

## Erika A. Patall, Ph.D.

Rossier School of Education  
University of Southern California  
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### 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)  
McGill University, Montreal, Quebec, Canada  
Major: Psychology  
Minor: Art History

### PROFESSIONAL EXPERIENCE

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- 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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- 2018 American Psychological Association Richard E. Snow Award for Early  
Contributions
- 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 academic achievement. 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 how school time and the activities of children outside of school influence their academic achievement. I have studied the effects of extended school time and activities such as parent involvement in schoolwork, homework, and afterschool programs. Finally, I am interested in the development and use of research synthesis and meta-analytic methods in social science research.

## PUBLICATIONS

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*Impact as of April 2021*

Google scholar total citations: **7,426**

Google scholar h-index: **29**

Google scholar i10-index: **43**

Web of science total citations: **2,215**

Web of Science h-index: **21**

### Peer-Reviewed Articles

(\*Denotes student author)

**Patall, E. A.**, Zambrano, J., Kennedy, A. U., Yates, N., Vallin, J. A. (in press). Promoting an agentic orientation: An intervention in university psychology and physical science courses. Accepted for publication at *Journal of Educational Psychology*.

Zambrano, J., Kennedy, A. A. U., Aguilera, C., Yates, N., & **Patall, E. A.** (in press). Students' beliefs about agentic engagement: A phenomenological study in urban high school physical science and engineering classes. Accepted for publication at *Journal of Educational Psychology*.

**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)

**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>

\*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>

\*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>

\*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>

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>

- 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>
- 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
- \*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
- 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/sce.21461
- 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
- \*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
- 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), 268-288. doi: 10.1037/edu0000214
- Vansteenkiste, M., Aelterman, N., De Muynck, 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
- 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
- \*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
- \*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
- 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
- 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

- 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
- 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
- \*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
- 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
- \*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
- 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.
- 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.
- 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.
- 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
- \*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.
- \*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. (2014 journal impact = 3.23; 2014 5 year impact factor = 3.70)
- Patall, E. A.** (2013). Constructing motivation through choice, interest, and interestingness. *Journal of Educational Psychology*, 105(2), 522-534. doi: 10.1037/a0030307.
- 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. (2014 journal impact = 1.74; 2014 5 year impact factor = 1.95)
- 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.

- \*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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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. (2014 journal impact = 0.10; 2014 5 year impact factor = .13).
- Wynn, S., Carboni, L & **Patall, E. A.** (2007). Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective. *Leadership and Policy in Schools*, *6*, 209-229. doi: 10.1080/15700760701263790.
- 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

- Patall, E. A.**, Linnenbrink-Garcia, L., Lui, P., Zambrano, J., & Yates, N. (in press). Instructional practices that support adaptive motivation, engagement, and learning. In J. Reeve (Ed.), *Oxford Handbook of Educational Psychology*, New York, NY: Oxford University Press
- Patall, E. A.** (in press). 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
- Patall, E. A.** (in press). 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
- 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
- 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
- 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.
- 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.
- 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.
- Patall, E. A.** (2012). The motivational complexity of choosing: A review of theory and research. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 249-279). New York, NY: Oxford University Press. doi:10.1093/oxfordhb/9780195399820.013.0015. (-, 8)
- Cooper, H. M., **Patall, E. A.**, & Lindsay, J. J. (2008). Research synthesis and meta-analysis. In L. Bickman and D. Rog (Eds.), *The Sage Handbook of Applied Social Research Methods, 2<sup>nd</sup> Edition*, (pp. 344-370). Thousand Oaks, CA: Sage. (-, 89)
- Patall, E. A.** & Cooper, H. (2008). Conducting a meta-analysis. In P. Alasuutari, L. Bickman, & J. Brannen (Eds.), *The Sage Handbook of Social Research Methods* (pp. 536-554). London, England: Sage. (-, 101)

### Encyclopedia Entries

- Steingut, R. R., **Patall, E. A.**, Fong, C. (in press). Research Synthesis. In T. Good & M. McCaslin (Eds.) *The Routledge Encyclopedia of Education*. Routledge.
- Patall, E. A.** & Cooper, H. (2008). Meta-Analysis. In E. Anderman (Ed.), *Psychology of Classroom Learning: An Encyclopedia*. Detroit: Macmillan.

