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Graduate Faculty Member
Updated: May 2017

Education

- B.S. 1989 Education; Minor in Educational Psychology State University of New York at Oneonta (*magna cum laude*)
- M.A. 1991 Educational Psychology, University of Nebraska-Lincoln
- Ph.D. 1994 Educational Psychology, University of Nebraska-Lincoln

Professional Experience

- 2014-Present Director of Undergraduate and Graduate Programs: Educational Psychology, Counseling, and Special Education (EPCSE), Penn State
- 2005-Present Associate Professor of Education (Educational Psychology), Penn State
- 2012-2014 Program Co-Coordinator (Educational Psychology), Penn State
- 2007-2010 Professor-in-Charge (Educational Psychology), Penn State
- 2005-2007 Coordinator Undergraduate Educational Psychology
- 1998-2005 Assistant Professor of Education (Educational Psychology), Penn State
- 1994-98 Assistant Professor Advanced Educational Studies (Educational Psychology, Technology Education, Social and Cultural Foundations, and Educational Leadership Studies), West Virginia University
- 1997-98 Graduate Program Coordinator, Educational Psychology and Social and Cultural Foundations, West Virginia University
- 1997-98 K-1 Reading Teacher, Morgantown Learning Academy, Morgantown, WV
- 1993-94 Statistical Consultant, Nebraska Evaluation and Research Center, Lincoln, NE
- 1989-91 Learning Specialist, Academic Success Center, University of Nebraska-Lincoln
- 1989 Elementary Substitute Teacher, Fabious-Pompey School District, Fabious, NY

Honors/Awards

Teaching and Learning with Technology Fellowship, The Pennsylvania State University, 2015-present
 Cotterill Leadership Enhancement Award, Penn State College of Education, 2009
 Recognition for Outstanding Service to APA Division 15, 2006
 College Outstanding Teacher, West Virginia University, April 1998

Sponsored Research

Hooper, S. R., & Sperling, R. A. (under review). *Stepping UP with Avenue: Progress Monitoring: A software suite helping teachers improve literacy progress for Deaf/Hard of Hearing students*. U.S. Department of Education, \$2,470,440.

Sperling, R. A. (2017-2019). *Supporting Success through Educational Technology Innovations: Prompting Students' Self-Regulated Learning*. The Center for Innovation in Online Learning (COIL) and collaborative match, \$69,350.

Sperling, R. A. (2012-2013). *Working the examples: What, why, when, how, and for whom?* Research Initiation Grant. The Pennsylvania State University College of Education, \$3,229, February 2012-December, 2013.

Kulikowich, J. M., & Sperling, R. A. (2008-2009). *Local Assessment Validity Study* Pennsylvania Department of Education, \$276,312.

Sperling, R. A., and Colleagues (2007-Operating Present). *E-Vision: The establishment of an eye gaze laboratory in the College of Education*. Social Sciences Research Institute Level II grant and collaborative match, \$62,402.

Morgan, P. L., & Sperling, R. (2004-2005). *The causes and consequences of early reading failure: Using the ECLS-K to model the Matthew effects*. Research Initiation Proposal Grant, College of Education, The Pennsylvania State University (\$5,750).

Sperling, R. A., & Colleagues (2004-2009) *Examining the influence of text environments on comprehension and strategic processing* project. Children Youth and Families Level II grant, 14,060.

Stifter, C., & Colleagues (2001-Operating Present). *Development of the FIRSt research database*. Children Youth and Families Level II grant, 17,500.

Dempsey, V. & Colleagues (1997-1998). *West Virginia University Professional Development Schools (PDS) initiative assessment*, Benedum Foundation, \$27,000.

Sperling, R. A. (1997-1998). *Center for Disease Control Aging Grant*, Evaluator. \$110,000.

Teacher Education Research Collaborative. (1997-1998). West Virginia University, \$20,200.

Dempsey, V., & Sperling, R. A. (1995-1996). *Energy Express Program*, Evaluator. West Virginia State Department of Education \$26,397.

Dempsey, V., & Sperling, R. A. (1996). West Virginia University Faculty Service Grant: *Collaborative planning among policy makers, administrators, and practitioners working with Energy Express: A nutrition and reading enrichment program for low-income West Virginia Youths*, \$8,500.

Schraw, G., & Sperling, R. A. (1993-1994). *Development and Validation of a Measure of a Metacognitive Awareness Inventory (MAI)*. Buro's Institute of Mental Measurements, University of Nebraska, \$8,200.

Consulting

Apple Education: Initiatives to promote self-regulation in at-risk students through professional development and programming for K-12 students (October, 2012)

DRK-12 NSF Review Panel (March, 2011; March 2012, Chair; March 2013)

Expert Reading Panel Member for the NAEP reading anchor study-Educational Testing Service (ETS), January, 2010

Expert Reading Panel Member for the NAEP reading frameworks-National Center for Educational Statistics (NCES), December 2007

Assessment consultant and item reviewer for secondary Mathematics and Science national and international assessments and published texts—American Institutes of Research (AIR) and NCES, August 2006-January 2007

Assessment consultant KAAMS (Children as Airborne Mission Scientists) 2005-2006

West Virginia University Gerontology Project program evaluator 1996-1998

West Virginia Hi-Tech Consortium: ManTech Corporation: Statistical Consultant, 1995; 1997

WVU Dental College case-based Internet education project: Consulting methodologist, 1994-98

State Justice Institute: Nebraska Urban Indian Coalition Diversity Grant, Evaluator, 1993-94

National Science Foundation: State Systemic Initiative Summer Institute, Evaluator, 1993

Teachers College Evaluation Practicum Students: Consultant, University of Nebraska-Lincoln, 1993

University of Nebraska-Lincoln: Biology Department Statistical Consultant and Evaluator, 1992-93

Title VII Grant: Educational Service Unit 10, Kearney, NE, Program Evaluator, 1992-94

University of Nebraska-Lincoln: Graduate Programs, Teachers College, Evaluator, 1992-94

Grisanti's Corporation: Training Coordinator, Instructional Designer, Evaluator, 1990-92

Dickey-john Corporation, Solder Training Program, Auburn, IL: Instructional Designer, Evaluator, 1992

University of Nebraska-Lincoln: Dental College, Instructional Strategies Consultant, 1989-92

