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Graduate Faculty Member
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Education

BS	1986	Bowling Green State University	Psychology
MA	1990	Wake Forest University	Psychology
PhD	1996	University of Maryland (College Park)	Human Development with Educational Psychology specialization

Professional Experiences

May 2003 – present	Associate Professor of Education (Educational Psychology), Penn State
July 2004 – Jan 2007 July 2016 - present	Professor-in-Charge, Educational Psychology Program, Penn State
Aug 1996- May 2003	Assistant Professor of Education (Educational Psychology), Penn State
Aug 1995-May 1996	Instructor, Education (Educational Psychology), Penn State
Sept 1992-Dec 1992 June 1993-Aug 1994	Adjunct Faculty, Education Department, Trinity College, Washington, DC
June 1992-May 1993 July 1993-Aug 1995	Research Assistant, National Reading Research Center, University of Maryland, College Park, MD

Sponsored Research

2011-12 Do You See What I See? How Students Comprehend and Learn from Figures, Schreyer Institute for Teaching Excellence, \$16,245, (co-Principal Investigator with Dr. John Waters)

2011-12 Improving Students' Problem Solving in Thermodynamics, National Science Foundation, \$200, 000, (co-Principal Investigator with Dr. Stephen Turns)

2010-14 Gateways to Great Graduates, Howard Hughes Medical Institute, \$1,000,000, (co-Principal Investigator with Dr. Richard Cyr)

2007-09 Design in Mechanics of Materials Courses for Deeper Learning. National Science Foundation, \$150,000 (co-Principal Investigator with Dr. Cliff Lissendon)

- 2007-08 Learning and Teaching in Chemistry, Center for the Integration of Research, Teaching, and Learning, Investigator, Center for the Integration of Research, Teaching and Learning (NSF-funded Center), \$73,038
- 2006-09 A Cognitive Study of Modeling during Problem-solving: Accelerating progress toward expert-like performance. National Science Foundation, \$539,645 (co-Principal Investigator with Dr. Thomas Litzinger)
- 2004-05 Early Reading Skills and Risk For Psychopathology. National Institute of Mental Health, \$70,202 (Investigator with Scott Gest, PI)
- 1999-03 Reading and Intensive Learning Strategies (RAILS): A Model of Early Reading Instruction. U.S. Department of Education, \$641,402 (co-Principal Investigator with Dr. Robert Stevens)
- 1996-97 Cognitive Structures that Facilitate Problem Solving for Elementary School Science Students, National Reading Research Center, \$10,000

Honors, Awards, Editorial Work, and Professional Service

- Best Paper in Mechanical Engineering Division and Best Paper in PIC I, ASEE Conference, 2011
- Mentor, Graduate Student Professional Development Seminar, American Educational Research Association, 2011
- Visiting Scholar, University of Duisburg-Essen Graduate School, 2010
- Grant Reviewer for UK Economic and Social Research Council (2010), Israeli Science Foundation (2008, 2009, 2010), UWisconsin-Madison internal research proposals (2008)
- Member, NAEP Reading Frameworks Comparison Expert Panel. December, 2007, Washington, D.C.
- Editorial Board Member *Learning and Instruction* (2010-present), *Contemporary Educational Psychology* (2005-present), *Journal of Experimental Education* (2002-present)
- Outstanding New Scholar, University of Maryland Alumni Chapter, 2005
- Mentor, Graduate Student Program, American Psychological Association, 2005
- Review Panel for IES grant competition, 2002
- Field Reviewer, Office of Special Education Programs, U.S. Department of Education, July 2002
- Panel Discussant, Careers in Psychology, Bowling Green State University, September 2002
- Guilliford Publishing, Reviewer for Development of Motivation book prospectus, 1999

Publications

Books/Parts of Books

- Van Meter, P. & Firetto, C. (2013). Cognitive model of drawing construction: learning through the construction of drawings. In G. Schraw, M. McCrudden, & D. Robinson (Eds.) *Learning through visual displays*.