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

**GRANTS**

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*National Science Foundation*

Status: co-PI, Funded  
 PI: 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: August 16, 2019 to August 15, 2021  
 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

## PRESENTATIONS

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### Paper Presentations

- 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 PI Meeting for the American Educational Research Association, Virtual Conference.
- Yates, N. M., & **Patall, E.A.** (2021, April). Exploring Black students: Pathways from extrinsic to intrinsic motivation. Paper presentation at Annual PI Meeting for the American Educational Research Association, Virtual Conference.
- 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 PI Meeting for the American Educational Research Association, Virtual Conference.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- Snyder, K. E., Fong, C. J., **Patall, E. A.**, & Linnenbrink-Garcia, L. (July, 2014). *A meta-analytic review of achievement goal orientations, perceived competence, and self-worth beliefs.* Symposium conducted at the meeting of the International Congress of Applied Psychology, Paris, France.
- Patall, E. A.**, Schraw, G, & Leach, J. K. (2014, April). *Need satisfaction and academic dishonesty in college.* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fong, C. J., Snyder, K. E., **Patall, E. A.**, & Barr, S. M. (2014, April). *Everything and the kitchen sink: A meta-analytic review of interventions for academically underachieving students.* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Lee, B., **Patall, E. A.**, Cawton, S.W., & Steingut, R. S. (2014, April). *The effect of dram-based pedagogy on preK-16 outcomes: A meta-analysis of research from 1985-2012.* Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Patall, E. A.**, Crowther, A., Steingut, R., Trimble, S., & Pituch, K. (2014, March). *Daily and cumulative effects of teachers' practices on high school science students' autonomy, engagement and disengagement.* Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
- Lee, B., Enciso, P., **Patall, E. A.** & Cawthon, S. (2013, December). *A meta-analysis of the effects of drama-based pedagogy on English Language Arts outcomes.* Paper presented at the Annual Conference of the Literacy Research Association, Dallas, TX.
- Patall, E. A.**, Crowther, A. & Steingut, R. (2013, April). *Daily and cumulative effects of teachers' autonomy support over time.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Patall, E. A.**, Leach, J. K., & Schraw, G. J. (2013, April). *The role of choice provision in cheating at school.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Patall, E. A.** (2012, April). *Constructing motivation through choice, interest, and interestingness.* Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
- Fong, C. J., **Patall, E. A.**, Jones, S. J., Zuniga, R. E., & Snyder, K. E. (2012, April). *The relationship between underachievement and self-concept, motivation, and self-regulation.* Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
- Patall, E. A.** & Cestone, C. (2012, April). *Beliefs about academic potential: Conceptual development and consequences for academic outcomes.* Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
- Patall, E. A.**, Oyer, M., Wynn, S., & Cooper, H. (2010, May). *More than words: The relative benefits of choice for supporting perceived autonomy and intrinsic motivation.* Paper presented at the Annual Meeting of the American Educational Research Association. Denver, CO.

- Linnenbrink-Garcia, L., **Patall, E. A.**, & Messersmith, E. (2009, April). *Antecedents and consequences of situational interest in science*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Wynn, S. & **Patall, E. A.** (2009, April). *Teacher retention: Should I stay or should I go?* Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Cooper, H. & **Patall, E. A.** (2008, July). *The relative benefits of meta-analysis of individual participant data and meta-analysis of group statistics*. Paper presented at the annual meeting of the Society for Research Synthesis Methodology. Corfu, Greece.
- Wynn, S. & **Patall, E. A.** (2008, March). *Beginning teacher retention and the importance of mentoring, climate, and leadership in a learning communities framework*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
- Wynn, S. & **Patall, E. A.** (2008, February). *Mentoring, school climate, and principal leadership: What matters to beginning teachers?* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education.
- Patall, E. A.** & Cooper, H. (2007, April). *Parent involvement in homework: A research synthesis*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Wynn, S., Carboni, L. & **Patall, E. A.** (2007, April). *Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective*. Paper presented at the Durham Public Schools/Duke Research Conference. Chicago, IL.
- Wynn, S., Carboni, L. & **Patall, E. A.** (2006, April). *Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Fournier, M., Zuroff, D., **Patall, E.**, Cheng, B., Hurley, E., Gosset, J., & Frankel, A. (2005, June). *Mapping the rank domain*. Paper presented at the 8<sup>th</sup> Annual Meeting of the Society for Interpersonal Theory and Research. Montreal, QC, CA.
- Kelly, A., **Patall, E.**, Zuroff, M., & Gosset, J. (2005, March). *The social rank style with peers questionnaire: Initial studies*. Paper presented at the Montreal Conference of Evolution, Psychopathology, Social Behavior, and Personality. Montreal, QC, CA.

