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EDUCATION

- 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

- 2022-present *Professor of Education and Psychology*, Rossier School of Education, University of Southern California, Los Angeles, CA
- 2017-2022 *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

- 2024 Fellow, American Psychological Association (Division 15)
- 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

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

Impact as of June, 2024

Google scholar total citations: **11,600**

Google scholar h-index: **38**

Google scholar i10-index: **54**

Web of science total citations: **3,211**

Web of Science h-index: **27**

Web of Science overall median citation percentile: **87th percentile**

Peer-Reviewed Articles

(*Denotes student author)

1. Danielson, R. W., Jacobson, N. G., **Patall, E. A.**, Sinatra, G. M., Adesope, O. O., Kennedy, A., Bhat, B. H., Ramazan, O., Adaramola, B., Nketah, G., Jin, G., Sunday, O. J. (2024). The effectiveness of refutation text in confronting scientific misconceptions: A meta-analysis. *Educational Psychologist*, 1–25. <https://doi.org/10.1080/00461520.2024.236528>
2. **Patall, E. A.** (2024). Agentic engagement: Transcending passive motivation. *Motivation Science*, 10(3), 222–233. <https://doi.org/10.1037/mot0000332>
3. **Patall, E. A.**, *Vite, A., *Lee, D. J., & *Zambrano, J. (2024). Teacher support for students' psychological needs and student engagement: Differences across school levels based on a national teacher survey. *Teaching and Teacher Education* 137, 104400. <https://doi.org/10.1016/j.tate.2023.104400>
4. **Patall, E. A.**, *Yates, N., *Lee, J., *Chen, M., *Bhat, B. H., *Lee, K., Beretvas, S. N., *Lin, S., *Yang, S. M., *Jacobson, N. G., *Harris, E., & *Hanson, D. J. (2024). A meta-analysis of teachers' provision of structure in the classroom and students' academic competence beliefs, engagement, and achievement. *Educational Psychologist*, 59(1). 42-70. <https://doi.org/10.1080/00461520.2023.2274104>
5. Fong, C., **Patall, E. A.**, Synder, K. E., Hoff, M. A., Jones, S. J., & Zuniga-Ortega, R. E. (2023). Academic underachievement and its motivational and self-regulated learning correlates: A meta-analytic review of 80 years of research. *Educational Research Review*, 41, 100566. <https://doi.org/10.1016/j.edurev.2023.100566>
6. *Zambrano, J., **Patall, E. A.**, *Kennedy, A. A. U., *Aguilera, C., & *Yates, N. (2023). Qualitative study of urban high school teachers' beliefs about students' agentic engagement. *Journal of Experimental Education*, 1-22. <https://doi.org/10.1080/00220973.2023.2238632>.
7. 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., Jenö, 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. (2023). A Classification System for Teachers' Motivational Behaviours Recommended in Self-Determination Theory Interventions. *Journal of Educational Psychology*. 115(8) 1158-1176. <https://doi-org/10.1037/edu0000783>

8. **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. <https://doi.org/10.1016/j.cedpsych.2022.102097>
9. **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>
10. *Zambrano, J., *Kennedy, A. A. U., *Aguilera, C., *Yates, N., & **Patall, E. A.** (2022). 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>
11. **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)
12. **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>
13. *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>
14. *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>
15. *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>
16. 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>
17. **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>
18. **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
19. *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
20. **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

21. **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
22. *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
23. **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
24. 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
25. **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
26. *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
27. *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
28. **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
29. 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
30. 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
31. 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
32. *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
33. **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
34. *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

35. **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.
36. **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.
37. 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.
38. 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
39. *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.
40. *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.
41. **Patall, E. A.** (2013). Constructing motivation through choice, interest, and interestingness. *Journal of Educational Psychology*, *105*(2), 522-534. doi: 10.1037/a0030307.
42. **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.
43. 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.
44. *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.
45. 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.
46. **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.
47. **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.
48. 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.

