

## **Erika A. Patall, Ph.D.**

Rossier School of Education  
University of Southern California  
3470 Trousdale Parkway  
Waite Phillips Hall  
Los Angeles, CA 90089-4036  
Office Phone: 213.740.2371  
Email: [patall@rossier.usc.edu](mailto:patall@rossier.usc.edu)  
USC Faculty profile: <https://rossier.usc.edu/faculty/erika-patall/>  
Website: <http://motivationlab.wordpress.com/>

### **EDUCATION**

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

### **PROFESSIONAL EXPERIENCE**

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- 2022-present *Professor of Education and Psychology*, Rossier School of Education, University of Southern California, Los Angeles, CA
- 2017-present *Associate Professor of Education and Psychology*, Rossier School of Education, University of Southern California, Los Angeles, CA
- 2016 *Associate Professor*, Department of Educational Psychology, University of Texas at Austin, Austin, TX
- 2010-2016 *Assistant Professor*, Department of Educational Psychology, University of Texas at Austin, Austin, TX

### **DISTINGUISHED HONORS**

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- 2022 Best Article of 2021 from Division 15 (Educational Psychology) of the American Psychological Association  
Patall, E. A. (2021). Implications of the open science era for educational psychology research syntheses. *Educational Psychologist*, 56 (2), 142-160.
- 2022 Identified as a top-producing educational psychologist (rank #28) from 2015-2021:  
Fong, C. J., Flanigan, A. E., Hogan, E., Brady, Anna C., Griffin, M., Gonzales, C., García, A. J., Fathi, Z., & Robinson, D. H. (2022). Updating trends in individual and institutional productivity in educational psychology journals from 2015-2021. *Educational Psychologist*. Advance online publication. <https://doi.org/10.1007/s10648-022-09704-2>

- 2021           Featured as case study in research article on productivity in educational psychology:  
                  Kiewra, K.A., Luo, L. & Flanigan, A.E. Educational Psychology Early Career Award Winners:  
                  How Did They Do It?. *Educ Psychol Rev* **33**, 1981–2018 (2021).
- 2018           American Psychological Association Richard E. Snow Award for Early  
                  Contributions
- 2018           Identified as a top-producing female educational psychologist from 2009-2016:  
                  Greenbaum, H. K., Goodsir, H. L., Smith, M. C., & Robinson, D. H. (2018). Female  
                  Participation as Top-Producing Authors, Editors, and Editorial Board Members in Educational  
                  Psychology Journals from 2009 to 2016. *Educational Psychology Review*, *30*(3), 1-7.
- 2015           American Educational Research Association Division C (Learning and Instruction)  
                  Outstanding Early Career Scholar Award
- 2010           Emerging Scholar Award (Early Career Category), American Educational Research  
                  Association, Out-of-School Time Special Interest Group
- 2007           American Educational Research Association Review of Research Award  
                  Cooper, H., Robinson, J. C. & Patall, E. A. (2006). Does Homework Improve Academic  
                  Achievement: A Synthesis of Research, 1987-2003, *Review of Educational Research*, *76*, 1-62.

## **RESEARCH AND PUBLICATIONS**

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I am interested in the interface between social psychological theory and education. Most broadly, I study the determinants and development of motivation and the relationship between motivation and education-relevant outcomes. I have most frequently focused on how the provision of choice and other supports for autonomy may impact motivation and support various achievement related outcomes. I am also interested in the determinants, development, and consequences of student agency in learning environments. Finally, I am interested in the development and use of research synthesis and meta-analytic methods in social science research, particularly the use of research synthesis to help guide the field regarding effective educational practices. Syntheses I have conducted with colleagues have focused on the effects of giving choices, negative feedback, providing rationales, extended school time, parent involvement in schoolwork, parent autonomy support, homework, afterschool programs, prosocial modeling, classroom structure, underachievement interventions, refutation texts in science, among other practices.

## PUBLICATIONS

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*Impact as of November 8, 2022*

Google scholar total citations: **8,874**

Google scholar h-index: **32**

Google scholar i10-index: **47**

Web of science total citations: **2,904**

Web of Science h-index: **24**

Web of Science overall median citation percentile: **88<sup>th</sup> percentile**

### Peer-Reviewed Articles

(\*Denotes student author)

1. Ahmadi, A., Noetel, M., Parker, P., Ryan, R., Ntoumanis, N., Reeve, J., Beauchamp, M., Parker, P., Dicke, T., Yeung, A., Ahmadi, M., Bartholomew, K., Chiu, T.K.F., Curran, T., Erturan, G., Flunger, B., Frederick, C., Froiland, J. M., Gonzalez-Cutre, D., Haerens, L., Jenó, L. M., Koka, A., Krijgsman, C., Langdon, J., White, R. L., Litalien, D., Lubans, D., Mahoney, J., Nilipay, J., **Patall, E. A.**, Perlman, D., Queded, E., Schneider, S., Standage, M., Stroet, K., Tessier, D., Thogersen-Ntoumani, C., Tilga, H., Vasconcellos, D. & Lonsdale, C. (2022). A Classification System for Teachers' Motivational Behaviours Recommended in Self-Determination Theory Interventions. Accepted for publication in *Journal of Educational Psychology*.
2. **Patall, E. A.**, \*Kennedy, A. A. U., \*Yates, N., \*Zambrano, J., \*Lee, D. & \*Vite, A. (2022). The relations between urban high school science students' agentic mindset, agentic engagement, and perceived teacher autonomy support and control. *Contemporary Educational Psychology*, 71, 102097.
3. **Patall, E. A.**, \*Zambrano, J., \*Kennedy, A. A. U., \*Yates, N., & \*Vallín, J. A. (2022). Promoting an agentic orientation: An intervention in university psychology and physical science courses. *Journal of Educational Psychology*, 114(2), 368–392. <https://doi.org/10.1037/edu0000614>
4. \*Zambrano, J., \*Kennedy, A. A. U., \*Aguilera, C., \*Yates, N., & **Patall, E. A.** (2021). Students' beliefs about agentic engagement: A phenomenological study in urban high school physical science and engineering classes. *Journal of Educational Psychology*, 114(5), 1028–1047. <https://doi-org/10.1037/edu0000690>
5. **Patall, E. A.** (2021). Implications of the open science era for educational psychology research syntheses. *Educational Psychologist*, 56 (2), 142-160. DOI: [10.1080/00461520.2021.1897009](https://doi.org/10.1080/00461520.2021.1897009)
6. **Patall, E. A.** (2021). Self-determination theory: Eminent legacy with boundless possibilities for advancement. *Motivation Science*, 7(2), 117-118. <https://doi-org./10.1037/mot0000223>
7. \*Yates, N. & **Patall, E. A.** (2021). Exploring the relationship between Black high school students' external regulation and intrinsic motivation. *Motivation and Emotion*, 45, 146-158. <https://doi.org/10.1007/s11031-020-09863-1>
8. \*Seo, E., & **Patall, E. A.** (2021). Feeling proud today may lead people to coast tomorrow: Daily intraindividual associations between emotion and effort in academic goal striving. *Emotion*, 21(4), 892–897. <https://doi-org.libproxy2.usc.edu/10.1037/emo0000752>

9. \*Jung, A. H., \*Seo, E., \*Han, E., Henderson, M. D., **Patall, E. A.** (2020). Prosocial modeling: A meta-analytic review and synthesis. *Psychological Bulletin*, 146(8), 635–663. <https://doi.org/10.1037/bul0000235>
10. Snyder, K., Fong, C., Pittard, C. M., **Patall, E. A.**, Painter, J. K. & Barr, S. M. (2019). Interventions for academically underachieving students: A systematic review and meta-analysis. *Educational Research Review*, 28. <https://doi.org/10.1016/j.edurev.2019.100294>
11. **Patall, E. A.** & \*Zambrano, J. (2019). Facilitating student outcomes by supporting autonomy: Implications for practice and policy. *Policy Insights from Behavioral and Brain Sciences*, 6(2) 115-122. <https://doi.org/10.1177/2372732219862572>
12. **Patall, E. A.**, Pituch, K. A., \*Steingut, R. R., \*Vasquez, A. C., \*Yates, N., & \*Kennedy, A. A. U. (2019). Agency and high school science students' motivation, engagement, and classroom support experiences. *Journal of Applied Development Psychology*, 62, (77-92). doi: 10.1016/j.appdev.2019.01.004
13. \*Fong, C. J., **Patall, E. A.**, \*Vasquez, A. C., & \*Strautberg, S. (2019). A meta-analysis of negative feedback on intrinsic motivation. *Educational Psychology Review*, 31(1), 121-162. doi: 10.1007/s10648-018-9446-6
14. **Patall, E. A.**, \*Steingut, R. R., \*Freeman, J. L., Pituch, K. A. & \*Vasquez, A. C. (2018). Gender disparities in students' motivational experiences in high school science classrooms. *Science Education*, 102(5), 951-977. doi: 10.1002/sc.21461
15. **Patall, E. A.**, \*Hooper, S. Y., \*Vasquez, A. C., Pituch, K. A., & \*Steingut, R. R. (2018). Science class is too hard: Perceived difficulty, disengagement, and the role of teacher autonomy support from a daily diary perspective. *Learning and Instruction*, 58, 220-231. doi: 10.1016/j.learninstruc.2018.07.004
16. \*Seo, E., **Patall, E. A.**, Henderson, M., & \*Steingut, R. R. (2018). The effects of goal origin and implementation intentions on goal commitment and performance. *Journal of Experimental Education*, 86(3), 386-401. doi: 10.1080/00220973.2016.1277334
17. **Patall, E. A.**, \*Steingut, R. R., \*Vasquez, A. C., \*Trimble, S. R., Pituch, K. A. & \*Freeman, J. L. (2018). Daily autonomy supporting or thwarting and students' motivation, engagement, and disaffection in the high school science classroom. *Journal of Educational Psychology*, 110(2), 269-288. doi: 10.1037/edu0000214
18. Vansteenkiste, M., Aelterman, N., De Muyck, G., Haerens, L., **Patall, E. A.** & Reeve, J. (2018). Fostering personal meaning and relevance: A self-determination theory perspective. *Journal of Experimental Education*, 86(1), 30-49, doi: 10.1080/00220973.2017.1381067
19. **Patall, E. A.**, \*Vasquez, A. C., \*Steingut, R. R., \*Trimble, S. R., & Pituch, K. A. (2017). Supporting and thwarting autonomy in the high school science classroom. *Cognition & Instruction*, 35(4), 337-362. doi: 10.1080/07370008.2017.1358722
20. \*Steingut, R., **Patall, E.A.**, & \*Trimble, S. (2017). The effect of rationale on motivation and performance outcomes: A meta-analysis. *Motivation Science*, 3(1), 19-50. doi:10.1037/mot0000039
21. \*Leach, J. K., & **Patall, E. A.** (2016). Need-supportive advising for undecided students. *NACADA Journal*, 36(2), 20-33, doi: 10.12930/NACADA-15-035