### Poster Presentations

- 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 PI Meeting for the American Educational Research Association, Virtual Conference.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- Crowther, A. C., **Patall, E. A.**, Fong, C. J., Corrigan, A. & Pine, L. E. (2014, April). *Parent autonomy support and academic achievement: A meta-analysis of research*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fong, C., **Patall, E. A.**, & Crowther, A. (2014, March). *The effect of negative feedback on adolescents' motivation: A meta-analytic investigation*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
- Crowther, A., **Patall, E. A.**, Fong, C., Corrigan, A. & Pine, L., (2014, March). *Parent autonomy support and psychosocial functioning: A meta-analysis of research*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
- Lee, B., **Patall, E. A.**, Cawthon, S., & Steingut, R. (2014, March). *The effect of drama-based pedagogy on adolescent outcomes: A meta-analysis of research from 1985 – 2012*. Paper presented at the Biennial Meeting of the Society of Research on Adolescence, Austin, TX.
- Patall, E. A.**, Leach, J.K., & Schraw, G. (2014, February). *The effect of choice provision on unethical behavior*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Trimble, S., **Patall, E. A.**, Crowther, A., & Awad, G. (2014, February). *A situation in which expressing one's self as highly unique through one's choices enhances motivation*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Fong, C. & **Patall, E. A.** (2014, February). *The effects of need-supportive criticism on intrinsic motivation*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Lee, B., **Patall, E. A.**, Cawthon, S., & Steingut, R. (2014, February). *The effect of drama-based pedagogy on PreK-16 Academic Related Outcomes: A meta-analysis of research from 1985-2012*. Poster session presented at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.

- Patall, E. A.,** Leach, J. K., & Schraw, G. J. (2013, August). *Cheating attitudes and behavior in autonomy-supportive classrooms*. Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI.
- Leach, J. K., & **Patall, E. A.** (2013, April). *The effect of need-satisfying academic advising on academic major satisfaction*. Poster session presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Patall, E. A.,** Crowther, A., & Trimble, S. S. (2013, January). *The role of uniqueness expression in the effects of choosing*. Poster session presented at the 14<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. New Orleans, LA.
- Leach, J. & **Patall, E. A.** (2012, April). *Maximizing and counterfactual thinking in academic major decision-making*. Poster session presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC.
- Patall, E. A.** (2012, January). *The role of competence and interest in preferences for choosing*. Poster session presented at the 13<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. San Diego, CA.
- Patall, E. A.** Dacy, B.S., Han, C. & Cestone, C. (2011, January). *The effects of choice and competence feedback on motivation and performance*. Poster session presented at the 12<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. San Antonio, TX.
- Patall, E. A.** & Cooper, H. (2009, April). *The independent effects of objective versus perceived choice and competence on intrinsic motivation*. Poster session presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Patall, E. A.** & Cooper, H. (2009, February). *Perception and reality: The independent effects of actual versus perceived choice and competence on motivation*. Poster session presented at the 10<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Tampa, FL.
- Patall, E. A.,** Cooper, H., & Wynn, S. (2008, March). *Choice in the classroom: Effectiveness and relative importance*. Poster session presented at the Annual Meeting of the American Educational Research Association. New York, NY.
- Patall, E. A.,** Cooper, H., & Wynn, S. (2008, February). *The importance of providing choices in the classroom*. Poster session presented at the 9<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
- Zuroff, D., Fournier, M., **Patall, E.,** & Abela, J. (2008, February). *Social rank style: An evolutionary personality psychology construct*. Poster session presented at the 9<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
- Patall, E. A.** & Cooper, H. (2007, March). *Parent involvement in homework: A research synthesis*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development. Boston, MA.
- Patall, E. A.** & Cooper, H. (2007, January). *The role of choice in intrinsic motivation, effort, task performance, and learning: A research synthesis*. Poster session presented at the 8<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Memphis, TN.
- Patall, E. A.** & Cooper, H. (2006, April). *Parent involvement in homework: A research synthesis*. Poster session presented at the Sixth Annual Graduate Student Research Day, Duke University, Durham, NC.