- Van Meter, P. & Firetto, C. (2008). Intertextuality and the Study of New Literacies: Research Critique and Recommendations. J. Coiro, M. Knobel, C. Lankshear, D. Leu (Eds.) *The Handbook of Research in New Literacies*. Mahwah, NJ: Erlbaum
- Van Meter, P. (2008). Instructional objectives. N. Salkind (Ed.) *Encyclopedia of Educational Psychology*. Thousand Oaks, CA: Sage.
- Pressley, M., Van Etten, S. Yokoi, L., Freebern, G., & Van Meter, P. (1998). The metacognition of college studentship: A grounded theory approach. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Metacognition in educational theory and practice* (pp. 347-366). Mahwah, NJ: Erlbaum.
- El-Dinary, P. B., Brown, R., & Van Meter, P. (1995). Strategies based instruction for writing in secondary classrooms. In E. Wood, T. Willoughby, & V. Woloshyn (Eds.), *Cognitive strategies instruction that really improves adolescents' learning* (pp. 88-116). Cambridge, MA: Brookline Books.
- Pressley, M., & Van Meter, P. (1994). What is memory development the development of? A 1900's theory of memory and cognitive development twist 2 and 20. In P. Morris & M. Gruneberg (Eds.), *Theoretical aspects of memory* (pp. 79-129). New York: Springer-Verlag.
- Pressley, M., & Van Meter, P. (1993). Memory strategies: Natural development and use following instruction. In R. Pasnak & M. L. Howe (Eds.), *Emerging theories in cognitive development: (Vol. 2) Competencies* (pp. 128-165). New York: Springer-Verlag.

Refereed Articles

- Van Meter, P.N., Cameron, C., & Waters, J.R. (in press). Effects of Response Prompts and Diagram Comprehension Ability on Text and Diagram Learning in a College Biology Course. *Learning and Instruction*.
- Castronovo F., Van Meter P., Zappe S., Leicht R., Messner J. (in press). Developing problem-solving skills in construction education with the virtual construction simulator. *Special Issue of the International Journal of Engineering Education "Engineering Behind Technology-Based Educational Innovations."*
- Firetto, C. M., Van Meter, P. N., Turns, S. R., & Litzinger, T. A. (2016). The validation of a conceptual reasoning inventory for introductory thermodynamics. *International Journal of Engineering Education*. 32(6), 2635-2652.
- Cameron, C., Van Meter, P.N., & Long, V. A. (2016). The effects of instruction on students' generation of self-questions when reading multiple documents. *Journal of Experimental Education*, 58(2), 334-351.

- Van Meter, P. N., Firetto, C. M., Turns, S. R., Litzinger, T. A., Cameron, C. E., & Shaw, C. W. (2016). Improving Students' Conceptual Reasoning by Prompting Cognitive Operations. *Journal of Engineering Education, 105*(2), 245-277.
- Turns, S.R., Van Meter, P.N., Litzinger, T.A. & Firetto, C. M. (2013). Development of an intervention to improve students' conceptual understanding of thermodynamics. *Proceedings of the 120th Annual American Society of Engineering Educators*. ASEE
- Turns, S.R. & Van Meter, P.N. (2011). Applying knowledge from Educational Psychology and Cognitive Science to a first course in Thermodynamics. *Proceedings of the 118th Annual American Society of Engineering Educators*. ASEE
- Waters, J.R., Van Meter, P., Perrotti, W., Drogo, S., & Cyr, R.J. (2011). Human clay models versus cat dissection: how the similarity between the classroom and the exam affects student performance. *Advances in Physiology Education, 35*, 227-236.
- Litzinger, T.A., Van Meter, P., Firetto, C.M., Passmore, L.J., Masters, C.B., Turns, S.R., Gray, G.L., Costanzo, F., & Zappe, S. (2010). A cognitive study of problem solving in Statics. *Journal of Engineering Education, 99*, 337-354
- Litzinger, T., Van Meter, P., Kapli, N., Zappe, S. & Toto, R. (2010). Translating education research into practice within an engineering education center: Two examples related to problem solving. *International Journal of Engineering Education, Special Issue: Applications of Engineering Education Research, 26*, pp. 860-868.
- Stevens, R. J., Van Meter, P. N. & Warcholak, N. (2010). The effects of explicitly teaching text structure to primary grade children. *Journal of Literacy Research, 42*, pp. 159-198.
- Litzinger, T., Van Meter, P., Firetto, C., Passmore, L., Masters, C.B., Turns, S., & Zappe, S. (2009). Improving Students' Ability to Model during Problem-Solving in Statics. *Proceedings, American Society for Engineering Education and Exposition, Austin, Tx*.
- Schuurman, M., Masters, C.B., Kremer, G., & Van Meter, P. (2008). Enhancing Design Learning by Implementing Electronic Portfolios. *Proceedings, American Society for Engineering Education Annual Conference and Exposition, Pittsburg, PA*.
- Litzinger, T., Firetto, C., Van Meter, P., Passmore, L., Higley, K., Masters, C.B., Costanzo, F., Gray, G., Turns, S., & Kulikowich, J. (2008). Identifying and Remediating Deficiencies in Problem-solving in Statics. *Proceedings, American Society for Engineering Education Annual Conference and Exposition, Pittsburg, PA*.
- Stevens, R. J., Van Meter, P. N., Garner, J., Warcholak, N., & Bochna, C.R. (2008). Reading and Intergrated Literacy Strategies(RAILS): An integrated approach to early reading. *Journal of Education for Students Placed At Risk, 13*, 357-380.