22. **Patall, E. A.,** \*Vasquez, A. C., \*Steingut, R. R., \*Trimble, S. R., & Pituch, K. A. (2016). Daily interest, engagement, and autonomy support in the high school science classroom. *Contemporary Educational Psychology, 46*, 180–194. doi:10.1016/j.cedpsych.2016.06.002
23. Linnenbrink-Garcia, L., **Patall, E. A.,** & Pekrun, R. (2016). Adaptive motivation and emotion in education: Research and principles for instructional design. *Policy Insights from Behavioral and Brain Sciences, 3*(2), 228-236. doi: 10.1177/2372732216644450
24. Awad, G., **Patall, E. A.,** \*Rackley, K. R. & \*Reilly, E. D. (2016). Recommendations for culturally sensitive research methods. *Journal of Educational and Psychological Consultation, 26*(3), 283-303. doi:10.1080/10474412.2015.1046600
25. Hagger, M.S., Sultan, S., Hardcastle, S. J., Reeve, J., **Patall, E.,** Fraser, B., & Chatzisarantis, N. L. D. (2016). Applying the integrated trans-contextual model to mathematics activities in the classroom and homework behavior and attainment. *Learning and Individual Differences, 45*, 166-175. doi:10.1016/j.lindif.2015.11.017
26. \*Vasquez, A. C., **Patall, E. A.,** \*Fong, C. J., \*Corrigan, A. S., & \*Pine, L. (2016). Parent autonomy support, academic achievement, and psychosocial functioning: A meta-analysis of research. *Educational Psychology Review, 28*(3), 605-644. doi: 10.1007/s10648-015-9329-z
27. **Patall, E. A.** & \*Leach, J. K. (2015). The role of choice provision in academic dishonesty. *Contemporary Educational Psychology, 42*, 97-110. doi: 10.1016/j.cedpsych.2015.06.004
28. \*Lee, B., **Patall, E. A.,** Cawthon, S., & \*Steingut, R. (2015). The effect of drama-based pedagogy on preK-16 outcomes: A meta-analysis of research from 1985-2012. *Review of Educational Research, 85*(1), 3-49. doi: 10.3102/0034654314540477
29. **Patall, E. A.,** Awad, G., & \*Cestone, C. (2014). Academic potential beliefs and feelings: Conceptual development and relations with academic outcomes. *Self and Identity, 13*(1), 58-80. doi: 10.1080/15298868.2012.738705.
30. **Patall, E. A.,** \*Sylvester, B. J., \*Han, C. (2014). The role of competence in the effects of choice on motivation. *Journal of Experimental Social Psychology, 50*, 27-44. doi:10.1016/j.jesp.2013.09.002.
31. Schraw, G. & **Patall, E. A.** (2013). Using principles of evidence-based practice to improve prescriptive recommendations. *Educational Psychology Review, 25*(3), 345-351. doi:10.1007/s10648-013-9237-z.
32. Linnenbrink-Garcia, L., **Patall, E. A.,** & Messersmith, E. (2013). Antecedents and consequences of situational interest. *British Journal of Educational Psychology, 83*(4), 591-614. doi: 10.1111/j.2044-8279.2012.02080.x
33. \*Leach, J. K. & **Patall, E. A.** (2013). Maximizing and counterfactual thinking in academic major decision-making. *Journal of Career Assessment, 21*(3), 414-429. doi:10.1177/1069072712475178.
34. \*Fratkin, J. L., Sinn, D. L., **Patall, E. A.,** & Gosling, S. D. (2013). Personality consistency in dogs: A meta-analysis. *PLoS ONE, 8*(1). doi:10.1371/journal.pone.0054907.
35. **Patall, E. A.** (2013). Constructing motivation through choice, interest, and interestingness. *Journal of Educational Psychology, 105*(2), 522-534. doi: 10.1037/a0030307.

36. **Patall, E. A.,** \*Dent, A. L., \*Oyer, M., & Wynn, S. R. (2013). Student autonomy and course value: The unique and cumulative roles of various teacher practices. *Motivation and Emotion, 37*(1), 14-32. doi: 10.1007/s11031-012-9305-6.
37. Robinson, D. H., Levin, J. R., Schraw, G., **Patall, E. A.** & Hunt, E. B. (2013). On going (way) beyond one's data: A proposal to restrict recommendations for practice in primary educational research journals. *Educational Psychology Review, 25*, 291-302. doi 10.1007/s10648-013-9223-5.
38. \*Reinhart, A. L., \*Haring, S. H., Levin, J. R., **Patall, E. A.,** & Robinson, D. H. (2013). Models of not-so-good behavior: Yet another way to squeeze causality and recommendations for practice out of correlational data. *Journal of Educational Psychology, 105*(1), 241-247. doi: 10.1037/a0030368.
39. Sander, J., **Patall, E. A.,** \*Amoscato, L. A., \*Fisher, A. L., & \*Funk, C. (2012). A meta-analysis of the effect of juvenile delinquency interventions on academic outcomes. *Children and Youth Services Review, 34*(9), 1695-1708. doi: 10.1016/j.childyouth.2012.04.005.
40. **Patall, E. A.,** Cooper, H., & Wynn, S. R. (2010). The effectiveness and relative importance of choice in the classroom. *Journal of Educational Psychology, 102*, 896-915. doi: 10.1037/a0019545.
41. **Patall, E. A.,** Cooper, H. & Allen, A. B. (2010). Extending the school day or school year: A systematic review of research (1985-2009). *Review of Educational Research, 80*, 401-436. doi: 10.3102/0034654310377086.
42. Valentine, J. C., Cooper, H., **Patall, E. A.,** Tyson, D., & Civey Robinson, J. (2010). A method for evaluating research syntheses: The quality, conclusions, and consensus of twelve syntheses of the effects of after school programs. *Research Synthesis Methods, 1*, 20-38. doi:10.1002/jrsm.3.
43. Cooper, H. Allen, A. B., **Patall, E. A.,** & \*Dent, A. (2010). Effects of full-day kindergarten on academic achievement and social development. *Review of Educational Research, 80*, 34-70. doi: 10.3102/0034654309359185.
44. Zuroff, D. C., Fournier, M. A., **Patall, E. A.,** & Leybman, M. J. (2010). Steps toward an evolutionary personality psychology: Individual differences in the social rank domain. *Canadian Psychology, 51*, 58-66. doi: 10.1037/a0018472.
45. Cooper, H. & **Patall, E. A.** (2009). The relative benefits of meta-analysis conducted with individual participant data versus aggregated data. *Psychological Methods 14*, 165-176. doi: 10.1037/a0015565.
46. **Patall, E. A.,** Cooper, H., & \*Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin, 134*, 270-300. doi: 10.1037/0033-2909.134.2.270.
47. **Patall, E. A.,** Cooper, H. & Robinson, J. C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research, 78*, 1039-1101. doi: 10.3102/0034654308325185.
48. Linnenbrink-Garcia, E., Tyson, D., & **Patall, E. A.** (2008). When are achievement goal orientations beneficial for academic achievement? A closer look at main effects and moderating factors. *International Review of Social Psychology, 21*, 19-70.

49. Wynn, S., Carboni, L. & **Patall, E. A.** (2007). Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective. *Leadership and Policy in Schools, 6*, 209-229. doi: 10.1080/15700760701263790.
50. Cooper, H., Robinson, J. C., & **Patall, E. A.** (2006). Does homework improve academic achievement?: A synthesis of research, 1987-2003. *Review of Educational Research, 76*, 1-62. doi: 10.3102/00346543076001001.