Publications in Peer-Reviewed Journals

- Follmer, D. J., & Sperling, R. A. (under review). Predicting adult readers' comprehension of expository science text: The roles of executive function, vocabulary ability, and question type.
- Follmer, D. J. & Sperling, R. A. (under review). Interactions between reader and text: Contributions of executive function, strategy use, and text cohesion to comprehension of expository science text.
- Sperling, R. A., Cameron, C. E., Follmer, D. J., Reeves, P.M., Lan, Y.L. (under review). Effects of task-driven strategies in the comprehension of multiple documents.
- Reeve's, P. M., & Sperling, R. A. (under review). The development of the executive help-seeking scale.
- Sperling, R. A., Reeves, P. M., Gervais, A. L., & Sloan, J. M. (under review). Development and validation of the (SRLTAS): A test anxiety scale conceptualized and tested within a self-regulated learning framework
- Follmer, D. J. & Sperling, R. A. (under review). Examining the role of self-regulated learning microanalysis in the assessment of learners' regulation, *Journal of Experimental Education*.
- Follmer, D. J., Sperling, R. A., & Suen, H. (in press). The role of MTurk in educational research. *Educational Researcher*
- Newton, K. J., Sperling, R. A., & Martin, A. J. (2016, in press). Learning disabilities, attention-deficit hyperactivity disorder, and executive functioning: Contributions from educational psychology in progressing theory, measurement, and practice. *Contemporary Educational Psychology*.
- Follmer, D. J. & Sperling, R. A. (2016). The mediating role of metacognition in the relationship between executive function and self-regulated learning. *British Journal of Educational Psychology*, 86(4), 559-575.
- Sperling, R. A., Ramsay, C. M., Reeves, P. M., Follmer, D. J., & Richmond, A. S. (2016). Supporting students' knowledge construction and self-regulation through the use of elaborative processing strategies. *Middle School Journal*, 47(3), 25-32
- Reeves, P. M., Sperling, R. A., Follmer, D. J., Pun, W. H., Towle, A. L., & Oeder, C. (2015). Review of Marton, F. (2015). Necessary Conditions of Learning. *Journal of Educational Research*, 107(5), 427.
- Wang, J., Sperling, R. A., & Haspel, P. (2015). Patterns of procrastination, motivation, and strategy use across class contexts and students' abilities, *Journal of Psychology and Behavioral Science*, 3(2), 61-73.

- Reeves, P. M., & Sperling, R. A. (2015). A comparison of technology mediated and face to face help-seeking sources. *British Journal of Educational Psychology*, 85(4), 570-584.
- Ramsay, C. M., & Sperling, R. A. (2015). Reading perspective: Can it improve middle school students' comprehension of informational text? *The Journal of Educational Research*, 108(2), 81-94.
- Reeves, P. M., Sperling, R. A., Pun, W.H., Follmer, D. J. (2014). Review of Suri, H. (2014). Towards Methodologically Inclusive Research Syntheses: Expanding Possibilities. *The Journal of Educational Research*, 107(5), 427.
- Sperling, R. A., Sherwood, T., & Hood, A. (2013). Relating motivation to read and emergent reading skills: A measurement validation study. *Reading Psychology*, 34(5), 461-485.
- Sperling, R. A., & Reeves, P.M. (2013). A review of Effective Questioning Strategies in the Classroom: A step-by-step Approach to Engaged Thinking and Learning, K-8. *The Journal of Educational Research*, 106(5), 419.
- Park, S.W., & Sperling, R. A. (2012). Academic procrastinators and their self-regulation. *Psychology*, 3(1), 12-23.
- Sperling, R. A., Ramsay, C. M., Richmond, A., & Klapp, M. (2012). The measurement and predictive ability of metacognition in middle school learners *Journal of Educational Research*, 105(1), 1-7.
- Dornisch, M. M., Sperling, R. A., Zeruth, J. (2011). The effects of elaboration on learners' processing of expository text. *Instructional Science: An International Journal of the Learning Sciences*, 39(1), 1-26.
- Kulikowich, J.M., & Sperling, R. A. (2011). Prescriptive statements: Philosophical, theoretical, and methodological considerations. *Educational Psychology Review*, 23(2), 189-195.
- Ramsay, C. M., & Sperling, R. A. (2011). Exploring main idea generation via electronic note-taking. *Journal of Literacy and Technology*, 12(1), 26-64.
- Ramsay, C. M., & Sperling, R. A. (2010). Designating reader perspective to increase comprehension and interest. *Contemporary Educational Psychology*, 35(3), 215-227.
- Ramsay, C. M., & Sperling, R. A. (2010). A Comparison of the effects of students' expository text comprehension strategies. *Instructional Science: An International Journal of the Learning Sciences*, 38(6), 551-570.

- Dornisch, M. M. & Sperling, R. A. (2008). Elaborative interrogation and adjuncts to technology-enhanced text: An examination of ecological validity. *International Journal of Instructional Media*, 35(3), 317-338.
- Morgan, P. L, Farkas, G., Tufis, P., & Sperling, R. A. (2008). Are reading and behavior problems risk factors for each other? *Journal of Learning Disabilities*, 41, 417-436.
- Sperling, R. A. (2006). Assessing reading materials for learning disabled students in content area classrooms. *Intervention in School and Clinic*, 41(3), 138-144.
- Dornisch, M. M., & Sperling, R. A. (2006). Facilitating learning from technology-enhanced text: Effects of prompted elaborative interrogation. *Journal of Educational Research*, 99(3), 156-166.
- Van Meter, P. N., & Sperling, R. A. (2005). Enhancing learner processing for effective problem solving. *The Journal of Professional Issues in Engineering Education and Practice*, 3, 131, 187-191.
- Dornisch, M. M., & Sperling, R. A. (2004). Elaborative questions in web-based text materials. *International Journal of Instructional Media*, 31(1), 59-69.
- Sperling, R. A., Howard, B. H., Staley, R., & DuBois, N. F. (2004). Metacognition and self-regulated learning constructs. *Educational Research and Evaluation*, 10(2), 117-139.
- Sperling, R. A. (2003). Classroom learning behaviors and reading skill development. *Early Childhood Education Journal*, 39(2), 139-142.
- Sperling, R. A., Seyedmonir, M., Aleksic, M., & Meadows, G. (2003). Animations as learning tools in authentic science materials. *International Journal of Instructional Media*, 30(2), 1-10.
- Sperling, R. A., & Head, D. M. (2002). Literacy skills and reading attitudes in prekindergarten and kindergarten children. *Early Childhood Education Journal*, 29(4), 233-236.
- Sperling, R. A., Howard, B. C., Hill, L. A., & Murphy, C. A. (2002). Measures of children's knowledge and regulation of cognition. *Contemporary Educational Psychology*, 27, 51-79.
- Walls, R. T., Sperling, R. A., & Weber, K. (2001). Autobiographical memories of schooling. *Journal of Educational Research*, 95(2), 116-127.
- Sperling, R. A., Walls, R. T., & Hill, L. A. (2000). Early relationships among self-regulatory constructs: Theory of mind and preschool children's problem solving. *The Child Study Journal*, 30(4), 233-252.

Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 17*(4), 460-475.

Schraw, G., & Dennison, R. S. (1994). Effects of reader purpose on interest and recall. *Journal of Reading Behavior, 26*(1), 1-18.

Benton, S., Kiewra, K. A., Whitfill, J., & Dennison, R. S. (1993). Encoding and external-storage effects on writing processes. *Journal of Educational Psychology, 85*(2), 267-280.