- Higley, K., Litzinger, T., Van Meter, P., Masters, C., & Kulikowich, J. (2007). Effects of Conceptual Understanding, Math and Visualization Skills on Problem-solving in Statics. *Proceedings, American Society for Engineering Education Annual Conference and Exposition, Honolulu, HI.*
- Van Meter, P., Wright, M., Litzinger, T., & Kulikowich, J. (2006) A cognitive study of modeling during problem solving. *Proceedings, American Society for Engineering Education Annual Conference and Exposition, Chicago, IL.*
- Van Meter, P., Aleksic, M., Schwartz, A., & Garner (2006). Learner-Generated Drawing as a Strategy for Learning from Content Area Text. *Contemporary Educational Psychology, 31*, 142 – 166.
- Van Meter, P. & Garner, J. (2005). The promise and practice of learner-generated drawing: literature review and synthesis. *Educational Psychology Review, 17*, 285 – 325.
- Van Meter, P. & Sperling, R. (2005). Enhancing Learner Processing for Effective Problem Solving. *Journal of Professional Issues in Engineering Education and Practice, 131*, 187-191.
- Waters, J.R., Van Meter, P., Perrotti, W., Drogo, S., & Cyr, R. (2005). Cat dissection vs. sculpting human structures in clay: an analysis of two approaches to undergraduate human anatomy laboratory education. *Advances in Physiology Education, 29*, 27-34
- Van Meter, P., Stevens, R.J., & Garner, J. (2002) Exploring why effective balanced reading instruction is effective: the case for balance and integration. *Pennsylvania Educational Leadership, 21*, 48 – 55.
- Van Meter, P. (2001). Drawing construction as a strategy for learning from text. *Journal of Educational Psychology, 69*, pp. 129 – 140.
- Van Meter, P. & Stevens, R.J. (2000). The role of theory in the study of peer collaboration. *Journal of Experimental Education, (69)*, pp. 113 – 129.
- Van Meter, P., & Riley, S. (1999). Writing and drawing: What do we gain with different representational formats? In T. Shanahan & F. Rodriguez-Brown (Eds.), *47th Yearbook of the National Reading Conference*. Chicago, IL: National Reading Conference, Inc. pp. 146 – 156.
- Guthrie, J., Van Meter, P., Hancock, G., McCann, A., Anderson, E., & Aloa, S. (1998). Does concept-oriented reading instruction increase strategy-use and learning from text? *Journal of Educational Psychology, 90*, 261-278.
- Ng, M., Guthrie, J. G., Van Meter, P., McCann, A. & Aloa, S. (1998). How do classroom characteristics influence intrinsic motivation? *Reading Psychology, 19*, 319-308.