### Book Chapters

51. **Patall, E. A.** (2023). A key to motivation is thinking and acting like you can change things. In M. Bong, S. Kim, J. Reeve (Eds.), *Motivation Science: Controversies and Insights*. New York, NY: Oxford University Press
52. **Patall, E. A.** (2023). When it comes to motivating others, what's easy is not always good. In M. Bong, S. Kim, J. Reeve (Eds.), *Motivation Science: Controversies and Insights*. New York, NY: Oxford University Press
53. **Patall, E. A.**, Linnenbrink-Garcia, L., Lui, P., \*Zambrano, J., & \*Yates, N. (2022). Instructional practices that support adaptive motivation, engagement, and learning. In J. Reeve (Ed.), *Oxford Handbook of Educational Psychology*, New York, NY: Oxford University Press. 10.1093/oxfordhb/9780199841332.001.0001
54. **Patall, E. A.** (2019). The complex role of choice in human motivation and functioning. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation, 2<sup>nd</sup> Edition* (pp. 135-155). New York, NY: Oxford University Press
55. **Patall, E. A.** & \*Hooper, S. Y. (2019). The promise and peril of choosing for motivation and learning. In K. A. Renninger, A. & S. Hidi (Eds.), *Cambridge Handbook of Motivation and Learning* (pp. 238-262). UK: Cambridge University Press
56. **Patall, E. A.** & \*Hooper, S. Y. (2017). The role of choice in understanding adolescent autonomy and academic functioning. In B. Soenens, S. Van Petegem, and M. Vansteenkiste (Eds.), *Autonomy in Adolescent Development: Towards Conceptual Clarity (Studies in Adolescent Development)*. New York, NY: Routledge.
57. Schraw, G. & **Patall, E. A.** (2015). Toward a universal design model of evidence-based practice. In *Evidence-Based Practice (EBP): Principles, Implementation, and Effectiveness*. New York: Nova Publishers.
58. Linnenbrink-Garcia, L. & **Patall, E. A.** (2015). Motivation. In L. Corno & E. Anderman (Eds.), *Handbook of Educational Psychology, 3<sup>rd</sup> Edition*, (pp. 91-103). Sponsored by the American Psychological Association. New York, NY: Routledge.
59. **Patall, E. A.** (2012). The motivational complexity of choosing: A review of theory and research. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 249-279). New York, NY: Oxford University Press. doi:10.1093/oxfordhb/9780195399820.013.0015.
60. Cooper, H. M., **Patall, E. A.**, & Lindsay, J. J. (2008). Research synthesis and meta-analysis. In L. Bickman and D. Rog (Eds.), *The Sage Handbook of Applied Social Research Methods, 2<sup>nd</sup> Edition*, (pp. 344-370). Thousand Oaks, CA: Sage.

61. **Patall, E. A.** & Cooper, H. (2008). Conducting a meta-analysis. In P. Alasuutari, L. Bickman, & J. Brannen (Eds.), *The Sage Handbook of Social Research Methods* (pp. 536-554). London, England: Sage.

### **Encyclopedia Entries**

62. Steingut, R. R., **Patall, E. A.**, Fong, C. (2022). Research Synthesis. In T. Good & M. McCaslin (Eds.) *The Routledge Encyclopedia of Education*. Routledge.
63. **Patall, E. A.** & Cooper, H. (2008). Meta-Analysis. In E. Anderman (Ed.), *Psychology of Classroom Learning: An Encyclopedia*. Detroit: Macmillan.
64. Cooper, H. & **Patall, E. A.** (2007). Homework. In S. Mathison & E. W. Ross (Eds.), *Battleground Schools: An Encyclopedia of Conflict and Controversy* (pp. 319-326). Westport, CT: Greenwood Press.
65. **Patall, E. A.** (2007). Choice in psychology. In W. A. Darity, E. Bonilla-Silva, P. Costanzo, P. L. Mason, P. D. McClain, D. Scott, & T. Singleton (Eds.), *International Encyclopedia of the Social Sciences, (2nd edition)*. Macmillan Reference/Thomson Gale.



**RESEARCH GRANTS (FUNDED)**

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*William T. Grant Foundation*

Status: Co-PI, Funded  
 PI: Adam Kho, USC  
 Project Title: Hattie's Influences on Student Achievement Under an Institutionally Racist System: What Works for Black & Brown Students?  
 Period: July 1, 2023 to June 30, 2025  
 Funding: \$600,000

*GoGuardian Digital Learning*

Status: PI, Funded  
 Project Title: The 2022 State of Engagement Report  
 Period: April 15, 2022 to April 14, 2023 (with option to renew)  
 Funding: \$135,000

*USC Zumberge Faculty Research & Innovation*

Status: co-PI, Funded  
 PI: Adam Kho, USC  
 Project Title: Hattie's Influence on Student Achievement Under an Institutionally Racist System: What Works for Black and Brown Students?  
 Period: August 1, 2021 to September 30, 2022  
 Funding: \$30,000

*National Science Foundation*

Status: PI, Funded  
 PI (collaborator): Olusola Adesope, Washington State University  
 Co-PI: Robert Danielson, Washington State University; Gale Sinatra, USC  
 Project Title: Meta-Analysis of the Effects of Refutation Materials for Promoting Conceptual Change in STEM  
 Period: October 1, 2019 to September 30, 2022  
 Funding: \$500,000 (\$237,338 USC budget)

*Spencer Foundation*

Status: PI, Funded  
 Project Title: Development of an Intervention to Promote Agentic Engagement in STEM High School Classrooms  
 Period: August 1, 2018 to July 31, 2020  
 Funding: \$50,000

*Institute of Education Science*

Status: PI, Funded  
 Co-PI: S. Natasha Beretvas, Educational Psychology, The University of Texas at Austin  
 Project Title: A Research Synthesis of the Effects of Classroom Structure on Student Motivation, Engagement, and Achievement  
 Period: August 1, 2016 to July 31, 2020  
 Funding: \$383,768

*National Academic Advising Association*

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

*William T Grant Foundation*

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

*William T Grant Foundation*

Status: PI, Funded  
 Project Title: The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices – Phase 1  
 Period: Jan. 1, 2012 to Dec. 31, 2012  
 Funding: \$92,684

*The University of Texas at Austin*

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

**ADVISORY BOARDS**

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*National Science Foundation*

Status: Advisory Board, Funded  
 PI: Joshua Polanin, American Institutes of Education; Ryan Williams, American Institutes of Education  
 Project Title: Effects of the Engagement, Exploration, Explanation, Elaboration, and Evaluation Instructional Model: Systematic Review and Innovation Through New Meta-Analysis Methodology  
 Period: October 1, 2020 to September 30, 2023

## PRESENTATIONS

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### Peer-Reviewed Conference Paper Presentations

1. **Patall, E. A.** (2022, April). *Is Motivation Largely Conscious and Intentional or Nonconscious and Automatic?* Symposium session presentation at Annual Meeting for the American Educational Research Association, San Diego, CA.
2. Kennedy, A., **Patall, E. A.**, & Sinatra, G. (2022, April). *The Role of the Model Minority Myth and Goal Orientations in Asian American Undergraduates' Academic Help-Seeking.* Paper presentation at Annual Meeting for the American Educational Research Association, San Diego, CA.
3. Lee, D., Vite, A., & **Patall, E. A.** (2022, April). *Student-Teacher Relatedness and Classroom Engagement: A Cultural Exploration.* Roundtable presentation at Annual Meeting for the American Educational Research Association, San Diego, CA.
4. Yates, N., **Patall, E. A.**, Kennedy, A., Lee, D., & Vite, A. (2022, April). *Predicting Diverse High School Students' Well-Being from Agentic Orientation, Teacher Autonomy Support, and Teacher Control.* Paper presentation at Annual Meeting for the American Educational Research Association, San Diego, CA.
5. Yates, N., **Patall, E. A.**, Madden, A., & Chen, M. (2022, April). *Black Students' Motivation and School Outcomes: A Meta-Analysis.* Paper presentation at Annual Meeting for the American Educational Research Association, San Diego, CA.
6. Jacobson, N. G., Adesope, O.O., **Patall, E.A.**, Sinatra, G.M., & Danielson, R.W. (2021, April). *The refutation text effect and science learning: The moderating role of text characteristics.* Symposium session presentation at Annual Meeting for the American Educational Research Association, Virtual Conference.
7. Yates, N. M., & **Patall, E.A.** (2021, April). *Exploring Black students: Pathways from extrinsic to intrinsic motivation.* Paper presentation at Annual Meeting for the American Educational Research Association, Virtual Conference.
8. Zambrano, J., Kennedy, A., Aguilera, C., Yates, N. M., & **Patall, E.A.** (2021, April). *Student beliefs about agentic engagement: A phenomenological study in high school science classrooms.* Paper presentation at Annual Meeting for the American Educational Research Association, Virtual Conference.
9. **Patall, E. A.**, Yang, S., & Mendoza, J. (2020, April). *A meta-analysis of the relationships among teachers' autonomy relevant practice and student outcomes.* Symposium session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
10. **Patall, E. A.** et. al., (2020, April). *A meta-analysis of classroom structure intervention effects on K-16 students' academic motivation, engagement, and achievement.* Symposium session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
11. Zambrano, J. & **Patall, E. A.** (2020, April). *Promoting an agentic engagement orientation: Results of an intervention in introductory college STEM courses.* Symposium session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.

