining Intimacy: Strategies for the Effective Management of TAs in Innovative Large Classrooms. In C.A. Stanley & M.E. Porter (Eds.), *Engaging Large Classes: Strategies and Techniques for College Faculty*.

Reed, J.H., Schallert, D.L., & Deithloff, L. (2002). Investigating the interface between self-regulation and involvement processes. Invited article, *Educational Psychologist* (37), Winter.

Deithloff, Leta (2001). *Stages of a Graduate Student's Professional Development*. Austin, TX: The University of Texas at Austin.

Deithloff, L. & Fitzpatrick, S. (2001). *Study of the Effectiveness of the Policies for Course Placement and Credit by Examination for Economics 304K and 304L at The University of Texas at Austin*. The Measurement and Evaluation Center: The University of Texas at Austin.

Professional Presentations

Deithloff, Leta (2012). *Developing Competency: Creating Effective College Reading/Writing Courses*. Pre-conference presentation for the Annual Conference of The National Association for Developmental Education, Orlando, February.

Professional Presentations (continued)

Deithloff, Leta & Holschuh, Jodi (2012). *Promoting Effective Journaling Practices in the Developmental Education Classroom*. Workshop presented at the Annual Conference of The National Association for Developmental Education, Orlando, February.

Deithloff, Leta & Holschuh, Jodi (2011). *Best Practices for Effective Journaling in Developmental Education Classes*. Workshop presented at the College Academic Support Program Conference, Austin, October.

Deithloff, Leta & Warrington, Amber (2011). *Modeling Proficiency: Creating Effective Reading and Writing Undergraduate Courses*. Pre-conference presentation for the College Academic Support Program Conference, Austin, October.

Deithloff, Leta (2011). *Achieving Competency: A Process-oriented Model for College Writing Readiness*. Paper presented at the Annual Meeting of The National Association for Developmental Education, Washington, D.C., February.

Deithloff, Leta (2010). *Foundations for Change: Using Experiential Education as a Tool for Student Learning*. Paper presented at the Annual Meeting of The National Resource Center for The First-Year Experience and Students in Transition, Houston, November.

Deithloff, Leta (2010). *Strategies for Writing Instruction: Understanding the Key Components for College Readiness in the 21st Century*. Paper presented at the Annual Meeting of The National Resource Center for The First-Year Experience and Students in Transition, Houston, November.

Deithloff, Leta and Schallert, Diane (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, April.

Deithloff, Leta (2001). *"I Am Learning When...": Recognizing The Value Of Learning And Writing In A Service-Learning Classroom*. Paper presented at the 1st Annual International Conference on Service-Learning Research, Berkeley, October.

Deithloff, Leta and Schallert, Diane (2001). *Understanding Writing Through Service-Learning: A Qualitative Exploration*. Paper presented at the Annual Meeting at the Conference on College Composition and Communication, Chicago, March.

Holladay, J., Reid, J., & Deithloff, L. (2001). *Learning to Juggle: Meeting the Challenges of the TA Role*. Invited discussion presented at Good Beginnings: A Conference for New TAs for the Center for Teaching Effectiveness, Austin, September.

Deithloff, Leta (2000). *Exploring Inspiration: The Contribution of Ideas in Writing*. Paper presented at the Annual Meeting of the Southwest Educational Research Association, Dallas, Texas, January.

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

Technological Publications

Author of a statistical tutorial CD in Authorware to be used in the classroom, 1999.

Author of a domain on the Center for Teaching Effectiveness' webpage, 1999.

Dissertation Abstract

Using as basis what Dewey (1938) called "wholehearted" learning, or the undeniable link between the intellect and the feelings that surround a learning experience, I explored college students' potential for "change" in their knowledge, emotions, motivation, attitude, and perceptions. So much of what is known about learning indicates that *how* one learns can tremendously influence *what* one learns in terms of the knowledge and understanding that develops—a fact that implicates the importance of situated learning and a need to explore the "individual in context" (Pintrich, 2000, p. 223). Set within an experiential learning environment, one in which students learn in a context that mirrors what they will encounter in the "real world," I used grounded theory methodology to develop a paradigm of *change in students over time*. As a participant observer in a magazine writing course for the duration of the semester, I investigated what it meant to be transformed through a classroom experience and how change was made possible within a composition course.

Through analysis of interviews, journal entries, and questionnaires from 25 students, the study revealed the importance of reflection as a means for and a method of detecting change. Together with observation and these methods of reflection, a holistic text analysis on the students' essays, or "articles," implicated several course-based and individually-based conditions that support change, the nature of change students endure during a semester, including transformation or "learning that lasts" (Mentowski & Associates, 2000), and the effects of the ensuing change both within students and within their texts. The results emphasize beneficial contributions to writing instruction, to models of learning, and the practice of service-learning and experiential learning as a possible context for change.