Peer-Reviewed Conference Proceedings

Sperling, R. A., Reeves, P. M., Follmer, D. J., & Adams, E.P. (2016, in press). Targeting Students' Strategy Use For Large Scale Self-Regulated Learning Intervention Initiatives. In R.L. Miller (Ed.). *Teaching Tips: A Compendium of Conference Presentations on Teaching*.
<http://teachpsych.org/resources/Documents/ebooks/teachingtips.pdf>

Edited Journal Publications

Sims, B., & Sperling, R. A. (2000). Examining differences in self-regulation between first-year college students and more advanced learners. *The Pennsylvania State University Summer Research Opportunities Program Journal, 8*, 245-256.

Chapters and Entries in Edited Books

Sperling, R. A., Reeves, P. M., Follmer, D. J., Towle, A.L., & Chung, K. S. (2016). Teaching Behaviorism to Support Self-Regulation, Integration, and Transfer. In M Cecil Smith & Nancy DeFrates-Densch (Eds.), *Innovations in Teaching and Learning Educational Psychology*. Information Age Publishing, Inc.: Charlotte, NC.

Sperling, R. A. (2014). Review of the Progressive Achievement Tests of Reading [2008 Revision] in *Mental Measurements Yearbook*, Vol. 19.

Ramsay, C. M., & Sperling, R. A. (2011). The role of relevance instructions in purpose-driven comprehension. In M. T. McCrudden, J. P. Magliano, & G. Schraw (Eds.). *Relevance instructions and goal-focusing in text learning*. Information Age Publishing, Inc.: Charlotte, NC.

Sperling, R. A. (2010). Review of the Children's Organizational Skills Scales. In *Mental Measurements Yearbook*, Vol. 18.

Sperling, R. A., & Ramsay, C. (2007). Review of the Rapid Automaticized Naming and Rapid Alternating Stimulus Tests. In *Mental Measurements Yearbook*, Vol. 17.

Sperling, R. A., & Warcholak, N. (2007). Review of Burns-Roe Informal Reading Inventory, Preprimer to twelfth grade, Sixth Edition. In *Mental Measurements Yearbook*, Vol. 17.

Sperling, R. A., & Bochna, C. R. (2005). Review of Fox in the Box: An adventure in Literacy. In *Mental Measurements Yearbook*, Vol. 16.

Sperling, R. A., & McCollum, D. L. (2005). Review of The Working Memory Test Battery. In *Mental Measurements Yearbook*, Vol. 16.

Edited Volumes

Martin, A. J., Sperling, R. A., & Newton, K. J. (under contract). *Handbook of Educational Psychology and Students with Special Needs*. Routledge

Hattie, J., Anderman, E. M. (2012). *International Guide to Student Achievement*. Sperling, R. A., Section Editor, Influences from the Curriculum: Routledge.

Texts and Instructional Publications

Sperling, R. A. (2011). *Instructors' manual, instructional slides and test bank to accompany L. R. Gay, Peter Airasian, and Geoff Mills Educational Research: Competencies for analysis and application, 10th Ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Sperling, R. A. (2008). *Instructors' manual, instructional slides and test bank to accompany L. R. Gay, Peter Airasian, and Geoff Mills Educational Research: Competencies for analysis and application, 9th Ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Sperling, R. A. (2007). *Test bank to accompany Paul Eggen and Don Kauchuk's Educational Psychology, Windows on Classrooms, 7th edition.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Sperling, R. A. (2006). *Student study guide to accompany L. R. Gay and Peter Airasian, and Geoff Mills Educational Research: Competencies for analysis and application, 8th Ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Sperling, R. A. (2006). *Instructors' manual and test bank to accompany L. R. Gay, Peter Airasian, and Geoff Mills Educational Research: Competencies for analysis and application, 8th Ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Sperling, R. A. (2003). *Student study guide to accompany L. R. Gay and Peter Airasian's Educational Research: Competencies for analysis and application, 7th Ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Sperling, R. A. (2003). *Instructors' manual and test bank to accompany L. R. Gay and Peter Airasian's Educational Research: Competencies for analysis and application, 7th Ed.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Presentations

National / International

- Sperling, R. A., Cameron, C., Follmer, D. J., & Reeves, P. M. (2017, August). *The interactions of task and levels of prior knowledge on the comprehension of multiple documents*. Presentation accepted at the annual convention of the American Psychological Association, Washington, D.C.
- Pun, W. H., Panlilio, C., Sperling, R. A., Hu, H., & Ferrara, A. (2017, August). *The impact of early maltreatment and achievement motivation on later reading*. Presentation accepted at the annual convention of the American Psychological Association, Washington, D.C.
- Reeves, P. M., & Sperling, R. A., (2017, August). *Help-seeking in problem-based learning*. Presentation accepted at the annual convention of the American Psychological Association, Washington, D.C.
- Follmer, D. J., Sperling, R. A., & Hu, H. (2017, August). *Assessing learners' regulatory processes across content domains*. Presentation accepted at the annual convention of the American Psychological Association, Washington, D.C.
- Sperling, R. A. (2017, April). *Five things I learned from Gregg Schraw about academic life*. Presentation in an invited session at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Follmer, D. J., & Sperling, R. A. (2017, April). *Executive function and reading comprehension: A meta-analytic review*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Follmer, D. J., Sperling, R. A., Hu, H. (2017, April). *Measures of self-regulated learning: Examining convergence and contributions to comprehension of expository text*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Reeves, P. M., & Sperling, R. A. (2017, April). *Development of the pragmatic executive help-seeking scale*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Sperling, R. A., Follmer, D. J., & Hu, H. (2017, April). *A test of the predictive relations among self-regulated learning constructs*. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Sperling, R. A. (2016, August). *Nudge: Toward technology-enhanced support for self-regulated learning in context*. Presentation in invited session at the annual convention of the American Psychological Association, Denver, CO.

- Follmer, D. J., & Sperling, R. A. (2016, August). *Examining the validity of measures of executive function: A multitrait-multimethod analysis*. Presentation at the annual convention of the American Psychological Association, Denver, CO.
- Sperling, R. A., Reeves, P. M., Follmer, D. J., & Adams, E. P. (2016, August). *Targeting students' strategy use for large scale self-regulated learning intervention initiatives*. Presentation at the annual convention of the American Psychological Association, Denver, CO.
- Follmer, D. J., & Sperling, R. A. (2016, April). *The mediating role of metacognition between executive function and self-regulated learning*. Presentation at the annual meeting of the American Educational Research Association, Washington, D.C.
- Follmer, D. J., Sperling, R. A., & Hu, H. (2016, April). *Employing a multidimensional assessment approach: An examination of relations among measures of self-regulated learning*. Presentation at the annual meeting of the American Educational Research Association, Washington, D.C.
- Sperling, R. A., Follmer, D. J., Kottmeyer, A. M., Towle, A. L., Oeder, C., Croninger, R.M.V., Chung, K.S., & Berezo, N. (2016, April). *Misunderstandings and Misconceptions: The classroom management strategies of preservice teachers*. Presentation at the annual meeting of the American Educational Research Association, Washington, D.C.
- Follmer, D. J., Sperling, R. A., & Reeves, P. M. (2015, August). *The role of executive functioning in metacognition and self-regulated learning while problem solving*. Presentation at the annual convention of the American Psychological Association, Toronto, CA
- Reeves, P. M., Sperling, R. A., Pun, W., Wang, J., & Follmer, D. J. (2015, August). *Using eye tracking to examine metacognition when studying worked examples*. Presentation at the annual convention of the American Psychological Association, Toronto, CA.
- Sperling, R. A., Reeves, P. M., Follmer, D. J., Towle, A. T., & Chung, K. S. (2015, August). *Teaching behaviorism to support self-regulation, integration, and transfer*. Presentation at the annual convention of the American Psychological Association, Toronto, CA.
- Sperling, R. A., Pun, W., Strickland, C.R., Pursel, B., & Hager, J. (2015, August). *Buoyancy, self-efficacy, and course performance in calculus: Contributions to day zero learning analytics models*. Presentation at the annual convention of the American Psychological Association, Toronto, CA.