- Pressley, M., Yokoi, L., Van Meter, P., Van Etten, S., & Freebern, G. (1997). Some of the reasons why preparing for exams is so hard: What can be done to make it easier? *Educational Psychology Review*, 9, 1-38.
- Guthrie, J., Van Meter, P., Dacey, A., & Wigfield, A. (1996). Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. *Reading Research Quarterly*, 31, 306-332.
- Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1995). A quasi-experimental validation of transactional strategies instruction with low-achieving grade-2 readers. *Journal of Educational Psychology*, 88, 18-37. Reprinted in *Theoretical Models and Processes of Reading*, 5th Ed.
- Guthrie, J., Van Meter, P., & Mitchell, A. (1995). Performance assessments in reading and language arts. *Reading Teacher*, 48, 266-271. Reprinted in *Reading Assessment in Practice*. Newark, DE: International Reading Association.
- Pressley, M. P., Brown, R., Van Meter, P., & Schuder, T. (1995). Transactional strategies. *Educational Leadership*, 52, 81.
- Van Meter, P., & Pressley, M. (1994). Encoding of instruments when 10- to 14-year-olds process isolated instrument-implicit sentences: More evidence of improved encoding during childhood resulting from elaborative instructions. *Journal of Educational Psychology*, 86, 402-412.
- Van Meter, P., Yokoi, L., & Pressley, M. (1994). College students' theory of note-taking derived from their perceptions of note-taking. *Journal of Educational Psychology*, 86, 323-338.

Other

- Chambliss, M, Bong, M., Greene, B., Kauffman, D., Loyens, S., & Van Meter, P. (2010). Building Trust by Eliminating Plagiarism: White Paper from the Ad Hoc Committee on Plagiarism. *Contemporary Educational Psychology*, 35, 103-107.
- Litzinger, T., Zappe, S., Van Meter, P., Borrego, M., Froyd, J., Newstetter, W., & Tonso, K. (2010). Writing effective evaluation and dissemination/diffusion plans: Guiding questions to get you started. Report of Workshop: Evaluation and Dissemination of Educational Innovations in Introductory Engineering Science Courses (NSF Award DUE-0939823)
<http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0939823>
- Kidwai, K., Van Meter, P., Grabowski, B., Dwyer, F., & Waters, J. (2007). Does Responding to Prediction Questions Impact Comprehension of Dynamic Systems? M. Simonson & M. Crawford (Eds.) *Proceedings of the 29th Annual Association for Educational Communications and Technology*. Vol. I

Watkins, M., & Van Meter, P. (1999). Assessment of phonemic awareness skills. *Insight, 19 (1)*, 9-10.

Pressley, M. P., Brown, R., Van Meter, P., & Schuder, T. (1995). Transactional strategies. *Educational Leadership, 52*, 81.

Presentations

Invited Addresses

Van Meter, P. (Jan., 2017). Design and Implementation of Effective Active Learning. Invited talk given to the *Faculty Convocation* conference, John Tyler Community College, Chester VA.

Van Meter, P. (Jan. 2017). College Student Learning from Multiple Representations. Invited talk given to the *Faculty Convocation* conference, John Tyler Community College, Chester VA.

Van Meter, P. (June, 2016). Learning from Multiple Representations: College Students' Struggles and Instructional Practices that can Support Learning. Keynote address given to the *Faculty of the Future* conference, Bucks County Community College, Newtown, PA.

Van Meter, P. (May, 2015). Visualization and the College Anatomy and Physiology Student: How Instructional Practice Can Support Learning. Keynote address given to the annual meeting of the *Human Anatomy and Physiology Society*, San Antonio, TX.

Van Meter, P. & Firetto, C.M. (2013). Myths about Student Learning. Presentation given to a combined session of the Mathematics Teaching Group and Center for Excellence in Science Teaching, Pennsylvania State University. University Park, PA.

Van Meter, P. (March, 2010). Learning with Multiple representations in the sciences: A model of Cognitive Processes. National Association for Research in Science Teaching. Philadelphia, PA.

Van Meter, P. (Jan, 2010). Learning with nonverbal representations in science: Strategic processes and outcome assessments. University of Duisburg-Essen, Graduate school. Essen, Germany.

Van Meter, P. & Litzinger, T. (2008, January). Diagnosing and Enhancing Problem Solving Skills in Statics: Using the Integrated Problem Solving Model. Paper presented at the CISER conference on Being an Engineer. Texas Tech University. Lubbock, TX.

Van Meter, P. & Cartwright, K. (2006, November). Research on Memory and Mnemonic Imagery. Presented at the Annual Meeting of the National Reading Conference. Los Angeles, CA.