**Patall, E. A. & Cooper, H.** (2005, April). *The effectiveness of parent involvement in homework for student achievement*. Poster session presented at the Annual Meeting of the North Carolina Association for Research in Education, Durham, NC.

Burton, K., Lydon, J., & **Patall, E.** (2003, February). *Implicit relationship satisfaction and the prediction of accommodation*. Poster session presented at the 4<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Los Angeles, CA.

### **Chair, Critic, and Discussant Presentations**

**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.

**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.

**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.

**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.

**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.

**Patall, E. A.** (Co-chair with Eunjin Seo and Ariana Vasquez). (2017). *Intensive Data Approaches to Students' Day-to-day, Moment-to-moment Emotions, Motivation, and Engagement*. Symposium at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

**Patall, E. A.** (Co-chair with Amanda Durik). (2015). *When Rubber Meets the Road: How Interest Shapes Learners' Interactions with Content*. Symposium at the Annual Meeting of the American Educational Research Association, Chicago, IL.

**Patall, E. A.** (Chair). (2012) *The Motivational Benefits and Detriments of Choosing: Exploring the Complexity of Choice in Educational Contexts*. Round table session at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

**Patall, E. A.** (Chair). (2010) *Autonomy Support: Identifying the Essential Components and Motivational Benefits*. Paper session at the Annual Meeting of the American Educational Research Association, Denver, CO.

### **Invited Talks and Workshops**

**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.



- 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*.
- 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.
- Patall E. A.** (2020, November). Promoting autonomy and agency in the classroom. Presentation for the University of Maryland Developmental Science Program Colloquium Series.
- 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.
- 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.
- 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.
- Patall, E. A.** and Polanin, J. (2019, May) Workshop: Introduction to Research Synthesis and Meta-analysis. Washington University in St. Louis. St. Louis, MO.
- Patall, E. A.** (2019, March) *From autonomy support to agentic engagement*. UCLA Applied Human Development Colloquium. University of California Los Angeles. Los Angeles, CA.
- Patall, E. A.** (2017, May). *Using Choice as a Motivational Strategy in the Classroom*. Ghent University. Ghent, Belgium
- 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.
- Patall, E. A.** (2016, October). *The Homework Debate: What Parents Should Know*. Griffin High School. Austin, Texas
- 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.
- Patall, E. A.** (2016, September). *The Homework Debate: What Parents Should Know*. Science of Parenting Speaker Series. Austin, Texas.
- 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.
- Patall, E. A.** (2015, April). *Autonomy Support in the High School Science Classroom*. The University of Texas at Austin, Department of Psychology, Developmental Psychology Colloquium.
- Patall, E. A.** (2015, February). *Choice and Individuality: Evolution of a Research Idea*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
- Patall, E. A.** (2014, March). *Issues in Classroom Measurement*. William T. Grant Foundation Mixed Methods Meeting. Los Angeles, CA.