- Reeves, P. M., & Sperling, R. A. (2015, April). *Help-seeking sources in online classes: A mixed method examination of preferences and threat*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL
- Sperling, R. A. (2015, April). *Opportunities for mentoring and professional development through research when teaching Educational Psychology*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Strickland, C. R., & Sperling, R. A. (2015, April). *Academic buoyancy as an explanation for college student achievement and retention*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Shaw, C. W., & Sperling, R. A., Falvo, D. C., & Olszewski, P. T. (2014, August). *Examination of the worked-example effect for conceptual and procedural knowledge in calculus*. Presentation at the annual convention of the American Psychological Association, Washington D. C.
- Sperling, R. A., Reeves, P. M. (2014, August). *Stability and construct validity examination of the self-regulated learning test anxiety scale*. Presentation at the annual convention of the American Psychological Association, Washington D. C.
- Wang, J., Sperling, R. A. (2014, August) *Students' procrastination and achievement in online and classroom-based writing courses*. Presentation at the annual convention of the American Psychological Association, Washington D. C.
- Pun, W. H., Sperling, R. A., Reeves, P. M. (2014, April). *An examination of relation among varied measures of cognitive load and metacognition*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Reeves, P. M. & Sperling, R. A. (2014, April). *Assessing the threat of utilizing online and traditional help seeking options in university courses*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Strickland, C. M., & Sperling, R. A. (2014, April). *Academic buoyancy as an explanation for college student achievement and retention*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Ramsay, C. M., & Sperling, R. A. (2013, April). *Improving older middle school students' comprehension of informational text: Can their reading perspective make a difference?* Paper Presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Sperling, R. A., Ramsay, C. M., Richmond, A. S., Nietfeld, J. L., Reeves, P. M., Hood, A. M. (2012, April). *General monitoring and instructional scaffolds that support metacognition in middle school students*. Presentation at the annual meeting of the American Educational Research Association, Vancouver, BC.

- Sperling, R. A., Pun, W. H. (2011, August). *Cross-Validation of Multiple Self-Report Measures of Academic-Achievement Motivation*. Presentation at the annual convention of the American Psychological Association. Washington, D.C.
- Ramsay, C. M., & Sperling, R. A. (2011, April). *The efficacy of perspective instantiation in improving middle school students' comprehension of informational text*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Sperling, R. A., Sherwood, T. P., Hood, A. M. (2011, March). *Relating motivation to read and emergent reading skills: A measurement validation study*. Presentation at the annual meeting of the Society of Research in Child Development. Montreal, CA.
- Sperling, R. A., Dornisch, M. M. (2010, April). *A comparison of the benefits of instructional scaffolds as processing supports for comprehension under various motivational constraints*. Presentation at the annual meeting of the American Educational Research Association, Denver, CO.
- Sperling, R. A., Kulikowich, J. M., Ramsay, C. M., (2010, April). *Determining the alignment to standards and the validity of district-level assessment practices*. Presentation at the annual meeting of the American Educational Research Association, Denver, CO.
- Sperling, R. A., Ramsay, C. M., Dornisch, M. M. (2010, April). *Knowing and caring: Situational engagement through elaborative processing to Promote Reading Comprehension*. Presentation at the annual meeting of the American Educational Research Association, Denver, CO.
- Sperling, R. A., Ramsay, C. M. (2010, April). *Beyond knowledge and interest: Explanatory individual difference variables in comprehension of text and diagrams in STEM learning environments*. Presentation at the annual meeting of the American Educational Research Association, Denver, CO.
- Sperling, R. A., Rectenwald, A. L., Park, S. W., & Sloan, J. (2009, August). *Development and construct examination of the Students' Test Anxiety Scale*. Presentation at the annual convention of the American Psychological Association (APA), Toronto, Canada.
- Lan, Y. L., Sperling, R. A. (2009, April). *Effectiveness of notetaking, Self-questioning, and summarizing strategies on learning from Diagrams in an on-line environment*. Presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

- Park, S. W., & Sperling, R. A. (2009, April). Self-regulation of academic procrastinators: A mixed methods study. Presentation at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Ramsay, C. M., & Sperling, R. A. (2009, April). *Designating reader perspective to increase comprehension and interest*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Ramsay, C. M., & Sperling, R. A. (2009, April). *Exploring main idea generation via electronic note-taking: A mixed methods study*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Richmond, A. S., Sperling, R. A., Ramsay, C. A., & Klapp, M. (April, 2009). *Metacognition in early adolescents: A focus on measurement and academic achievement*. Presentation at the bi-annual conference of the Society of Research in Child Development, Denver, CO.
- Sperling, R. A., Ramsay, C. M., & Dornisch, M. M. (2009, April). *"I don't know and I don't care!"—Prompting situational interest to facilitate comprehension when students lack prior knowledge and domain interest*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Sperling, R. A. (2008, August). *Intra-disciplinary perspectives on the contributions of psychology to Mathematics and Science Education—A response to the presidential task force on Mathematics and Science Education from the perspective of an Educational Psychologist*. Symposium presentation at the annual convention of the American Psychological Association convention, Boston, MA.
- Sperling, R. A., (2007, November). The effects of mini instructional interventions to promote learners' knowledge construction from expository text and explanatory diagrams. Presentation at the National Reading Conference, Austin, TX.
- Dornisch, M., & Sperling, R. A. (2007, April). *The effect of levels of elaboration on learners' strategic processing of text*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Ramsay, C. M., & Sperling, R. A. (2007, April). *Strategic processing of expository history text: Elaborative interrogation and interest*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Sperling, R. A., Warcholak, N. D., Kidwai, K. H., Ramsay, C. M., Dornisch, M., & Van Middlesworth, H. Z. (2007, April). *Who looks at the pictures anyway? Prompting learners' integration of multiple representations from expository text*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