49. 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.
50. 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.
51. 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.
52. **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.
53. **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.
54. 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.
55. 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.
56. 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 and Reports

57. **Patall, E. A.**, *Vite, A., *Lee, D. & *Zambrano, J., Hamilton Bhat, B., Go Guardian Research Team, & Arkatov, A. (2023). *The 2022-2023 State of Engagement Report: Teachers' Practices of Engaging Students*. Go Guardian. <https://www.goguardian.com/state-of-engagement>
58. **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
59. **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
60. **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. <https://doi.org/10.1093/oxfordhb/9780199841332.013.36>

61. **Patall, E. A.** (2019). The complex role of choice in human motivation and functioning. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation, 2nd Edition* (pp. 135-155). New York, NY: Oxford University Press
62. **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
63. **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.
64. 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.
65. Linnenbrink-Garcia, L. & **Patall, E. A.** (2015). Motivation. In L. Corno & E. Anderman (Eds.), *Handbook of Educational Psychology, 3rd Edition*, (pp. 91-103). Sponsored by the American Psychological Association. New York, NY: Routledge.
66. **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.
67. 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, 2nd Edition*, (pp. 344-370). Thousand Oaks, CA: Sage.
68. **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

69. Steingut, R. R., **Patall, E. A.**, Fong, C. (2022). Research Synthesis. In T. Good & M. McCaslin (Eds.) *The Routledge Encyclopedia of Education*. Routledge.
70. **Patall, E. A.** & Cooper, H. (2008). Meta-Analysis. In E. Anderman (Ed.), *Psychology of Classroom Learning: An Encyclopedia*. Detroit: Macmillan.
71. 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.
72. **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)

National Institutes of Health

Status: PI, Funded
 Project Title: Supporting Student Agency in Undergraduate Biomedical Education
 Period: August 15, 2023 to August 14, 2028
 Funding: \$3,263,404

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

National Science Foundation

Status: Co-I, Funded
 PI: Steven Cutchin, Boise State University
 Project Title: XR (Extended Reality) For Chemical Laboratory Training
 Period: July 1, 2023 to June 30, 2026
 Funding: \$793,200 (\$215,791 USC Budget)

GoGuardian Digital Learning

Status: PI, Funded
 Project Title: The 2022 State of Engagement Report
 Period: April 15, 2022 to December 31, 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

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

Peer-Reviewed Conference Paper Presentations

1. **Patall, E. A.**, Vite, A., Lee, D. & Zambrano, J. (2024, April). *Teacher support for students engagement: Differences across school levels based on a national teacher survey*. Symposium session presentation at Annual Meeting for the American Educational Research Association, Philadelphia, PA.
2. **Patall, E. A.**, Vite, A., Lee, D. & Zambrano, J., Janowicz, P., Aguilar, M., Ahrens, R., & Arkatov, A. (2023, April). *The State of Teachers' Use of Engaging Classroom Practices in 2022*. Symposium session presentation at Annual Meeting for the American Educational Research Association, Chicago, IL.
3. Ruzek, E., **Patall, E. A.**, Williams, D. R. (2023, April). *Student Sensitivity to Changes in Teacher Practice*. Symposium session presentation at Annual Meeting for the American Educational Research Association, Chicago, IL.
4. Zambrano, J. & **Patall, E. A.** (2023, April). *Culturally Relevant, Motivating Instruction: Toward an Integration for Enhancing the Motivation of Racially and Ethnically Diverse Learners*. Symposium session presentation at Annual Meeting for the American Educational Research Association, Chicago, IL.
5. Vite, A., **Patall, E. A.**, & Awad, G. (2023, April). *Relationships Among Autonomy-Relevant Instruction, Classroom Racial Climate, and Student Engagement*. Symposium session presentation at Annual Meeting for the American Educational Research Association, Chicago, IL.
6. Kennedy, A., **Patall, E. A.**, & Sinatra, G. (2023, April). *An Exploration of How Asian American Undergraduates Navigate and Negotiate Identity, Achievement, and Academic Help-Seeking*. Paper presentation at Annual Meeting for the American Educational Research Association, Chicago, IL.
7. Lee, D., & **Patall, E. A.** (2023, April). *The Relationship Between Teacher Affect and Autonomy-Supportive Teaching Practices*. Symposium session presentation at Annual Meeting for the American Educational Research Association, Chicago, IL. *The Relationship Between Teacher Affect and Autonomy-Supportive Teaching Practices*
8. **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.
9. 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.
10. 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.
11. 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.

12. 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.
13. 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.
14. 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.
15. 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.
16. **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.
17. **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.
18. 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.
19. 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.
20. 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.
21. 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.
22. **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.
23. 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.