Van Meter, P. (2006, September) Multiple Representations of Knowledge: The Role of Integration in Learning and Problem Solving, Part 1. Research Seminar. University of Nebraska. Lincoln, NE.

Van Meter, P. (2006, September) Multiple Representations of Knowledge: The Role of Integration in Learning and Problem Solving, Part 2. Research Seminar. University of Nebraska. Lincoln, NE.

Van Meter, P. (2006, January). The Key to Success in the Classroom. Presentation given at the Conference for the Pennsylvania Association of the Blind. State College, PA.

Van Meter, P. (2005, November). I wish I had known that... Presentation given at the Educational Psychology Graduate Student Seminar, University of Maryland, College Park. College Park, MD.

Conference Presentations

Cameron, C., Lyu, Y., & Van Meter, P. (2016). Eye-tracking and the integration of text and visualizations. Presented at the annual meeting of the *American Education Research Association*, Washington, D.C.

Cameron, C. Van Meter, P. & Long, V.A. (2016). The effects of instruction on students' generation of self-questions when reading multiple documents. Presented at the annual meeting of the *American Education Research Association*, Washington, D.C.

Van Meter, P. Waters, J., & Cameron (April, 2015). The Effects of Self-Explanation Prompts and Diagram Comprehension Ability on Task Performance in Multimedia Learning. Presented at the annual meeting of the *American Education Research Association*, Chicago, IL.

Firetto, C.M. & Van Meter, P. (April, 2015). Inspiring Integration in College Students Reading Multiple Biology Texts. Presented at the annual meeting of the *American Education Research Association*, Chicago, IL.

Cameron, C., Foxworth, L., & Van Meter, P. (April, 2015). An Evaluation of the Theoretical Frameworks That Drive Reading Comprehension Interventions at the Tier 2 and 3 Levels: A Review of Research. Presented at the annual meeting of the *American Education Research Association*, Chicago, IL.

Van Meter, P. & Firetto, C.M. (August, 2013) Drawing Characteristics and Learning Outcomes. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction. Munich, Germany.

Firetto, C. & Van Meter, P. (August, 2013). Cognitive Model of Drawing Construction: Using Think Alouds to Measure Cognitive Processes. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction. Munich, Germany.

Turns, S.R., Van Meter, P., Firetto, C., Litzinger, T. (Jan, 2013) Reasoning in Thermodynamics. Poster presented at the TUES-CCLI NSF conference. Washington, DC.

Stutzman, L. J., Van Meter, P.N., Riccomini, P. (May, 2012). Middle Grades Students' Understanding of the Number Line Representation. Presented at the annual meeting of the American Educational Research Association. Vancouver, Canada.

- Firetto, C. & Van Meter, P. (2012, August). The effect of task instruction and text overlap on the integration of multiple cross-domain sources. Paper presented at 2012 European Association for Research on Learning and Instruction Special Interest Group 2 Conference, Grenoble, France.
- Waters, J. & Van Meter, P. (Oct, 2012). Do you see what I see? How students comprehend and learn from figures and graphs. Presentation given to the Schreyer Institute for Teaching Excellence, Penn State.
- Van Meter, P., DeHart, B., & Cyr, R. (Oct, 2012). Towards a suite of predictive “Soft Quality” Instruments. Presentation given at the awardees meeting of the Howard Hughes Medical Institute
- Turns, S.R. & Van Meter, P.N. (2011). Applying knowledge from Educational Psychology and Cognitive Science to a first course in Thermodynamics. Paper presented at the Annual American Society of Engineering Educators. Vancouver, Canada
- Van Meter, P., Pastore, R., Firetto, C.M., Stutzman, L., & Cook, M. (2011). Effects of self-regulation processes on multimedia learning. Poster presented at the Annual meeting of the American Psychological Association. Washington, D.C.
- Van Meter, P. (2011). Learning with Nonverbal Representations in Science: Strategic Processes and Outcome Assessments. Presentation given to PSU STEM group.
- Van Meter, P., Waters, J., Firetto, C., Wright, M., Lee, D. (2011). Effects of Cognitive and Metacognitive Strategy Instruction on Learning from Multiple Representations in Biology. Presentation given to the Dutton Institute, Penn State.
- Van Meter, P., Gu, W., Pastore, R., & Cook, M. (August, 2010). Effects of metacognitive instructions and color coding on learning from multiple representations in biology. Paper presented at the Biennial Conference of the Comprehension of Text and Graphics (EARLI SIG2). Tilburg, Germany.
- Pastore, R.S., Van Meter, P., Gu, W., & Cook, M. (May, 2010). The effects of image complexity on a self-explanation strategy and student achievement. Poster presented at the annual conference of the American Educational Research Association. Denver, CO.
- Maes, F., Scheiter, K., de Vries, E., & Van Meter, P. (Aug, 2009). Future and Vision Session: Comprehension of Text and Graphics. Panel Member, 13th Biennial Conference of the European Association for Research on Learning and Instruction. Amsterdam, Netherlands.
- Van Meter, P., Firetto, C., Passmore, L.J., Costanzo, F., Gray, G.L., Litzinger, T.A., Masters, C.B., Turns, S. (Aug, 2009). Prompting self-explanation to improve engineering students’ problem solving. Paper presented at the 13th Biennial Conference of the European Association for Research on Learning and Instruction. Amsterdam, Netherlands.