- Sperling, R. A., & Dornisch, M. M. (2007, April). *The development and efficacy testing of TechCheck, a technology decision making tool*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Morgan, P. L., Farkas, G., Tufis, P., & Sperling, R. A. (2006, April). *Do reading problems cause problem behaviors? Evidence from the Early Childhood Longitudinal Study, Kindergarten, 1998-1999*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dornisch, M. M., & Sperling, R. A. (2005, April). *The Effects of Levels of Elaboration on Learners' Strategic Processing of Text*. Presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Sperling, R. A., McCollum, D. H., Gushka, J., & Gormley, S. (2005, April). *The Approach Is Important: Consideration of Achievement Motivation in Learners' General Monitoring Ability*. Presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Sperling, R. A., & Dornisch, M. M. (2004, July). *Facilitating higher-order processing while learning from text: Effective and less effective strategy prompts*. In *Strategy Renaissance: Promoting Reading Comprehension in the 21st Century* a Symposium Presented at the annual convention of the American Psychological Association, Honolulu, Hawaii.
- Morgan, P. L., & Sperling, R. (2004, June) *Exploring the causes and consequences of continued reading failure: The dual roles of reading motivation and practice*. Research proposal accepted for the Early Childhood Longitudinal Study-Kindergarten Database Training Seminar, Washington, DC.
- Sperling, R. A., & Dornisch, M. M. (2004, April). *Effects of ecologically-valid technology enhanced instructional materials on learner processing*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Cassidy, C. M., Conroy, D. E., & Sperling, R. (2003, June). *The price of competence: Predicting risk for burnout with achievement goals*. Presentation at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Savannah, GA.
- Sperling, R. A., Bochna, C. R., & Garner, J. G. (2004, April). *Assessing motivation to read and related literacy skills in young readers*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Dornisch, M., & Sperling, R. A. (2003, April). *Effects of a reader elaboration strategy on learning from online text materials*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

- Sperling, R. A., Dornish, M. M. (2003, February). *Effects of various technology-enhanced instructional supplements in learning measurement and basic statistics*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Cassidy, C. M., Conroy, D. E., & Sperling, R. A. (2003, October). *Prospective motivational prediction of performance-enhancing and performance-impairing behaviors in college athletes over a two-week period*. Presentation at the annual meeting of the Association for the Advancement of Applied Sport Psychology, Philadelphia, PA.
- Dornish, M., & Sperling, R. A. (2002, April). *Elaborative Interrogation in technology mediated environments*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hsu, C. H. & Sperling, R. A. (2002, April). *Middle school students academic and exercise possible selves*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Sperling, R. A., & Head, D. M. (2002, April). *Literacy skills and reading attitudes in prekindergarten and kindergarten children*. Presentation 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. N. (2000, April). *Achievement motivation: Constructs and the overlap of operational definitions*. Presentation at the annual meeting of the American Educational Research Association. New Orleans, LA.
- Salisbury-Glennon, J., Van Meter, P. N., & Dennison, R. S. (2000, April). *College-learners' self-monitoring of authentic academic tasks*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dennison, R. S. (1999, April). *Interest, fear, fate, luck, motivation, epistemology, and monitoring: Measuring and promoting metacognitive monitoring*. Presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Rucinski, T., Arredondo, D., & Dennison, R. S. (1999, April). *Cultural variations in epistemologies: A study of U.S. and Chilean educators*. Presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Dennison, R. S., Walls, R. T., & Hill, L. A. (1999, April). *Early relationships among self-regulatory constructs*. Presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Dennison, R. S., Howard, B. C., Krawchuk, C., & Hill, L. A. (1998, April). *Validation of a*

- children's measure of metacognition*. Presentation at the Annual meeting of the American Educational Research Association, San Diego, CA.
- Dennison, R. S., Seyedmonir, M., & Meadows, G. (1998, April). *Sequence and presentation effects of animation on learning from text*. Presentation at the Annual meeting of the American Educational Research Association, San Diego, CA.
- DuBois, N. F., Staley, R., & Dennison, R. S. (1998, April). *Longitudinal analysis of a college study skills course: Motivation, study tactics and GPA relationships*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.
- Dennison, R. S. (1997, March). *Relationships among measures of metacognitive monitoring*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL. (Selected as a taped session.)
- Howard, B. C., & Dennison, R. S., Staley, R., & DuBois, N. F. (1997, March). *Relationships among measures of metacognition, strategy use, epistemological beliefs, motivation, goal orientation, and time management*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Howell, R., Gibson-Howell, J., & Dennison, R. S. (1997, March). *Case-based distance learning using synchronous client-server technology*. Presentation at the annual meeting of the American Dental Association, Clearwater Beach, FL.
- Dennison, R. S., Krawchuk, C., Howard, B., & Hill, L. (1996, April). *The development of a children's self-report measure of metacognition*. Presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Dennison, R. S. (1996, April). *Systemic reform and systemic assessment: Tracking the impact of professional development schools for teachers, pre-service teachers, and students*. Symposium Presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Kiewra, K. A., Dennison, R. S., & G. Benton, S. (1995, April). *How studying text supplements affects prose processing*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dennison, R. S., Schraw, G., & Dennison, D. C. (1995, April). *Transfer-appropriate processing of text supplements*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dennison, R. S., Bruning, R., & Schraw, G. (1995, April). *The effects of prior knowledge on learners' regulation of cognition*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Roedel, T., Dennison, R. S., Schraw, G., & Bendixen, L. (1994, April). *Knowledge and regulation of social metacognition*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schraw, G., & Dennison, R. S. (1993, April). *Assessing metacognitive awareness*. Presentation at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Dennison, R. S., & Kiewra, K. A. (1993, April). *Attention focusing and internal attention effects*. Presentation at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Kiewra, K. A., & Sperling, R. A. (1991, April). *How supplemental representations affect learning from a research article*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Benton, S. L., Whitfill, J., Kiewra, K. A., & Sperling, R. A. (1990, April). *Writing essays from lecture notes*. Presentation at the annual meeting of the American Educational Research Association, Boston, MA.

Regional/National Affiliate

- Follmer, D. J., & Sperling, R. A. (2016, March). *Examining the Utility of an Adapted Working Memory Span Task*. Presentation at the annual meeting of the Eastern Psychological Association, New York, N.Y.
- Towle, A.L., Follmer, D. J., & Sperling, R. A. (2016, March). *The mediating role of mastery approach orientation between metacognitive awareness and monitoring*. Presentation at the annual meeting of the Eastern Psychological Association, New York, N.Y.
- Pun, W. H., Sperling, R. A., Reeves, P.M., Singer, L. M., Fries, K., Shaw, C. W., & Riccomini, P. (2013, March). *Load, cognitive efficiency, and metacognition measures*. Paper Presented at the annual meeting of the Eastern Psychological Association, New York, NY.
- Reeves, P.M. & Sperling, R. A. (2013, March). *Identifying the preferred sources and options of help-seeking*. Paper Presented at the annual meeting of the Eastern Psychological Association, New York, NY.
- Reeves, P. M., & Sperling, R. A. (2012, February). *Using eye gaze data to evaluate how metacognition influences decision-making*. Paper Presented at the annual meeting of the Eastern Psychological Association, Pittsburgh, PA.
- Dornisch, M. M., & Sperling, R. A. (2006, February). *The effect of levels of elaboration on learners' strategic processing of text*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.