24. **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.
25. **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.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
33. **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.
34. 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.
35. 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.

36. **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.
37. 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.
38. **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.
39. 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.
40. 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.
41. **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.
42. 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.
43. 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.
44. **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.
45. 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.
46. **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.
47. **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.

48. **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.
49. 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.
50. **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.
51. **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.
52. 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.
53. 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.
54. 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.
55. 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.
56. 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.
57. **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.
58. 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.
59. 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.
60. Fournier, M., Zuroff, D., **Patall, E.**, Cheng, B., Hurley, E., Gosset, J., & Frankel, A. (2005, June). *Mapping the rank domain*. Paper presented at the 8th Annual Meeting of the Society for Interpersonal Theory and Research. Montreal, QC, CA.

61. 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

62. Vite, A., **Patall, E. A.**, Zambrano, J., & Lee, D. (2024, April). *Studying the National Classroom: An Examination of School Climate, Burnout, and Engagement*. Roundtable presentation at Annual Meeting for the American Educational Research Association, Philadelphia, PA.
63. Vite, A., **Patall, E. A.**, & Chen, A. (2024, April). *Relationship between experiences of autonomy and well(ill)-being for K-12 Youth: A meta-analysis*. Poster presentation at Annual Meeting for the American Educational Research Association, Philadelphia, PA.
64. Akinrotimi, B., Ramazan, O., Danielson, R.W., Adesope, O.O., Sinatra, G.M., **Patall, E.A.**, & Jacobson, N. G., (2023, April). *Effectiveness of Refutational Instruction on Misconceptions: A Meta-Analysis*. Poster presentation at Annual Meeting for the American Educational Research Association, Chicago, IL.
65. Lee, D., Vite, A., **Patall, E. A.**, & Zambrano, J. (2023, April). *Daily Autonomy, Relatedness, and Classroom Engagement Among Latino and White High School Science Students*. Poster presentation at Annual Meeting for the American Educational Research Association, Chicago, IL.
66. **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.
67. 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.
68. **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.
69. **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.
70. **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.
71. 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.
72. **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.
73. 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.
 74. 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 16th Annual Meeting of the Society for Personality and Social Psychology, Long Beach, California.
 75. **Patall, E. A.** (2014, October). *The effect of choice provision on unethical behavior*. Poster session presented at the 1st annual Advances in Educational Psychology Conference. Fairfax, VA.
 76. 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.
 77. 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.
 78. 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.
 79. 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.
 80. **Patall, E. A.**, Leach, J.K., & Schraw, G. (2014, February). *The effect of choice provision on unethical behavior*. Poster session presented at the 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
 81. 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 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
 82. Fong, C. & **Patall, E. A.** (2014, February). *The effects of need-supportive criticism on intrinsic motivation*. Poster session presented at the 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
 83. 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 15th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
 84. **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.

85. 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.
86. **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 14th Annual Meeting of the Society for Personality and Social Psychology. New Orleans, LA.
87. 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.
88. **Patall, E. A.** (2012, January). *The role of competence and interest in preferences for choosing*. Poster session presented at the 13th Annual Meeting of the Society for Personality and Social Psychology. San Diego, CA.
89. **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 12th Annual Meeting of the Society for Personality and Social Psychology. San Antonio, TX.
90. **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.
91. **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 10th Annual Meeting of the Society for Personality and Social Psychology. Tampa, FL.
92. **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.
93. **Patall, E. A.**, Cooper, H., & Wynn, S. (2008, February). *The importance of providing choices in the classroom*. Poster session presented at the 9th Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
94. Zuroff, D., Fournier, M., **Patall, E.**, & Abela, J. (2008, February). *Social rank style: An evolutionary personality psychology construct*. Poster session presented at the 9th Annual Meeting of the Society for Personality and Social Psychology. Albuquerque, NM.
95. **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.
96. **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 8th Annual Meeting of the Society for Personality and Social Psychology. Memphis, TN.
97. **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.
98. **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.