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

## ARTICLES AND MENTIONS IN THE POPULAR PRESS

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### Self-Authored Opinion Articles

- 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>
- Patall, E. A.** (2014, November 12). Help children form good study habits. *The New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2014/11/12/should-parents-help-their-children-with-homework/help-children-form-good-study-habits>

**Patall, E. A.** (2014, October 14). School homework needs to be more motivating. *The Austin American Statesman*. Retrieved from <http://www.mystatesman.com/news/news/opinion/patall-school-homework-needs-to-be-more-motivating/nhjKP/#437b37b8.3587374.735521>

## 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

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>

Dunu, C. (2016, August). Texas teacher abolishes homework assignments from the classroom curriculum. *Epoch Times*. Retrieved from [https://www.theepochtimes.com/texas-teacher-abolishes-homework-assignments-from-classroom-curriculum\\_2143980.html](https://www.theepochtimes.com/texas-teacher-abolishes-homework-assignments-from-classroom-curriculum_2143980.html)

Kohli, S. (2015, November). Yes, there is a limit to how much homework your child should do. *Los Angeles Times*. Retrieved from <http://www.latimes.com/local/education/lausd/la-me-edu-too-much-homework-20151116-story.html>

Wikiel, Y. (2015, March). This is why you feel so sad on Sunday (and how to fix it). *Real Simple*. Retrieved from <http://www.realsimple.com/health/mind-mood/emotional-health/why-you-feel-sad-on-sunday>

Wikiel, Y. (2015, February 27). How to fix the Sunday blues. *Time Magazine*. Retrieved from <http://time.com/3723762/why-sad-sundays/>

Strauss, V. (2014, December 6). Seven ways schools kill the love of reading in kids – and 4 principles to help restore it. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/12/06/seven-ways-schools-kill-the-love-of-reading-in-kids-and-4-principles-to-help-restore-it/>

Feiler, B. (2014, September 12). The homework squabbles. *The New York Times*. Retrieved from [http://www.nytimes.com/2014/09/14/fashion/the-homework-squabbles.html?\\_r=0](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)

- Swidey, N. (2013, March 1). Getting through to your kids in the digital age. *Boston Globe*. Retrieved at <http://www.bostonglobe.com/magazine/2013/03/01/how-talk-really-talk-your-kids/qc2bec90uCMZyIjaH7Kc9J/story.html>.
- Mathews, D. (2012, October 17). François Hollande wants to abolish homework. Is that a good idea? *Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/wonkblog/wp/2012/10/17/francois-hollande-wants-to-abolish-homework-is-that-a-good-idea/>
- Cillela, J. (2011, December 6). Suburban schools not following Chicago in quest for longer school day. *Chicago Daily Herald*. Retrieved at <http://www.dailyherald.com/article/20111206/news/712069959/>
- Moser, W. (2011, September 14). More on Chicago school-day length and the teachers union. *Chicago Magazine*. Retrieved from <http://www.chicagomag.com/Chicago-Magazine/The-312/September-2011/More-on-Chicago-School-Day-Length-and-the-Teachers-Union/>
- Zorn, E. (2011, August 31). Doing the math on the school-hours controversy. *Chicago Tribune*. Retrieved from [http://articles.chicagotribune.com/2011-08-31/news/ct-oped-0831-zorn-20110831\\_1\\_school-day-cps-figures-chicago-teachers-union](http://articles.chicagotribune.com/2011-08-31/news/ct-oped-0831-zorn-20110831_1_school-day-cps-figures-chicago-teachers-union)
- Sparks, S. D. (2010, December 21). Giving students a say may spur engagement and achievement. *Education Week*. Retrieved from [http://blogs.edweek.org/edweek/inside-school-research/2010/12/class\\_choice\\_may\\_spur\\_student.html](http://blogs.edweek.org/edweek/inside-school-research/2010/12/class_choice_may_spur_student.html).
- Galehouse, M. (2009, March 22). Does homework help teach kids the wrong lesson? *Houston Chronicle*. Retrieved at <http://www.chron.com/life/article/Does-homework-help-teach-kids-the-wrong-lesson-1678541.php>

## TEACHING

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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
	EDUC 210: Breaking the Code of College Success
Graduate courses	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 have included helping graduate students with identifying and working towards their career goals. I have provided 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:** Current, 2