12. Yates, N. & **Patall**, E. A. (2020, April). *Exploring the relationship between daily intrinsic motivation, extrinsic motivation, and need satisfaction in Black students*. Symposium session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
13. Steingut, R.R., **Patall**, E. A., Pituch, K.A., & Vasquez A. C. (2019, April). *Competence and rationale: interactions at multiple levels predict classroom engagement in science*. Symposium session conducted at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
14. Steingut, R.R., **Patall**, E. A., Pituch, K.A., & Vasquez A. C. (2019, April). *Competence and rationale: interactions at multiple levels predict classroom engagement in science*. Symposium session conducted at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
15. **Patall**, E. A. (2019, April). *Drawing on self and reward perspectives to understand the benefits of choice*. Symposium session conducted at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
16. Jung, H., Henderson, M., Seo, E., & **Patall**, E. A. (2018, October). *When do people learn more from others' prosocial behavior? A meta-analysis of prosocial modeling effect*. Symposium session conducted at the annual meeting of the Association of Consumer Research, Dallas, TX.
17. **Patall**, E.A., Steingut, R. R., Freeman, J.L., Pituch, K. A., & Vasquez, A. (2018, April). *Motivational gender inequity in high school science classrooms*. Symposium session conducted at the annual meeting of the American Educational Research Association, New York, NY.
18. **Patall**, E.A. (2018, April). *The promise and peril of choosing for motivation and learning*. Workshop session conducted at the annual meeting of the American Educational Research Association, New York, NY.
19. Hooper, S., **Patall**, E.A., Vasquez, A., Pituch, K. A., & Steingut, R. R. (2018, April). *Science is too hard: Daily perceived difficulty and the role of teacher autonomy support*. Symposium session conducted at the annual meeting of the American Educational Research Association, New York, NY.
20. Fong, C., Vasquez, A. & **Patall**, E.A. (2018, April). *Controlling parents thwart students' motivation, self-perceptions, and psychosocial outcomes: A meta-analytic investigation*. Roundtable session conducted at the annual meeting of the American Educational Research Association, New York, NY.
21. Pituch, K. & **Patall**, E.A. (2017, April). *A primer on intensive longitudinal design and analysis for classroom research*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio.
22. Vasquez, A. & **Patall**, E.A. (2017, April). *Daily exercise habits and well-being: The effects of autonomy, competence, and relatedness*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio.
23. Seo, E. & **Patall**, E.A. (2017, April). *Characteristics of college students' personal academic goals, daily effort, and affective well-being*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio.

24. Seo, E., Lee, Y., & **Patall, E.A.** (2017, April). *Achievement goals predict not only levels of intrinsic motivation but also its stability*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio.
25. Maddocks, D., Osman, D. & **Patall, E.A.** (2017, April). *Teacher enthusiasm and student outcomes: A meta-analysis*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio.
26. **Patall, E.A.** (2016, April). Division C Early Career Award Address: *The promise and peril of choice provision as a motivational strategy*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, D.C.
27. Steingut, R.R., **Patall, E.A.**, & Vasquez, A.C. (2016, April). *Emotions in science class: Relations to expectancy and value and gender differences*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, D.C.
28. Seo, E., **Patall, E.A.**, Svinicki, M. (2016, April). *The effects of parental control on adolescents' motivational outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
29. **Patall, E. A.** & Leach, J. K. (2015, May). *The effect of choice provision on dishonesty*. Paper session presented at the Annual Meeting of the American Psychological Society, New York, NY.
30. Daniel, S. R. & **Patall, E. A.** (2015, April). *Social interdependence and heedful interrelating within cooperative groups*. Paper session presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
31. **Patall, E. A.**, Vasquez, C. C., Steingut, R. R., Trimble, S.S., & Pituck, K. A. (2015, April). *The function of daily interest in the classroom*. Paper session presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
32. Trimble, S. S., **Patall, E. A.**, & Steingut, R. R. (2015, April). *Exploring the boundary conditions of the harmful associations between academic boredom, performance, and effort: A meta-analysis and a primary study*. Paper session presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
33. Snyder, K. E., Fong, C. J., **Patall, E. A.**, & Linnenbrink-Garcia, L. (July, 2014). *A meta-analytic review of achievement goal orientations, perceived competence, and self-worth beliefs*. Symposium conducted at the meeting of the International Congress of Applied Psychology, Paris, France.
34. **Patall, E. A.**, Schraw, G., & Leach, J. K. (2014, April). *Need satisfaction and academic dishonesty in college*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
35. Fong, C. J., Snyder, K. E., **Patall, E. A.**, & Barr, S. M. (2014, April). *Everything and the kitchen sink: A meta-analytic review of interventions for academically underachieving students*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
36. Lee, B., **Patall, E. A.**, Cawton, S.W., & Steingut, R. S. (2014, April). *The effect of drama-based pedagogy on preK-16 outcomes: A meta-analysis of research from 1985-2012*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

37. **Patall, E. A.**, Crowther, A., Steingut, R., Trimble, S., & Pituch, K. (2014, March). *Daily and cumulative effects of teachers' practices on high school science students' autonomy, engagement and disengagement*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
38. Lee, B., Enciso, P., **Patall, E. A.** & Cawthon, S. (2013, December). *A meta-analysis of the effects of drama-based pedagogy on English Language Arts outcomes*. Paper presented at the Annual Conference of the Literacy Research Association, Dallas, TX.
39. **Patall, E. A.**, Crowther, A. & Steingut, R. (2013, April). *Daily and cumulative effects of teachers' autonomy support over time*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
40. **Patall, E. A.**, Leach, J. K., & Schraw, G. J. (2013, April). *The role of choice provision in cheating at school*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
41. **Patall, E. A.** (2012, April). *Constructing motivation through choice, interest, and interestingness*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
42. Fong, C. J., **Patall, E. A.**, Jones, S. J., Zuniga, R. E., & Snyder, K. E. (2012, April). *The relationship between underachievement and self-concept, motivation, and self-regulation*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
43. **Patall, E. A.** & Cestone, C. (2012, April). *Beliefs about academic potential: Conceptual development and consequences for academic outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
44. **Patall, E. A.**, Oyer, M., Wynn, S., & Cooper, H. (2010, May). *More than words: The relative benefits of choice for supporting perceived autonomy and intrinsic motivation*. Paper presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
45. Linnenbrink-Garcia, L., **Patall, E. A.**, & Messersmith, E. (2009, April). *Antecedents and consequences of situational interest in science*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
46. Wynn, S. & **Patall, E. A.** (2009, April). *Teacher retention: Should I stay or should I go?* Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
47. Cooper, H. & **Patall, E. A.** (2008, July). *The relative benefits of meta-analysis of individual participant data and meta-analysis of group statistics*. Paper presented at the annual meeting of the Society for Research Synthesis Methodology. Corfu, Greece.
48. Wynn, S. & **Patall, E. A.** (2008, March). *Beginning teacher retention and the importance of mentoring, climate, and leadership in a learning communities framework*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
49. Wynn, S. & **Patall, E. A.** (2008, February). *Mentoring, school climate, and principal leadership: What matters to beginning teachers?* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education.

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

#### Peer-Reviewed Conference Poster Presentations

55. **Patall, E.A.**, Kennedy, A., Zambrano, J., Yates, N. M., Lee, D., & Vite, A. (2022, April). *Relations Between Urban High School Science Students' Agentic Mindset, Agentic (Dis)Engagement, and Perceived Teacher Practice*. Poster presentation at Annual Meeting for the American Educational Research Association, San Diego, CA.
56. Zambrano, J., **Patall, E.A.**, Kennedy, A., Aguilera, C., Yates, N. M. (2022, April). *"I Feel It's a Mutiny": Teachers' Beliefs About Their Students' Agentic Engagement in Urban High School Science Classrooms*. Poster presentation at Annual Meeting for the American Educational Research Association, San Diego, CA.
57. **Patall, E.A.**, Zambrano, J., Kennedy, A., Yates, N. M., & Vallin, J. (2021, April). *Promoting a mindset and strategies for agentic engagement in college science classrooms*. Poster presentation at Annual Meeting for the American Educational Research Association, Virtual Conference.
58. **Patall, E. A.** et. al., (2020, January). *A meta-analysis of classroom structure intervention effects on K–16 students' academic motivation, engagement, and achievement*. Poster presentation at Annual PI Meeting for the Institute of Education Sciences, Washington DC.
59. **Patall, E. A.**, Kennedy, A., Yates, N. M., & Vallin, J. (2019, April) *Promoting an agentic engagement mindset: Preliminary results for an intervention with college students*. Poster session conducted at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
60. Steingut, R.R., **Patall, E.A.**, & Trimble, S.S. (2016, April). *Effects of rationale on motivation and performance: A meta-analysis*. Poster presented at the Annual Meeting of the American Educational Research Association, Washington, DC.
61. **Patall, E. A.** (2015, April). *A diary study of daily need satisfaction and academic dishonesty in college*. Poster session presented at the Annual Meeting of the American Educational

Research Association, Chicago, IL.