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

Chair, Critic, and Discussant Presentations

100. **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.
101. **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.
102. **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.
103. **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.
104. **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.
105. **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.
106. **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.
107. **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.
108. **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.
109. **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.
110. **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

111. **Patall, E. A.** (2023, March). *How to Be A Productive Scholar*. Invited Speaker for workshop. Washington State University.
112. **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.
113. **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.
114. **Patall E. A.** (2021, November). *Promoting autonomy and agency in the classroom*. Presentation for the University of Southern California Developmental Psychology Area Colloquium Series.
115. **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.
116. **Patall E. A.** (2021, February). *Facilitating Student Outcomes by Supporting Autonomy*. Workshop for Battelle For Kids National Educator Group.
117. **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.
118. **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.
119. **Patall E. A.** (2020, November). *Promoting autonomy and agency in the classroom*. Presentation for the University of Maryland Developmental Science Program Colloquium Series.
120. **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.
121. **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.
122. **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.
123. **Patall, E. A.** and Polanin, J. (2019, May) *Workshop: Introduction to Research Synthesis and Meta-analysis*. Washington University in St. Louis. St. Louis, MO.
124. **Patall, E. A.** (2019, March) *From autonomy support to agentic engagement*. UCLA Applied Human Development Colloquium. University of California Los Angeles. Los Angeles, CA.
125. **Patall, E. A.** (2017, May). *Using Choice as a Motivational Strategy in the Classroom*. Ghent University. Ghent, Belgium

126. **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.
127. **Patall, E. A.** (2016, October). *The Homework Debate: What Parents Should Know*. Griffin High School. Austin, Texas
128. **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.
129. **Patall, E. A.** (2016, September). *The Homework Debate: What Parents Should Know*. Science of Parenting Speaker Series. Austin, Texas.
130. **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.
131. **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.
132. **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.
133. **Patall, E. A.** (2014, March). *Issues in Classroom Measurement*. William T. Grant Foundation Mixed Methods Meeting. Los Angeles, CA.
134. **Patall, E. A.** (2013, October). *The Benefits (and Detriments) of Homework... For Who, What, When, and How*. Episcopal High School. Alexandria, VA.
135. **Patall, E. A.** (2013, February). *Autonomy Support for Cheaters*. The University of Texas at Austin, Department of Psychology, Clinical Psychology Area Colloquium (CARE).
136. **Patall, E. A.** (2013, January). *Autonomy Support for Cheaters*. The University of Texas at Austin, Department of Educational Psychology, HDCLS Colloquium.
137. **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.
138. **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.
139. **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).
140. **Patall, E. A.** (2011, February). *Choice and Autonomy in the Classroom*. The University of Texas at Austin, Educational Psychology, Human Development and Culture Colloquium.
141. **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.
142. **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.

143. **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.
144. **Patall, E. A.**, Cooper, H. M., & Robinson, J. C. (2007, October). *The benefits and limits of having choices*. Duke University. Social Psychology Speaker Series.
145. **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.
146. **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

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>

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

Greene, J. and APA Division 15 (2024, February). Emerging Research in Educational Psychology with Dr. Erika Patall on Teachers' Provision of Structure. <https://soundcloud.com/user-883650452/erika-patall-2024>

Greene, J. and APA Division 15 (2022, September 22). Emerging Research in Educational Psychology with Dr. Erika Patall on Open Science in Research Synthesis. <https://soundcloud.com/user-883650452/erika-patall>

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-Tetzl, 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/>
- 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
- 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/>
- 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>
- 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
- 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

- 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
- 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.
- 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

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

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, 3; Current, 15

Dissertation committee, Member: Completed, 15; Current, 4

Theses, Qualifying Exams, Pre-Doctoral Projects, Chair: Completed, 5

Theses, Qualifying Exams, Pre-Doctoral Projects, Member: Completed, 15

Undergraduate Honors Thesis, Chair: Completed, 4

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. Diane Lee, PhD., USC-Rossier, Urban Ed Policy
2. Amanda Vite, PhD., USC-Rossier, Urban Ed Policy
3. Devang Brahmhatt, Ed.D., USC-Rossier
4. Romeo Baldeviso, Ed.D., USC-Rossier
5. Jillian Giese, Ed.D., USC-Rossier
6. Adam Thompkins, Ed.D., USC-Rossier
7. Katelynn Wright, Ed.D., USC-Rossier
8. Alesha Nezianya, Ed.D., USC-Rossier
9. Ani Aharonian, Ed.D., USC-Rossier
10. Timothy Castaneda, Ed.D., USC-Rossier
11. Alex Gilewski, Ed.D., USC-Rossier
12. Sheree Mooney, Ed.D., USC-Rossier
13. Daniela Wiener, Ed.D., USC-Rossier
14. Katrina Garcia, Ed.D., USC-Rossier
15. Stefany Espana, Ed.D., USC-Rossier