- Kulikowich, J. K., & Sperling, R. A. (2006, February) *Uses of statistical tools in the study of learning from and with text*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Sperling, R. A., Foor, J.L., Waters, J.R., Warcholak, N.D., & Kidwai, K.H. (2006, February). *Psychometric properties of electronically delivered spatial ability measures*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Sperling, R. A., Warcholak, N.D., Van Middlesworth, H. Z., Kidwai, K. H., Kim, K., & Ramsay, C. M. (2006, February). *Multiple representation Comprehension: The state of affairs and suggestions for change*. Presentation at the annual meeting of the Eastern Educational Research Association Hilton Head, SC.
- Sperling, R. A., & Dornisch, M. M. (2004, February). *Learners' compliance with learning enhancements in technology-based texts*. Presentation at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
- Sperling, R. A., Bochna, C. R., & Garner, J. G. (2004, February). *Home environment variables and early readers' skills and motivation to read*. Presentation at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
- Sperling, R. A., Gormley, S., Gushka, J., & McCollum, D. L. (2004, February). *Achievement motivation and general monitoring skill*. Presentation at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
- Sperling, R. A., & Dornish, M. M. (2003, February). *Effects of various technology-enhanced instructional supplements in learning measurement and basic statistics*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Sperling, R. A. (2002, February). *A winning vitae*. Presentation at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.
- Sperling, R. A., Head, D. M., & Schaefer, B. (2002, February). *Classroom behaviors and reading skill development*. Presentation at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.
- Sperling, R. A., & Riccomini, P. (2002, February). *Multi-method measures of learners' self-regulation while solving problems*. Presentation at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.
- 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*. Presentation at the annual meeting of the Eastern Educational Research

- Association, Sarasota, FL.
- Sims, B. C., & Sperling, R. A. (2001, February). *Changes in self-regulated learning within the first semesters of university enrollment*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Sperling, R. A., Zappe, S. M., & Brickely, D. J. (2001, February). *Operational definitions and reliability of motivational constructs in college-aged learners*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Dennison, R. S., Howard, B., Seyedmonir, M., & Arrededondo, D. (1998, February). *Comparison of Epistemological beliefs between individuals with high and low metacognitive abilities*. Presentation at the annual meeting of the Eastern Educational Research Association, Tampa, FL.
- Seyedmonir, M., & Dennison, R. S. (1998, February). *Academic performance of high-risk freshman: A Predictive model*. Presentation at the annual meeting of the Eastern Educational Research Association, Tampa, FL.
- Howard, B. C., Dennison, R. S., Staley, R., & DuBois, N. (1997, February). *Relationships between measures of metacognition, strategy use, motivation, time management, and epistemology: A research agenda*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Hill, L. A., Marcolini, M., Kavanaugh, K., & Dennison, R. S. (1997, February). *Developing appropriate instructional materials: A case-based approach*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Dennison, R. S., & Hill, L. A. (1997, February). *Preoperational problem solving: More than just climbing hills*. Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Dennison, R. S., & Howard, B. (1996, March). *Metacognitive awareness of college-aged learners enrolled in learning strategies classes*. Presentation at the annual meeting of the Eastern Educational Research Association, Boston, MA.
- Dennison, R. S., Dempsey, V., Carter, W., Jensen, P., Butcher, K., & Phillips, R. (1996, March). *When teams win over turf-how participation and collaboration change the nature of educational policy*. Panel presentation at the annual meeting of the Eastern Educational Research Association, Boston, MA.
- Dennison, R. S., Dempsey, V. O., & Phillips, R. (1996, March). *Balancing the need for evaluation and the constraints of a multi-site, mixed model evaluation*. Presentation at the annual meeting of the Eastern Educational Research Association, Boston, MA.
- Morris, M., Dennison, R., & Phillips, R. (1996, March). *The effects of a six-week summer*

- program on the reading attitudes of elementary-aged children.* Presentation at the annual meeting of the Eastern Educational Research Association, Boston, MA.
- Pruett, B., Dennison, R. S., & Philips, R. (1996, March). *Effects of a summer community service opportunity on low income college-aged participants.* Presentation at the annual meeting of the Eastern Educational Research Association, Boston, MA.
- Clark, P., & Dennison, R. S. (1996, March). *Parental involvement in a rural Appalachian school.* Presentation at the annual meeting of the Eastern Educational Research Association, Boston, MA.
- Dennison, R. S. (1995, March). *Across-context monitoring ability.* Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Dennison, R. S., & Lewis, J. A. (1995, March). *Affective considerations when measuring metacognitive monitoring ability: What exactly are we measuring?* Presentation at the annual meeting of the Eastern Educational Research Association, Hilton Head: SC.
- Dennison, R. S., & Schraw, G. (1993, October). *Practice effects on learners' ability to calibrate performance.* Presentation at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.
- Dennison, R. S., & Nebelsick-Gullett, L. (1992, October). *Facilitating mentoring relationships between graduate students and faculty.* Presentation at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.
- Sperling, R. A. (1990, October). *Identifying and representing information.* Presentation at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.
- DuBois, N. F., Kiewra, K. A., & Sperling, R. A. (1989, October). *Training spatial strategies in a study skills course.* Paper Presented at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.

State/Regional

- Sperling, R. A., (2016, March). *Wearable Technology for Self-Regulated Learning.* Teaching and Learning with Technology Symposium.
- Sperling, R. A., (2015, July). *The logistics and promise of mobile devices to support self-regulated learning.* Teaching and Learning with Technology panel.
- Sperling, R. A., & Kulikowich, J. M. (2008-2009). As part of the Local Assessment Validity Study, numerous invited presentations were delivered to Policy makers, Superintendents, Legislative Aids, Union Representatives, School Board, Principal, Superintendent, and teacher leaders and representatives, and other stakeholders at the State Capital and other locations across the state of Pennsylvania.

Sperling, R. A. (2003, January). *Pursuing the investigation of across-context self-regulation: Current connections and challenges*. Invited presentation as part of the Child Study Center Speaker Series, State College, PA.

Dennison, R. S., & Hall, T. E. (1999, October). *Measuring and promoting self-regulation*. Invited presentation at the annual meeting of the Pennsylvania State School Psychology Conference.

Howell, R., Gibson-Howell, J., & Dennison, R. S. (1998, March). *Problem-based learning testing*. West Virginia University Technology Fair, Morgantown, WV.