- Litzinger, T., Van Meter, P., Firetto, C., Passmore, L., Masters, C.B., Turns, S., & Zappe, S. (July, 2009). Improving Students' Ability to Model during Problem-Solving in Statics. Paper presented at the Annual meeting of the American Society for Engineering Education and Exposition, Austin, TX.
- Firetto, C. & Van Meter, P. (April, 2008). The Effects of Surface Features and Reader's Goals on Intertextuality. Paper presented at the Annual Meeting of the American Educational Research Association. NY, NY.
- Bojan, M.J., van der Sluys, L., Adams, K., Wright, M., & Van Meter, P. (July, 2008). Teaching Problem Solving to Students in General Chemistry. Paper presented at the Biennial Conference On Chemical Education. Bloomington, Indiana.
- Krise, K.M., Bojan, M.J., van der Sluys, L., Wright, M., & Van Meter, P. (July, 2008). Unique Graduate Assistantship highlights link between teaching and research. Paper presented at the Biennial Conference On Chemical Education. Bloomington, Indiana.
- van der Sluys, L., Bojan, M.J., Adams, K., Krise, K.M., Palombo, C.E., Wright, M., & Van Meter, P. (2008). Development of mastery learning modules for general chemistry. Paper presented at the Annual Conference of the American Chemical Society. New Orleans, LA
- Schuurman, M., Masters, C.B., Kremer, G., & Van Meter, P. (June, 2008). Enhancing Design Learning by Implementing Electronic Portfolios. *Proceedings, American Society for Engineering Education Annual Conference and Exposition, Pittsburg, PA.*
- Litzinger, T., Firetto, C., Van Meter, P., Passmore, L., Higley, K., Masters, C.B., Costanzo, F., Gray, G., Turns, S., & Kulikowich, J. (June, 2008). Identifying and Remediating Deficiencies in Problem-solving in Statics. *Proceedings, American Society for Engineering Education Annual Conference and Exposition, Pittsburg, PA.*
- Litzinger, T., Van Meter, P., Firetto, C., Passmore, L., Masters, C., Costanzo, F., Gray, G., Turns, S. & Higley, K. (July, 2008). A Cognitive Study of Problem-solving in Statics. Paper presented at the Research in Engineering Education Conference. Davos, Switzerland.
- Van Meter, P., Firetto, C., & Litzinger, T. (August, 2008). Solving Engineering Problems Using Multiple Representations: Differences between Strong and Weak Problem Solvers. Poster presented at the Biennial Conference of the Comprehension of Text and Graphics Special Interest Group of the European Association for Research on Learning and Instruction. Tilburg, Netherlands.
- Higley, K., Litzinger, T., Van Meter, P., Masters, C., & Kulikowich, J. (2007, July). Effects of Conceptual Understanding, Math and Visualization Skills on Problem-solving in Statics.

American Society for Engineering Education Annual Conference and Exposition, Honolulu, HI.

Van Meter, P., Firetto, C., & Higley, K. (2007, April). *The Integration of Representations: A Program of Research for Academic Development*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill.