**Dissertation committee, Member:** Current, 6; Completed, 8

**Theses, Qualifying Exams, Pre-Doctoral Projects, Chair:** Completed, 2; Current, 1

**Theses, Qualifying Exams, Pre-Doctoral Projects, Member:** Completed, 6; Current, 0

**Undergraduate Honors Thesis, Chair:** Current, 2; Completed, 1

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

**Dissertation committee, Chair:** Completed, 8

**Dissertation committee, Member:** Completed, 19

**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

## **PROFESSIONAL AND PUBLIC SERVICE**

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### **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  
 Out-of-School Time Special Interest Group  
 Studying and Self-Regulated Learning Special Interest Group  
 American Psychological Association (APA)  
 Division 8 (Personality and Social Psychology)  
 Division 15 (Educational Psychology)  
 American Psychological Society (APS)  
 Society for the Study of Motivation (SSM)  
 Society 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*

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

### **SERVICES WITHIN THE UNIVERISTY (UT-AUSTIN)**

#### *Committee and Other 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

## NATIONAL SCHOLARLY SERVICE

### Editorial Service

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

### *Editorial Boards*

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*

2019-2023 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 Reviewer, J. L. Meece & J.S. Eccles (Eds.) (2010) *Handbook of Schools, Schooling, and Human Development*. Routledge.
- 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

### **Mentoring and Service in National Professional Organizations**

- 2018 to 2020 *Chair*, AERA Motivation in Education Special Interest Group
- 2015 *Faculty mentor* for the American Educational Research Association Division C (Learning and Instruction) New Faculty Mentoring Program.
- 2014 *Faculty mentor* for Motivation in Education Special Interest Group (SIG) of American Educational Research Association (AERA) graduate student mentoring lunch.
- 2012 to 2014 *Secretary*, AERA Studying and Self-Regulated Learning Special Interest Group
- 2013 *Faculty mentor* for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar.

**OTHER HONORS AND EVIDENCE OF MERIT**

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- 2019 Requested as faculty mentor for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar (invitation only).
- 2018 Requested as faculty mentor for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar (invitation only).
- 2018 Requested and served as faculty mentor for Motivation in Education Special Interest Group (SIG) of American Educational Research Association (AERA) graduate student mentoring lunch (invitation only).
- 2015 Requested as a faculty mentor for the American Educational Research Association Division C (Learning and Instruction) New Faculty Mentoring Program (invitation only).
- 2015 Requested to host panel for graduate student researchers on *Social Psychology in the Schools* at the Annual Meeting for the Society of Personality and Social Psychology.
- 2014 Requested and served as faculty mentor for Motivation in Education Special Interest Group (SIG) of American Educational Research Association (AERA) graduate student mentoring lunch (invitation only for 5 established scholars).
- 2013 Requested and served as faculty mentor for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar (invitation only).
- 2012 Nominated for position of Editor for the (APA) Journal of Educational Psychology (*declined nomination*)
- 2003 Laureate of the Canadian Psychological Association (CPA) 2003, Certificate of Academic Excellence
- 2002 Boris Muskatov Prize in Psychology (McGill University)

**OTHER AWARDS AND FELLOWSHIPS**

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

2008	Vertical Integration Program, <i>mentored Duke undergraduates</i> : Melissa Oyer and Megan Kuhfeld (\$3000)
2008	Summer Research Fellowship (Duke University) (\$4000)
2008, 2009	Student Travel Award, Motivation Special Interest Group, American Educational Research Association (AERA) (\$100 each year)
2007-2008	Program in Advanced Research in the Social Sciences (PARISS) Fellowship (\$18,500 + tuition waiver)
2007-2008	Sulzberger Family and Dan Levitan Social Policy Graduate Research Fellowship, <i>declined</i> (\$18,500 + tuition waiver)
2007	Vertical Integration Program, <i>mentored Duke undergraduate</i> , Alixandra Barasch (\$1800)
2005-2007	Spencer Foundation Educational Policy Fellowship (\$8500)

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

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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 ***AERA Minority Dissertation Fellowship in Education Research*** (\$13,000). Award to ***Carlton Fong***.
- 2012 ***Esther Rosen Katz Fellowship***. American Psychological Foundation, American Psychological Association. Awarded to ***Carlton Fong*** 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 ***Hollingsworth Research Award***, National Association for Gifted Children. Awarded to ***Carlton Fong*** 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)

Revised January 7, 2021