Dennison, R. S. (1993, August). *SSI K-12 Project: Highlights from teachers in change*. Paper Presentation at the Nebraska Mathematics and Science Coalition meeting: Forging New Partnerships Meeting New Challenges, Omaha, NE.

Editorial

Associate Editor: *Contemporary Educational Psychology*, 7/2017-

Editor: *Cogent Education*, 2016-present

Editor-in-Chief: *Journal of Experimental Education*, 2011-2013

Executive Editor: Cognition and Instruction, *Journal of Experimental Education*, 2009-2013

Executive Editor: Cognition and Motivation, *Journal of Educational Research*, 2013

Special Issue Editor: *Contemporary Educational Psychology*, 2014-2016

Special Issue Editor: *Educational Psychology Review*, 2011

Editorial Review Board, *Educational Psychology Review*, 2007-Present

Editorial Review Board, *Contemporary Educational Psychology*, 2005-Present

Editorial Review Board, *Journal of Experimental Education*, 2000-2008; 2013-Present

Editorial Review Board, *American Educational Research Journal*, 2007-2010

Editorial Review Board, *Journal of Educational Research*, 2009-2014

Editorial Review Board, *Journal of Research in Education*, 2004-2008

Editorial Review Board, *Research for Educational Reform*, 1998-2000

Editorial Review Board, *Journal of Reading Behavior (JRB)*, 1994-1995

Ad Hoc Reviewer, *British Journal of Educational Psychology*, 2003; 2009; 2012; 2014-Present

Ad Hoc Reviewer, *Instructional Science: An International Journal of the Learning Sciences* 1996, 2004-Present

Ad Hoc Reviewer, *Review of Educational Research*, 2017

Ad Hoc Reviewer, *Journal of Educational Psychology*, 2006-Present

Ad Hoc Reviewer, *Metacognition and Learning*, 2006; 2009-Present

Ad Hoc Reviewer, *Teaching and Teacher Education*, 2005-Present

Ad Hoc Reviewer, *Educational Psychologist*, 2007-Present

Ad Hoc Reviewer, *Journal of Research in Science Teaching*, 2009-Present

Ad Hoc Reviewer, *Science Education*, 2006-Present

Ad Hoc Reviewer, *Educational Researcher*, 2012-Present

Ad Hoc Reviewer, *Educational Psychology*, 2006; 2008; 2013; 2017

Ad Hoc Reviewer, *Advances in Engineering Education*, 2011; 2015; 2016
Ad Hoc Reviewer, *American Educational Research Journal*, 2014; 2015
Ad Hoc Reviewer, *Learning and Individual Differences*, 2007; 2014
Ad Hoc Reviewer, *Teaching of Educational Psychology*, 2012
Ad Hoc Reviewer, *Spanish Journal of Psychology*, 2010
Ad Hoc Reviewer, *Journal of Languages and Culture*, 2011
Ad Hoc Reviewer, *Journal of Applied Linguistics*, 2007
Ad Hoc Reviewer, *School Psychology Review*, 2006-2007
Ad Hoc Reviewer, *Social Behavior and Personality*, 2005
Ad Hoc Reviewer, *Journal of Educational Research and Evaluation*, 1999-2004; 2008-2009
Ad Hoc Reviewer, *Contemporary Educational Psychology*, 1994-1996
 Text Reviewer, Pearson, 2015, 2016
 Text Reviewer, Taylor & Francis, 2015, 2017
 Text Reviewer, Allyn & Bacon, 2007
 Text Reviewer, Sage Publications, 2006, 2016
 Text Reviewer, Wiley & Sons, 2004
 Text Reviewer, Merrill-Prentice Hall, 2001, 2003, 2004, 2006, 2007, 2008, 2009, 2012, 2014
 Text Reviewer, McGraw-Hill, 1998, 2001, 2006, 2008
 Text Reviewer, Thompson, 2006
 Text Reviewer, Wadsworth, 1998
 Text Reviewer, Brown and Benchmark, 1998
 Text Reviewer, Macmillan, 1992

Professional Service

APA Division 15: Program Co-Chair for 2018 annual meeting, 2016-present
 APA Division 15 Publications Committee, 2016-present
 AERA Division C Program Committee, Section 2a Co-Chair, 2017 meeting
 AERA Division C Mid-Career Task Force, 2016-present
 AERA Division C Graduate Research Excellence Award Committee, 2016-present (Chair 2017 meeting)
 AERA Studying and Self-Regulated Learning SIG Graduate Mentoring Committee, 2016-present
 AERA Chair Studying and Self-Regulated Learning SIG Graduate Mentoring Program (2013-2015)
 AERA Division C Co-Chair New Faculty Mentoring Program (2014-2015)
 AERA Division C Program Chair (2012-2013)
 AERA Division C Executive Council (2012-2015)
 External Reviewer, University of New Mexico Educational Psychology program (2013)
 Tenure and Promotion reviewer (UNM (2), ASU, UNC, NC STATE, UCD)
 APA Division 15-Historian 2007-2009
 APA Division 15-Website subcommittee 2008-2009
 APA Division 15-Co-Coordinator of Graduate Programs, 2003-2006
 APA Division 15-Graduate Student Mentor, 2007; 2008; 2015
 APA Division 15-Session Chair, 2008; 2017

AERA Division C-Graduate Seminar Presenter and/or Mentor, 2006; 2007; 2008; 2009; 2010; 2011; 2012; 2015; 2016

AERA Division C-Emerging Scholars Presenter and/or Mentor, 2005; 2006; 2007; 2008; 2009; 2011

Discussant AERA (Division C/SIG: Motivation/SIG: Self-Regulated Learning), 2004 (2), 2015; 2016; 2017

Discussant APA (Division 15), 2015

Board of Directors and Director of Development, Eastern Educational Research Association (EERA), 2002-2003

Board of Directors and Newsletter Editor, Eastern Educational Research Association (EERA), 2000-2002

Chair/Discussant at the annual meetings of Eastern Educational Research Association, 1995-1997; 1999; 2001

Proposal Reviewer, AERA (SIG: Studying and Self-Directed Learning), 1995-1999; 2002-2003; 2005; 2011-2015

Proposal Reviewer, AERA (SIG: Motivation), 2003; 2007-2016

Proposal Reviewer APA (Division 15), 1992; 2003; 2005-2016

Proposal Reviewer APA (Division 16), 2015-2016

Proposal Reviewer AERA (Division C), 1992; 2003; 2008-2016

Reviewer, Best Poster Award (Division C), 2012-2013; 2016

Proposal Reviewer Eastern Psychological Association (EPA), 2012

Mentor, SROP Project, 2000

Regional Representative EERA, 1996-98

Proposal Reviewer EERA (Division 10), 1994-95; 1998

Program Chair AERA (Division C SIG: Studying and Self-Directed Learning), 1995-1998

Newsletter Editor AERA (SIG: Studying and Self-Directed Learning), 1990-1992

Item Reviewer, IBM National Test Bank, 1989

Workshops and Professional Development

Interventions and design considerations; North Carolina State University, 2016

Navigating promotion and tenure: Garnering respect in the classroom, Penn State Pre-Tenure Symposium, 2015