62. Seo, E., **Patall, E. A.**, Steingut, R. R., & Henderson, M. D. (2015, April). *The effects of goal origins and implementation intentions on performance*. Poster session presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
63. Seo, E., **Patall, E. A.**, Steingut, R. R., & Henderson, M. D. (2015, February). *The effects of goal origins and implementation intentions on goal commitment and intrinsic motivation*. Poster session presented at the 16<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology, Long Beach, California.
64. **Patall, E. A.** (2014, October). *The effect of choice provision on unethical behavior*. Poster session presented at the 1<sup>st</sup> annual Advances in Educational Psychology Conference. Fairfax, VA.
65. Crowther, A. C., **Patall, E. A.**, Fong, C. J., Corrigan, A. & Pine, L. E. (2014, April). *Parent autonomy support and academic achievement: A meta-analysis of research*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
66. Fong, C., **Patall, E. A.**, & Crowther, A. (2014, March). *The effect of negative feedback on adolescents' motivation: A meta-analytic investigation*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
67. Crowther, A., **Patall, E. A.**, Fong, C., Corrigan, A. & Pine, L., (2014, March). *Parent autonomy support and psychosocial functioning: A meta-analysis of research*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
68. Lee, B., **Patall, E. A.**, Cawthon, S., & Steingut, R. (2014, March). *The effect of drama-based pedagogy on adolescent outcomes: A meta-analysis of research from 1985 – 2012*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
69. **Patall, E. A.**, Leach, J.K., & Schraw, G. (2014, February). *The effect of choice provision on unethical behavior*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
70. Trimble, S., **Patall, E. A.**, Crowther, A., & Awad, G. (2014, February). *A situation in which expressing one's self as highly unique through one's choices enhances motivation*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
71. Fong, C. & **Patall, E. A.** (2014, February). *The effects of need-supportive criticism on intrinsic motivation*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
72. Lee, B., **Patall, E. A.**, Cawthon, S., & Steingut, R. (2014, February). *The effect of drama-based pedagogy on PreK-16 Academic Related Outcomes: A meta-analysis of research from 1985-2012*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
73. **Patall, E. A.**, Leach, J. K., & Schraw, G. J. (2013, August). *Cheating attitudes and behavior in autonomy-supportive classrooms*. Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI.
74. Leach, J. K., & **Patall, E. A.** (2013, April). *The effect of need-satisfying academic advising on academic major satisfaction*. Poster session presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.



75. **Patall, E. A.**, Crowther, A., & Trimble, S. S. (2013, January). *The role of uniqueness expression in the effects of choosing*. Poster session presented at the 14<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. New Orleans, LA.
76. Leach, J. & **Patall, E. A.** (2012, April). *Maximizing and counterfactual thinking in academic major decision-making*. Poster session presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
77. **Patall, E. A.** (2012, January). *The role of competence and interest in preferences for choosing*. Poster session presented at the 13<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. San Diego, CA.
78. **Patall, E. A.** Dacy, B.S., Han, C. & Cestone, C. (2011, January). *The effects of choice and competence feedback on motivation and performance*. Poster session presented at the 12<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. San Antonio, TX.
79. **Patall, E. A.** & Cooper, H. (2009, April). *The independent effects of objective versus perceived choice and competence on intrinsic motivation*. Poster session presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
80. **Patall, E. A.** & Cooper, H. (2009, February). *Perception and reality: The independent effects of actual versus perceived choice and competence on motivation*. Poster session presented at the 10<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Tampa, FL.
81. **Patall, E. A.**, Cooper, H., & Wynn, S. (2008, March). *Choice in the classroom: Effectiveness and relative importance*. Poster session presented at the Annual Meeting of the American Educational Research Association. New York, NY.
82. **Patall, E. A.**, Cooper, H., & Wynn, S. (2008, February). *The importance of providing choices in the classroom*. Poster session presented at the 9<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
83. Zuroff, D., Fournier, M., **Patall, E.**, & Abela, J. (2008, February). *Social rank style: An evolutionary personality psychology construct*. Poster session presented at the 9<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
84. **Patall, E. A.** & Cooper, H. (2007, March). *Parent involvement in homework: A research synthesis*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development. Boston, MA.
85. **Patall, E. A.** & Cooper, H. (2007, January). *The role of choice in intrinsic motivation, effort, task performance, and learning: A research synthesis*. Poster session presented at the 8<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Memphis, TN.
86. **Patall, E. A.** & Cooper, H. (2006, April). *Parent involvement in homework: A research synthesis*. Poster session presented at the Sixth Annual Graduate Student Research Day, Duke University, Durham, NC.
87. **Patall, E. A.** & Cooper, H. (2005, April). *The effectiveness of parent involvement in homework for student achievement*. Poster session presented at the Annual Meeting of the North Carolina Association for Research in Education, Durham, NC.
88. Burton, K., Lydon, J., & **Patall, E.** (2003, February). *Implicit relationship satisfaction and the prediction of accommodation*. Poster session presented at the 4<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Los Angeles, CA.

### Chair, Critic, and Discussant Presentations

89. **Patall, E. A.** (2022, April). *Motivated Students, Motivating Contexts: Building Clarity About the Nature and Mechanisms of Motivational Climate*. Discussant for symposium session at the Annual American Educational Research Conference, San Diego, CA.
90. **Patall, E. A.** (2022, April). *Supporting Student Curiosity: Classroom-Based Research and Implications for Practice*. Discussant for symposium session at the Annual American Educational Research Conference, San Diego, CA.
91. **Patall, E.A.** & Wigfield, A. (2020, April). *Come Together: How Researchers and Educational Administrators Can Find Solutions to the Student Motivation Crisis*. Chair for Presidential session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
92. **Patall, E.A.** (2020, April). *Motivated for Social Change: Critical Perspectives on Race, Class, and Opportunity in Motivation Research*. Chair for symposium session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
93. **Patall, E.A.** (2020, April). *Facilitating Student and Teacher Outcomes by Supporting Autonomy: Innovations and Implementation in the Field*. Chair for symposium session accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.
94. **Patall, E.A.** (2019, April). *It's about time: Giving serious consideration to race, culture, and equity in motivation scholarship*. Chair for symposium session conducted at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
95. **Patall, E.A.** (2018, April). *The implications of new norms in education research for research synthesis*. Discussant for Symposium session conducted at the annual meeting of the American Educational Research Association, New York, NY.
96. **Patall, E. A.** (2017, April). *Intensive Data Approaches to Students' Day-to-day, Moment-to-moment Emotions, Motivation, and Engagement*. Chair for Symposium at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
97. **Patall, E. A.** & Durik, A. (2015, April). *When Rubber Meets the Road: How Interest Shapes Leaners' Interactions with Content*. Chair for Symposium at the Annual Meeting of the American Educational Research Association, Chicago, IL.
98. **Patall, E. A.** (2012, April) *The Motivational Benefits and Detriments of Choosing: Exploring the Complexity of Choice in Educational Contexts*. Chair for round table session at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
99. **Patall, E. A.** (2010, April) *Autonomy Support: Identifying the Essential Components and Motivational Benefits*. Chair for Symposium session at the Annual Meeting of the American Educational Research Association, Denver, CO.

### Keynotes, Invited Talks, and Workshops

100. **Patall, E. A.** (2022, May). *Student Agency in the Classroom*. Invited Speaker for the session, "De-Siloing Research on Fundamental Motivation Constructs" at the Society for the Science of Motivation Conference, Chicago, IL.

101. **Patall E. A.** (2022, January). *The implications of open science for research syntheses in education*. Presentation for AERA Systematic Reviews and Meta-Analysis Methodology SIG Speaker Series.
102. **Patall E. A.** (2021, November). *Promoting autonomy and agency in the classroom*. Presentation for the University of Southern California Developmental Psychology Area Colloquium Series.
103. **Patall E. A.** (2021, April). *What motives students?: Why should EdTech care?* Invited Speaker at EdTech Week Virtual Conference offered by *startED* and USC Rossier School of Education.
104. **Patall E. A.** (2021, February). *Facilitating Student Outcomes by Supporting Autonomy*. Workshop for Battelle For Kids National Educator Group.
105. **Patall E. A.** (2021, February). *The science of autonomy: Supporting student motivation and well-being*. Invited Education Speaker at Virtual Conference offered by Learning & the Brain: The Science of Teaching During the Pandemic.
106. **Patall E. A.** (2020, November). *Supporting student motivation and well-being by focusing on agency and autonomy*. Workshop offered by the Orange County Department of Education for the Virtual 2020 Orange County Counselor Symposium.
107. **Patall E. A.** (2020, November). *Promoting autonomy and agency in the classroom*. Presentation for the University of Maryland Developmental Science Program Colloquium Series.
108. **Patall E. A.** (2020, October). *Supporting student motivation and well-being in the time of COVID-19 and online instruction*. Faculty and future faculty workshop offered by the USC Center for Excellence in Teaching.
109. **Patall, E. A.** (2019, August) APA Division 15 Early Career Award Address: *Taking stock of classroom practices that support student needs and motivation*. Symposium conducted at the annual meeting of the American Psychological Association, Chicago, IL.
110. **Patall, E. A.** (2019, May) Invited Keynote Address: *Taking stock of teacher autonomy support and control*. Invited keynote address for the International Self-Determination Theory Conference. Amsterdam, Netherlands.
111. **Patall, E. A.** and Polanin, J. (2019, May) *Workshop: Introduction to Research Synthesis and Meta-analysis*. Washington University in St. Louis. St. Louis, MO.
112. **Patall, E. A.** (2019, March) *From autonomy support to agentic engagement*. UCLA Applied Human Development Colloquium. University of California Los Angeles. Los Angeles, CA.
113. **Patall, E. A.** (2017, May). *Using Choice as a Motivational Strategy in the Classroom*. Ghent University. Ghent, Belgium
114. **Patall, E. A.** (2016, November). *The Motivational Promise (and Peril) of Choice*. Columbia University, Teacher's College, Department of Human Development Colloquium. New York, NY.
115. **Patall, E. A.** (2016, October). *The Homework Debate: What Parents Should Know*. Griffin High School. Austin, Texas