Stevens, R.J., Van Meter, P. & Van Middlesworth, H. (2007, April). *The Effects of Explicitly Teaching Text Structure to Disadvantaged Kindergarten and First-Grade Children*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill.

Stevens, R.J., Van Meter, P., Garner, J., & Bochna, C.R. (2007, April) *Reading and Integrated Literacy Strategies: A Balance Literacy Program*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill.

Kidwai, K., Van Meter, P., Grabowski, B., Waters, J., & Dwyer, F. (2006, October). *Does responding to prediction questions impact comprehension of dynamic systems?* Paper presented at the annual meeting of the Association for Educational Communications and Technology, Dallas, TX.

Van Meter, P., Wright, M., Litzinger, T., & Kulikowich, J. (2006, July) A cognitive study of modeling during problem solving. *American Society for Engineering Education Annual Conference and Exposition, Chicago, IL*

Kulikowich, J., Edwards, M., Van Meter, P. & Higley, K. (2005, August). *Intervening to accelerate emergent expertise: a multiple method system for principled learning in mathematics*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Van Meter, P., Kulikowich, J., Higley, K., & Litzinger, T. (2005, April). *Integrating Representational Systems During Comprehension of Expository Texts*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Young, G. S., Garner, J.K., & Van Meter, P. (2004, April) *Exploring Factors Linked to Achievement in a Problem-Based Geosciences Course*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Sperling, R. A., Zecevic, M., Head, M., & Van Meter, P. N. (2002, February). *Effects of text supplements compared to a reader elaboration strategy in learning from expository text*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.

Hall, T., Van Meter, P., & Stevens. R. J. (2001, April). *Reading and Intensive Learning Strategies (RAILS): An integrated approach to early reading*. Paper presented at the

annual meeting of the international conference of the Council for Exceptional Children, Kansas City, MO.

- Salisbury-Glennon, J., Van Meter, P., & Dennison, R. S. (2000, April). *College-learners' self-monitoring of authentic academic tasks*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Van Meter, P. (2000, April). *The role of theory in the study of peer collaboration*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Van Meter, P., Zecevic, M., Schwartz, A., & Graham, J. (2000, April). *Drawing construction as a strategy to support learning and problem solving in science*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Brickley, D. J., Zappe, S. M., Dennison, R. S., Pennock-Roman, M. J., & Van Meter, P. (2000, April). *Achievement motivation: Constructs and the overlap of operational definitions*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Tasar, M. F., & Van Meter, P. (1999, August). *An investigation of students' learning processes in simple machines*. Paper presented at the annual meeting of the American Association of Physics Teachers, San Antonio, TX.
- Cawley, J. M., Theodorou, E., Van Meter, P., & Zimmaro, D. (1999, April). *Validation of concept maps as a tool to predict performance on course examinations*. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Van Meter, P., & Riley, S. (1998). *Writing and drawing: What do we gain with different representational formats?* Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Watkins, M. W., & Van Meter, P. (1998, October). *Assessment of phonemic awareness skills*. Paper presented at the 32nd annual Pennsylvania School Psychologists conference, State College, PA.
- Van Meter, P., & Ferguson, J. (1998, April). *Describing cognitive structures that promote transfer*. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.
- Ng, M., Guthrie, J. T., Van Meter, P., McCann, A. D., & Alao, S. (1998, April). *How do classroom characteristics influence intrinsic motivation?* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

- McCann, A., & Van Meter, P. (1996, December). *Self-report of intrinsic motivation as an indicator of learning performance*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Van Meter, P., & Guthrie, J. T. (1996, April). *Contextual prompts for self-monitoring of reading comprehension: Effects of feedback on the acquisition of knowledge*. Paper presented at the annual meeting of the American Education Research Association, New York, New York.
- Van Meter, P., & Guthrie, J. (1995, April). *Describing students' conceptual learning capacity in integrated instruction*. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.
- Guthrie, J., & Van Meter, P. (1995, April). *Assessing engagement in an integrated curriculum*. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.
- Guthrie, J., Van Meter, P., & McCann, A. (1994, April). *Concept oriented reading instruction: Cognitive gains in an integrated curriculum*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
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