The perils of technologically-accessible data. A discussion of access and participant consent, Penn State ORP Brown Bag, 2015

Fostering students' self-regulated learning: Strategies for instruction, Keynote Address Penn College Summer Teaching Institute, 2015

Measures of executive function, metacognition, and self-regulation; North Carolina State University, 2014

Implementing metacognitive and cognitive strategies to develop self-regulated learning, Delta School, 2012

Teaching Metacognitive and Cognitive Strategies to Develop Self-Regulated Learners, Young Scholars Charter School, 2012

Construct Validation of Measures of Metacognition, North Carolina State University, 2012

A Discussion About Student Achievement Motivation: Theoretical Views and Instructional Considerations, Leonard Center Speaker series, 2012
Strategies for Academic Success, SCOPE program, 2007
Supporting Your Children's Academic Success, Bellefonte Community Education Forum, 2006
Upward Bound Personnel, *Applied Principles of Learning*, 1999
Faculty Development Training Series, Pocahontas Public Schools, Greenbank, WV, 1997-98
Faculty Development Training, South Preston Schools, Kingwood, WV, 1997
Faculty Liaison, Bruceton Mills Public School, Bruceton Mills, WV, 1994-96
Assessment Training for Benedum grant K-12 teachers, Morgantown, WV, 1996
APA counselors training on promoting metacognition and strategic processing, Morgantown, WV, 1996
Professional Development Schools Assessment Liaison, Bruceton Mills Public School and West Milford Public School, 1995-96

University Service**Penn State**

Science Education Search Committee, 2017-
 Graduate Student SARI training advisory committee, Spring 2017-
 LIFT: Transforming Undergraduate Learning, 2016-present
 Educational Psychology Search Committee, 2001-2002; 2016-2017; 2017-present, Chair
 Learning Sciences Task Force, 2014-Present
 Department Curriculum Committee. 2014-Present
 University General Education Task Force, 2013-2015
 Reviewer COIL proposals, 2013-2015; 2017
 Ethics review committee, 2015
 Reviewer TLT Symposium Proposals, 2015, 2017
 Learning Design and Technology Faculty Search Committee, 2014-2015
 College of Education Ombudsperson, 2013-2015: Alternate 2011-2013; 2015-2017
 College Curriculum Committee, 2013-Present
 Honors College Admissions Review Committee, 2010-Present
 Design Study Team (College Restructuring), College of Education, 2009-2010
 Diversity Planning Steering Committee, College of Education, 2009
 Chair, Faculty Council, College of Education, 2007-2008
 Co-Chair, Climate and Diversity Committee ESPSE, 2005-2007; 2009-2010
 Program Review Committee (School Psychology), 2008
 Graduate Admissions Committee, 2017
 Chair, Graduate Admissions Committee, 2005-2007; 2011; 2013-2015
 Coordinator for undergraduate teaching assistants, EDPSY, 2005-2007
 Mentor FastStart program, 2005-2007
 Advisory Board FIRSt Families database, 2003-Present
 Instructional Systems Faculty Search Committee, 2005-2006
 Educational Psychology Search Committee-Altoona Campus, 2005-2006
 Social Studies Education Faculty Search Committee, 2002-2003
 Presenter for the Professional Doctoral Seminar course College of Engineering, 2000,
 2001, 2002
 College of Education Faculty Council, 2000-2002; 2006-2008; 2013-2014
 Judge for the Graduate Student Exhibition, Spring 1999
 Faculty, Staff, and Student Concerns Committee, Fall 1999
 Graduate funding award committee, Spring 1999, 2000, 2001
 Freshman Seminar Instructors Committee, Fall 1998-1999
 Graduate program review committee, Spring 1999, Fall 1999
 Presented research colloquia to School Psychology Doctoral program students, Fall 1999

West Virginia University

PDS collaborative, 1994-1998
 Teacher Education Committee, 1994-1998
 Graduate Student Trainer for Learning Center staff, 1996-1998
 College Instructional Technology Committee, 1994-1998
 College Technology Curriculum Committee, 1994-1998
 College Outstanding Teacher Award Committee, 1994-1995

College Promotion and Tenure Committee, 1995-1998
 University Research Advisory Council, 1996
 Faculty search committees, 1995-1997
 Faculty departmental peer review committee, 1994-1997

Current or Recent Professional Affiliations

International Society of the Learning Sciences (ISLS)
 American Psychological Association (APA)
 American Psychological Association (APA) Division 15
 American Psychological Association (APA) Division 16
 American Psychological Association (APA) Division 2
 American Educational Research Association (AERA)
 AERA SIG–Studying and Self-Regulated Learning
 AERA SIG-Motivation
 AERA SIG-Teaching of Educational Psychology
 AERA SIG–Studying and Self-Directed Learning, 1990-2002
 AERA SIG-Text, Technology & Strategy Use, 1997-1998
 Society of Research Child Development (SRCD)
 Eastern Psychological Association (EPA)
 Eastern Educational Research Association (EERA)
 Kappa Delta Pi (Honor Society in Education)
 National Reading Conference (NRC)
 AERA SIG-Instructional Technology, 1998
 MidWestern Educational Research Association (MWERA), 1989-1994
 T3: Teaching, Technology and Tomorrow (state organization), West Virginia, 1992-1994

Courses Taught

Penn State

EDPSY 10, Individual Differences and Development (Instructor and Coordinator)
 EDPSY 11, Educational Implications of Individual Differences in Childhood (Course Developed)
 EDPSY 14, Learning and Instruction
 EDPSY 14 H, Learning and Instruction, Honors
 EDPSY 297B, Academic Success
 EDPSY 475, Research Methods
 EDPSY 502, Data Analysis Workshop
 EDPSY 528, Instructional Psychology
 EDPSY 530, Motivation and Learning
 EDPSY 575, Professional Seminar
 EDU 100s, First Year Seminar
 SPLED 498B Teaching and Assessing Reading Skills (co-taught)

West Virginia University

EDP 103, Human Learning and Development
 EDP 206, Human Development for Teachers
 EDP 300, Advanced Educational Psychology
 EDP 320, Introduction to Research Design

EDP 351, Instructional Design
EDP 355, Applied Cognition & Strategic Learning
EDP 420, Seminar in Educational Research
EDP 455, Learning in the Social Context
EDP 480, Advanced Research Design in Application
EDP 480C, Data Analysis Workshop
EDP 481, Seminar in Applied Cognition
EDP 481D, Program Evaluation
EDUC 101, Learning in Educational Settings I
EDUC 102, Learning in Educational Settings II
ORIENT 1, Freshman Orientation

University of Nebraska-Lincoln

EDPY 106, Academic Strategies Class
EDPY 362, Applied Cognition and Learning (undergraduate)
EDPY 800, Applied Cognition and Learning (graduate)
UFOUND 101, University Foundations Class