116. **Patall, E. A.** (2016, October). Invited Keynote Address: *The Promise (and Peril) of Choice Provision as a Motivational Strategy*. Annual Conference of the Brain and Motivation Research Institute. Korea University. Seoul, Korea.
117. **Patall, E. A.** (2016, September). *The Homework Debate: What Parents Should Know*. Science of Parenting Speaker Series. Austin, Texas.
118. **Patall, E.A.** (2016, April). Division C Early Career Award Address: *The Promise and Peril of Choice Provision as a Motivational Strategy*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, D.C.
119. **Patall, E. A.** (2015, April). *Autonomy Support in the High School Science Classroom*. The University of Texas at Austin, Department of Psychology, Developmental Psychology Colloquium.
120. **Patall, E. A.** (2015, February). *Choice and Individuality: Evolution of a Research Idea*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
121. **Patall, E. A.** (2014, March). *Issues in Classroom Measurement*. William T. Grant Foundation Mixed Methods Meeting. Los Angeles, CA.
122. **Patall, E. A.** (2013, October). *The Benefits (and Detriments) of Homework... For Who, What, When, and How*. Episcopal High School. Alexandria, VA.
123. **Patall, E. A.** (2013, February). *Autonomy Support for Cheaters*. The University of Texas at Austin, Department of Psychology, Clinical Psychology Area Colloquium (CARE).
124. **Patall, E. A.** (2013, January). *Autonomy Support for Cheaters*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
125. **Patall, E. A.** (2012, May). *Using the Apple iPod Touch to Measure Students' Experiences in the Classroom*. William T. Grant Foundation and Spencer Foundation Measurement Workshop. Chicago, IL.
126. **Patall, E. A.** (2012, February). *The Role of Competence and Interest in Choice Provision*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
127. **Patall, E. A.** (2011, February). *The Motivational Benefits of Choice and Autonomy*. The University of Texas at Austin, Department of Psychology, Social Psychology Colloquium (SPAM).
128. **Patall, E. A.** (2011, February). *Choice and Autonomy in the Classroom*. The University of Texas at Austin, Educational Psychology, Human Development and Culture Colloquium.
129. **Patall, E. A.,** Cooper, H. M., & Robinson, J. C. (2010, February). *Parent involvement in homework*. The University of Texas at Austin, Educational Psychology Area I Colloquium.
130. **Patall, E. A.** (2010, February). *Workshop: Approach to having a successful graduate school career*. The University of Texas at Austin, Educational Psychology Area I Colloquium.
131. **Patall, E. A.,** Cooper, H. M., & Robinson, J. C. (2008, April). *The benefits and limits of having choice*. Duke University. Social Science Research Institute Seminar Series.
132. **Patall, E. A.,** Cooper, H. M., & Robinson, J. C. (2007, October). *The benefits and limits of having choices*. Duke University. Social Psychology Speaker Series.

133. **Patall, E. A.**, Cooper, H. M., & Robinson, J. C. (2006, March). *Parent involvement in homework: A research synthesis*. University of North Carolina, Chapel Hill, Developmental Psychology Speaker Series.
134. **Patall, E. A.**, Cooper, H. M., & Robinson, J. C. (2006, March). *Parent involvement in homework: A research synthesis*. Duke University. Social Psychology Speaker Series.

## ARTICLES AND MENTIONS IN THE POPULAR PRESS

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### Self-Authored Opinion Articles

- Seo, E. & **Patall, E. A.** (2022, June 16) When positive emotion is bad and negative emotion is good. *Social and Personality Psychology Character and Context Blog*.  
<https://spsp.org/news/character-and-context-blog/seo-patall-positive-negative-emotion>
- Patall, E. A.** (2016, September 15). The secret key to successful science education: What to know about student interest. *William T. Grant Foundation*. Retrieved at  
<http://wtgrantfoundation.org/secret-key-successful-science-education-know-student-interest>
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- Patall, E. A.** (2014, October 14). School homework needs to be more motivating. *The Austin American Statesman*. Retrieved from <http://www.mystatesman.com/news/news/opinion/patall-school-homework-needs-to-be-more-motivating/nhjKP/#437b37b8.3587374.735521>

### Podcasts

- Wadsworth, W. (2021, February 7). Motivation to study: What really works with Dr. Erika Patall. Exam Study Expert: Ace your exams with the science of learning.  
<https://examstudyexpert.com/podcast/>
- Flinders, S. (2018, March 1). Support a student's sense of autonomy and they thrive. Evidence Based Education. <https://evidencebased.education/student-autonomy-thrive/>

### Selective List of Research Mentions in Popular Press

- Cornwall, G. (2022, August) How to Keep Kids Motivated and Engaged at School. *U.S. News & World Report*. Retrieved from <https://www.usnews.com/education/k12/articles/how-to-keep-kids-motivated-and-engaged-at-school>
- Kiewra, K., Luo, L., & Flanigan, A. (2022, August) How to be a Productive Scholar. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/how-to-be-a-productive-scholar>
- Worth, D. (2021, February) Do longer school days work? Lessons from history. *TES News*. Retrieved from <https://www.tes.com/news/coronavirus-covid-catch-up-longer-school-days-impact-teachers-pupils-research>

- Blume, H. & Kohli, S. (2020, April). Social distancing in a classroom? Newsom suggests major changes when schools reopen. *Los Angeles Times*. Retrieved from <https://www.latimes.com/california/story/2020-04-14/la-schools-coronavirus-reopening-changes-social-distancing>
- Kuepper-Tetzel, C. (2018, July). Boost Student Motivation in the Classroom: An Interview with Dr Erika Patall. *TILE Network*. Retrieved from <https://tile.psy.gla.ac.uk/2018/07/16/boost-student-motivation-in-the-classroom-an-interview-with-dr-erika-patall/>
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- Strauss, V. (2014, December 6). Seven ways schools kill the love of reading in kids – and 4 principles to help restore it. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/12/06/seven-ways-schools-kill-the-love-of-reading-in-kids-and-4-principles-to-help-restore-it/>
- Feiler, B. (2014, September 12). The homework squabbles. *The New York Times*. Retrieved from [http://www.nytimes.com/2014/09/14/fashion/the-homework-squabbles.html?\\_r=0](http://www.nytimes.com/2014/09/14/fashion/the-homework-squabbles.html?_r=0)
- Markman, A. (2013, December 3). When is it good to choose? *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/ulterior-motives/201312/when-is-it-good-choose>.
- Horowitz, E. (2013, October 8). Can we send more low-income students to college just by instilling a sense of competence? *Pacific Standard*. Retrieved from <http://www.psmag.com/books-and-culture/fixing-college-match-instilling-competence-choice-67635>
- Riley, N. S. (2013, May 7). Don't bet on longer school days. *New York Post*. Retrieved from [http://nypost.com/p/news/opinion/opedcolumnists/don\\_bet\\_on\\_longer\\_school\\_days\\_QIkAiWoUxJ9Fi7F3ZGPE1K](http://nypost.com/p/news/opinion/opedcolumnists/don_bet_on_longer_school_days_QIkAiWoUxJ9Fi7F3ZGPE1K)
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- Moser, W. (2011, September 14). More on Chicago school-day length and the teachers union. *Chicago Magazine*. Retrieved from <http://www.chicagomag.com/Chicago-Magazine/The-312/September-2011/More-on-Chicago-School-Day-Length-and-the-Teachers-Union/>
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## TEACHING

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

### Current Teaching

Undergraduate courses	GESM 161g: Mind, Belief, and Behavior, Learning about Learning: A Quantitative Seminar
Graduate courses	EDUC 210: Breaking the Code of College Success EDUC 712: Issues in Human Motivation EDUC 684: Research synthesis and meta-analysis

### Past Teaching

Undergraduate courses	ALD 328: Applied Human Learning (UT-Austin) ALD 320: Cognition, Human Learning, and Motivation (UT-Austin) Social Psychology of Education (Duke)
Graduate courses	EDP 382L: Motivation and Emotion (UT-Austin) EDP 385: Literature Review and Research Synthesis (UT-Austin) EDP 382L: Current Topics in Motivation (UT-Austin) Correlation and Regression (Duke) Applied Analysis of Variance (Duke)

## ADVISING

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My advising experiences include helping graduate students with identifying and working towards their career goals. I provide assistance to students across campus working on issues of motivation and often provide advice to students working on research syntheses and meta-analyses. In addition to graduate students, many undergraduate students meet with me about the possibility of pursuing graduate school in psychology or work with my research group to gain experience in educational psychology research. I have written numerous letters of recommendation for both graduate and undergraduate students.

### *At USC*

**Dissertation committee, Chair:** Completed, 2; Current, 1  
**Dissertation committee, Member:** Completed, 14; Current, 4  
**Theses, Qualifying Exams, Pre-Doctoral Projects, Chair:** Completed, 3; Current, 0  
**Theses, Qualifying Exams, Pre-Doctoral Projects, Member:** Completed, 10; Current, 3  
**Undergraduate Honors Thesis, Chair:** Completed, 3; Current, 1

### *At UT-Austin and Other Universities*

**Dissertation committee, Chair:** Completed, 8  
**Dissertation committee, Member:** Completed, 20; Current, 1  
**Theses, Qualifying Exams, Pre-Doctoral Projects, Chair:** Completed, 4  
**Theses, Qualifying Exams, Pre-Doctoral Projects, Member:** Completed, 18  
**Undergraduate Honors Thesis, Chair:** Completed, 1  
**Undergraduate Honors Thesis, Committee Member:** Completed 2



## **Dissertation committee, Chair**

### *Current*

1. Jeanette Zambrano, Ph.D., USC-Rossier, Urban Ed Policy

### *Completed*

1. Alana Kennedy, Ph.D., USC-Rossier, Urban Ed Policy
2. Nicole Yates, Ph.D., USC-Rossier, Urban Ed Policy
3. Sophia Yang Hooper, UT-HDCLS
4. Eunjin Seo, UT-HDCLS
5. Rebecca Steingut, UT-HDCLS
6. Ariana (Crowther) Vasquez, UT-HDCLS
7. Jennifer Leach, UT-HDCLS
8. Carlton Fong, UT-HDCLS
9. Bridget Lee, UT-HDCLS
10. Sarah Daniel, UT-HDCLS

## **Dissertation committee, Member**

### *Current*

1. Stefanie De Jonge, Ph.D., Ghent University, Belgium
2. Cesar Margarito, Ed.D., USC-Rossier
3. Valencia Simpson, Ed.D., USC-Rossier
4. Rodrigo Riveros Miranda, Ph.D., USC, Psychology
5. Cornell Verdeja-Wood, Ed.D., USC-Rossier

### *Completed*

1. Joshua Rivera, Ed.D., USC-Rossier
2. Melanie Gonzalez, Ph.D., University of Texas at Austin, Psychology
3. Tiffany Young, Ed.D., USC-Rossier
4. Jocelyn Stewart, Ed.D., USC-Rossier
5. Jessica Jordan-Ortega, Ed.D., USC-Rossier
6. Rebecca Gotlieb, USC-Rossier Ph.D., Urban Ed Policy
7. Christina (Krone) Kundrak, Ph.D., USC-Rossier, Urban Ed Policy
8. Jess Reynaga, Ed.D., USC-Rossier
9. Melissa Bustamante, Ed.D., USC-Rossier
10. Sonia Coronel, Ed.D., USC-Rossier
11. Marissa Knox, Ph.D., UT-HDCLS
12. Pamela Chaires, Ed.D., USC-Rossier
13. Mary Shimazaki, Ed.D., USC-Rossier
14. Paula Obermeyer, Ed.D., USC-Rossier
15. Jacqueline Tilley, USC, Psychology
16. Angelique Aitken, Arizona State University, Special Education
17. Nan Zhou, USC-Rossier Ph.D., Urban Ed Policy
18. Jolene van der Kaap-Deeder, Ghent University, Belgium
19. David Osman, UT-HDCLS
20. Young-A Song, UT Advertising
21. Sarah Arden, UT Special Education
22. Jeremy Dearman, UT-HDCLS
23. Jason Crandall, UT-HDCLS
24. Lauren Blondeau, UT-HDCLS
25. Mark Decker, UT-HDCLS
26. Ji Eun Lee, UT-HDCLS

27. Duygu Uslu, UT-HDCLS
28. Robin Zuniga, UT-HDCLS
29. Kathryn Faulk, UT-HDCLS
30. Daniel Clark, UT-HDCLS
31. Mark Gobble, UT-HDCLS
32. Laura Torres, UT-HDCLS
33. Nate McVaugh, UT-HDCLS
34. Michael T. Smith, UT Foreign Language Education

### **Theses, Qualifying Exams, Pre-Doctoral Projects, Chair**

#### *Current*

#### *Completed*

1. Jeanette Zambrano, Ph.D., USC-Rossier, Urban Ed Policy
2. Alana Kennedy, Ph.D., USC-Rossier, Urban Ed Policy
3. Nicole Yates, Ph.D., USC-Rossier, Urban Ed Policy
4. Sophia Yang Hooper (UT-HDCLS)
5. Rebecca Steingut, UT-HDCLS
6. Ariana (Crowther) Vasquez, UT-HDCLS
7. Jennifer Leach, UT-HDCLS

### **Theses, Qualifying Exams, Pre-Doctoral Projects, Member**

#### *Current*

1. Jennifer Gribben, Ph.D., USC-Rossier, Urban Ed Policy
2. Xiao Liu, PhD., USC-Psychology
3. Winnie Wing-Yee Tse, USC-Psychology

#### *Completed*

1. Renee Whalen, MA., USC-Annenberg School of Communications and Journalism
2. Jimmy Zhang, Ph.D., USC, Psychology
3. Anamely Salgado, Ph.D., USC-Rossier, Urban Ed Policy
4. Claire Baek, Ph.D., USC-Rossier, Urban Ed Policy
5. Neil Jacobson, Ph.D., USC-Rossier, Urban Ed Policy
6. Christina Krone, Ph.D., USC-Rossier, Urban Ed Policy
7. Ashley Stewart, Ph.D., USC-Rossier, Urban Ed Policy
8. Ian Thacker, Ph.D., USC-Rossier, Urban Ed Policy
9. Rodrigo Riveros Miranda, USC, Psychology
10. Rebecca Gotlieb, USC-Rossier Ph.D., Urban Ed Policy
11. Ashley Hurst, UT Counseling Psychology
12. Duncan Dickson, UT School Psychology
13. David Osman, UT-HDCLS
14. Lauren Wilson, UT-HDCLS
15. Amal Kouttab, UT Counseling Psychology
16. Anne Kostic, UT School Psychology
17. Andy Schraegle, UT Counseling Psychology
18. Eunjin Seo, UT-HDCLS
19. Daniel Clark, UT-HDCLS
20. Cheon-woo Han, UT-HDCLS
21. Kristen Highley, UT School Psychology
22. Laura Torres, UT HDCLS
23. Young-A Song, UT Advertising

24. Monica Chadha, UT Journalism
25. Jennifer Freeman, UT-HDCLS
26. Ariana (Crowther) Vasquez, UT Program Evaluation
27. Alyssa Reinhart, UT HDCLS
28. Lauren Blondeau, UT HDCLS

### **Undergraduate Honors Thesis, Committee Chair**

#### *Current*

1. Grace Song, USC, Psychology Honors

#### *Completed*

1. Carrie Watson, USC, Psychology Honors
2. Crystal Aguilera, USC, Psychology Honors
3. Jennifer Sung, USC, Psychology Honors
4. Amanda Meriweather, UT Engineering, Plan II Honors

### **Undergraduate Honors Thesis, Committee Member**

#### *Completed*

1. Christen Thompson, UT Sociology, Plan II Honors
2. Ann-Charlotte Proffitt, UT Sociology, Plan II Honors

### **Other Student Research Supervision**

#### *Graduate Students*

1. Sarah Daniel
2. Christine Cestone
3. Cheon-woo Han
1. Sarah Jones
2. Robin Zuniga
3. Nancy Stano
4. Cheon-woo Han
5. Breana Dacy
6. Daniel Clark
7. Lisa Pine
8. Elric Elias
9. Carlton Fong
10. Scott Trimble
11. Jennifer Freeman
12. Sandra Stuteberg
13. Danika Maddocks
14. Lauren Wilson
15. David Osman
16. Jennifer Leach
17. Bridget Lee
18. Rebecca Steingut
19. Man (Sophia) Yang (Hooper)
20. Arianna Vasquez
21. Neil Jacobson
22. Alana Kennedy
23. Nicole Yates
24. Jeanette Zambrano

25. Diane Lee
26. Amanda Vite

*Undergraduate Students*

1. Kebron Daniel
2. Emily Chan
3. Jude Y Cheung
4. Andrew Corrigan
5. John David Ledesma
6. Marta Porres
7. Lia Panzica
8. Dennis Bilodeau
9. Heather Bicoy
10. Astrid Villalpando
11. Ricky Perez
12. Joshua Gu
13. Kevin Deluca
14. Caroline Little
15. Nancy Wheless
16. Stephanie Marrett
17. Wei-Lin Tsai
18. Ira Gupta
19. Nikhita Khanderia
20. Rajvi Patel
21. James Thomas
22. Kebron Daniel
23. Maddie Wright
24. Priya Thomas
25. Priyanka Thomas
26. Susie Park
27. Veronica Yvette Martinez
28. Zohra Goka
29. Scott Trimble
30. Sean McNamara
31. Jude Y Cheun
32. Suzy Han
33. Anthony Loya
34. Callan Wingo
35. Lucy Alejos
36. Wengian (Nick) Zhang
37. Maggie Ramirez
38. Payton Griffith
39. Jeff Stroup
40. Carly Havard
41. Annette Villalobos
42. Victoria Nava
43. Helen Poulsen
44. Jess Marino
45. Brettney John

46. Stephanie Shin
47. Peyton Perez
48. Molly Marek
49. Mahroosa Haideri
50. Thoa Thpharm
51. Change Nguyen
52. Alma Rosado
53. Joanna Mendoza
54. Alma Rosado
55. Thoa Pham
56. Mahroosa Haideri
57. Denisse Carrasco
58. Rose Aristakessian
59. Anjali Kumar
60. Sherry Wei
61. Danielle Kunzman
62. Jennifer Sung
63. Eva Wang
64. Noor Alwadi
65. Crystal Aguilera
66. Sarah Taketa
67. Jiwon Shin
68. Meri Isayan
69. Xu Lui
70. Tam Hoang
71. Ya Gao
72. Nicholas Birago
73. Carrie Watson
74. Tara Baudry
75. Camrynn Dobos-Bubno
76. Aiko Jones
77. Victor Perez
78. Alyssa Aldape
79. Lara Wellis
80. Paige Raskin
81. Priya Kumar
82. Rachel Kim
83. Ysenia Conde
84. Isa Lostaglio
85. Grace Song
86. Amelia Pham
87. Kelsey Cheng
88. Mirah Atiya
89. Coco Tang
90. Adilene Klink
91. Ziyao Yang
92. Candace Lee
93. Huiwen Jia
94. Eliana Cotom

**PROFESSIONAL AND PUBLIC SERVICE****PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA)  
 Division C (Learning and Instruction)  
 Motivation in Education Special Interest Group  
 Research Synthesis and Meta-Analysis Special Interest Group  
 Studying and Self-Regulated Learning Special Interest Group

American Psychological Association (APA)  
 Division 8 (Personality and Social Psychology)  
 Division 15 (Educational Psychology)

American Psychological Society (APS)  
 Society for the Study of Motivation (SSM)  
 Society of Personality and Social Psychology (SPSP)  
 Society for Research in Child Development (SRCD)  
 Society for Research in Adolescence (SRA)  
 Society for Research Synthesis Methodology (SRSM; Membership by invitation only)  
 Campbell Collaboration Methods Group

**SERVICES WITHIN THE UNIVERISTY (USC)***Committee Service to School*

2020 to present Admission Committee, Ph.D. Program in Urban Education Policy  
 2020 to present Rossier Faculty Awards Committee  
 2020 to 2022 Space Redesign Committee  
 2020 Faculty Learning Communities Planning Committee  
 2019 to 2022 Ph.D. Program in Urban Education Policy Governance Chair  
 2019 to 2022 USC-Rossier Faculty Council  
 2019-2020 Dean Search Advisory Committee  
 2017 to present Salary, Promotion, and Tenure (SPT) committee  
 2017 to present Ph.D. Program in Urban Education Policy Governance Committee  
 2017 K-12 Policy hiring committee  
 2017 Co-Lead, Subcommittee to design communications course for EDL

**SERVICES WITHIN THE UNIVERISTY (UT-Austin)***Committee Service to Department and College*

2016 Member, Office of Educational Research Support (OERS) evaluation committee  
 2016 Guest Speaker at the College of Education Dean's Advisory Council Meeting  
 2016 Member and Task Co-Chair, Graduate Student affairs committee  
 2014 Panel member, College of Education "Getting Started on Educational Research" workshop

2013-2014 Member, HDCLS faculty hire Committee  
 2014-present Member, Educational Psychology Standing committee on Student Evaluation  
 2012-present Member, HDCLS Program student research requirements committee  
 2012-present Member, HDCLS Program student advising and evaluation committee  
 2010-present Member, Educational Psychology Student Affairs Committee  
 2010-present Member, HDCLS Admissions Committee  
 2013 Chair, HDCLS Program area chair selection committee  
 2011 Member, HDCLS Program restructuring committee  
 2011 Member, HDCLS Program masters program requirements committee

## **SCHOLARLY SERVICE OUTSIDE THE UNIVERSITY**

### **Editorial Service**

2020 to present *Associate Editor, Journal of Educational Psychology*  
2017 to 2020 *Associate Editor, Journal of Personality*

### *Editorial Boards/Consulting Editor*

2021 to present American Psychologist  
2018 to present Motivation Science  
2017 to present Psychological Bulletin  
2015 to present Educational Psychologist  
2011 to 2019 Journal of Educational Psychology  
2010 to present Educational Psychology Review

### *Ad hoc journal reviewer*

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

### *Other Reviewing Activities*

2019-2021 Institute of Education Science (IES) Grant Proposal Review Panel Member, *Social and Behavioral Panel*  
2016, 2018 Institute of Education Science (IES) Grant Proposal Reviewer, *Social and Behavioral Panel*  
2016 to present Conference proposal reviewer, *Society for Research on Educational Effectiveness*  
2012 Research grant proposal reviewer, William T. Grant Foundation  
2010 Conference proposal reviewer, *Society of Research in Child Development*  
2007 to present Conference proposal reviewer, *American Educational Research Association*

Division C  
 Research Synthesis SIG  
 Motivation in Education SIG  
 Out-of-school time SIG  
 Studying and Self-Regulated Learning SIG  
 2005 to present Member and Reviewer, Campbell Collaboration Methods Group

**Service in National Professional Organizations**

2018 to 2020 *Chair*, AERA Motivation in Education Special Interest Group  
 2012 to 2014 *Secretary*, AERA Studying and Self-Regulated Learning Special Interest Group

**OTHER HONORS AND EVIDENCE OF MERIT AND SERVICE**

2021 Rossier Excellence in Leadership Award  
 2015, 2020 *Faculty mentor* for the American Educational Research Association Division C (Learning and Instruction) New Faculty Mentoring Program (by request and invitation only).  
 2013, 2018, 2019 *Faculty mentor* for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar (by student request and invitation only).  
 2014, 2018 *Faculty mentor* for Motivation in Education Special Interest Group (SIG) of American Educational Research Association (AERA) graduate student mentoring lunch (by student request and invitation only).  
 2015 Requested to host panel for graduate student researchers on *Social Psychology in the Schools* at the Annual Meeting for the Society of Personality and Social Psychology.  
 2003 Laureate of the Canadian Psychological Association (CPA) 2003, Certificate of Academic Excellence  
 2002 Boris Muskatov Prize in Psychology (McGill University)

**OTHER SEED GRANTS AND FELLOWSHIPS**

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2012 Small grant development award (grant writing), The University of Texas at Austin, Educational Psychology (\$1600)  
 2011 Summer Research Assignment, The University of Texas at Austin, Educational Psychology (\$13,112)  
 2011 Small grant development award (grant writing), The University of Texas at Austin, Educational Psychology (\$3200)  
 2010 Small grant development award (grant writing), The University of Texas at Austin, Educational Psychology (\$1600)  
 2008-2009 Bass Instructorships Fellowship in Arts and Sciences (\$18,500 + tuition waiver)  
 2008 American Psychological Association (APA) Division 15 (Educational Psychology) Dissertation Research Award (\$1000). *Note*. One award given this year.  
 2008 Summer Research Fellowship (Duke University) (\$4000)



2008, 2009	Student Travel Award, Motivation Special Interest Group, American Educational Research Association (AERA) (\$100 each year)
2007-2008	Program in Advanced Research in the Social Sciences (PARISS) Fellowship (\$18,500 + tuition waiver)
2007-2008	Sulzberger Family and Dan Levitan Social Policy Graduate Research Fellowship, <i>declined</i> (\$18,500 + tuition waiver)
2007, 2008	Duke Vertical Integration Program (\$4800)
2005-2007	Spencer Foundation Educational Policy Fellowship (\$8500)

### **STUDENT MENTEE EXTERNAL HONORS, AWARDS, FELLOWSHIPS (during training)**

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*Only includes external funding and awards. Internal awards are not listed.*

2021	<b><i>American Psychological Association Dissertation Research Award</i></b> , American Psychological Association. Award to <b><i>Alana Kennedy</i></b> for dissertation research on relationships among Asian American students' help-seeking, goal orientations, and model minority myth endorsement.
2017	<b><i>American Psychological Association Dissertation Research Award</i></b> , American Psychological Association. Award to <b><i>Sophia Yang Hooper</i></b> for meta-analysis on the effects of teacher autonomy support on motivation, achievement, and psychosocial outcomes.
2017	<b><i>Frances Fowler Wallace Memorial for Mental Health Dissertation Award</i></b> , Hogg Foundation for Mental Health. Award to <b><i>Sophia Yang Hooper</i></b> for meta-analysis on the effects of teacher autonomy support on motivation, achievement, and psychosocial outcomes.
2017	<b><i>Paul R. Pintrich Memorial Award</i></b> , Motivation in Education Special Interest Group, American Educational Research Association. Award to <b><i>Eunjin Seo</i></b> .
2016	<b><i>APF Graduate Student Scholarship</i></b> , American Psychological Foundation. Award to <b><i>Eunjin Seo</i></b> .
2015	<b><i>Michael B. Salwen Award</i></b> , Korean-American Educational Research Association. Award to <b><i>Eunjin Seo</i></b> .
2015	<b><i>Korean-American Scholarship Foundation Scholarship</i></b> . Award to <b><i>Eunjin Seo</i></b> .
2015	<b><i>National Endowment for the Arts Research Grant</i></b> , Award to <b><i>Bridget Lee</i></b> as PI. Research grant to support meta-analysis of the effect of drama-based pedagogies on literacy related outcomes (\$15,000).
2013	<b><i>AERA Minority Dissertation Fellowship in Education Research</i></b> (\$13,000). Award to <b><i>Carlton Fong</i></b> .
2012	<b><i>Esther Rosen Katz Fellowship</i></b> . American Psychological Foundation, American Psychological Association. Awarded to <b><i>Carlton Fong</i></b> as PI. Grant to support a meta-analysis on the effectiveness of motivational, self-conceptual, and self-regulatory interventions for underachieving gifted students. (\$25,000).
2012	<b><i>Hollingworth Research Award</i></b> , National Association for Gifted Children. Awarded to <b><i>Carlton Fong</i></b> as PI. Grant to support a meta-analysis on the effectiveness of motivational, self-conceptual, and self-regulatory interventions for underachieving gifted students. (\$2,500).

2012 ***APS Student Caucus Student Grant***, Association for Psychological Science. Awarded to ***Carlton Fong*** as PI. Grant to support a meta-analysis on the effect of negative feedback on intrinsic motivation. (\$500)