Completed

1. Jeanette Zambrano, PhD., 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. Eunjin Seo, UT-HDCLS
6. Rebecca Steingut, UT-HDCLS
7. Ariana (Crowther) Vasquez, UT-HDCLS
8. Jennifer Leach, UT-HDCLS
9. Carlton Fong, UT-HDCLS
10. Bridget Lee, UT-HDCLS
11. 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. Jimmy Zhang, Ph.D., USC, Psychology

Completed

1. Wing-Yee (Winnie) Tse, Ph.D., USC-Psychology
2. Cornell Verdeja-Wood, Ed.D., USC-Rossier
3. Melissa Bustamante, Ed.D., USC-Rossier
4. Joshua Rivera, Ed.D., USC-Rossier
5. Melanie Gonzalez, PhD., University of Texas at Austin, Psychology
6. Tiffany Young, Ed.D., USC-Rossier
7. Jocelyn Stewart, Ed.D., USC-Rossier
8. Jessica Jordan-Ortega, Ed.D., USC-Rossier
9. Rebecca Gotlieb, USC-Rossier Ph.D., Urban Ed Policy
10. Christina (Krone) Kundrak, Ph.D., USC-Rossier, Urban Ed Policy
11. Jess Reynaga, Ed.D., USC-Rossier

12. Sonia Coronel, Ed.D., USC-Rossier
13. Marissa Knox, Ph.D., UT-HDCLS
14. Pamela Chaires, Ed.D., USC-Rossier
15. Mary Shimazaki, Ed.D., USC-Rossier
16. Paula Obermeyer, Ed.D., USC-Rossier
17. Jacqueline Tilley, USC, Psychology
18. Angelique Aitken, Arizona State University, Special Education
19. Nan Zhou, USC-Rossier PhD., Urban Ed Policy
20. Jolene van der Kaap-Deeder, Ghent University, Belgium
21. David Osman, UT-HDCLS
22. Young-A Song, UT Advertising
23. Sarah Arden, UT Special Education
24. Jeremy Dearman, UT-HDCLS
25. Jason Crandall, UT-HDCLS
26. Lauren Blondeau, UT-HDCLS
27. Mark Decker, UT-HDCLS
28. Ji Eun Lee, UT-HDCLS
29. Duygu Uslu, UT-HDCLS
30. Robin Zuniga, UT-HDCLS
31. Kathryn Faulk, UT-HDCLS
32. Daniel Clark, UT-HDCLS
33. Mark Gobble, UT-HDCLS
34. Laura Torres, UT-HDCLS
35. Nate McVaugh, UT-HDCLS
36. Michael T. Smith, UT Foreign Language Education

Theses, Qualifying Exams, Pre-Doctoral Projects, Chair

Current

Completed

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

Theses, Qualifying Exams, Pre-Doctoral Projects, Member

Current

Completed

1. Amy O'Connell, Ph.D., USC, Engineering
2. Jimmy Zhang, Ph.D., USC, Psychology
3. Tong Tong, Ph.D., USC-Rossier, Urban Ed Policy
4. Jennifer Gribben, Ph.D., USC-Rossier, Urban Ed Policy
5. Winnie Wing-Yee Tse, USC-Psychology
6. Renee Whalen, MA., USC-Annenberg School of Communications and Journalism
7. Jimmy Zhang, Ph.D., USC, Psychology

8. Anamely Salgado, Ph.D., USC-Rossier, Urban Ed Policy
9. Claire Baek, Ph.D., USC-Rossier, Urban Ed Policy
10. Neil Jacobson, Ph.D., USC-Rossier, Urban Ed Policy
11. Christina Krone, Ph.D., USC-Rossier, Urban Ed Policy
12. Ashley Stewart, Ph.D., USC-Rossier, Urban Ed Policy
13. Ian Thacker, Ph.D., USC-Rossier, Urban Ed Policy
14. Rodrigo Riveros Miranda, USC, Psychology
15. Rebecca Gotlieb, USC-Rossier Ph.D., Urban Ed Policy
16. Ashley Hurst, UT Counseling Psychology
17. Duncan Dickson, UT School Psychology
18. David Osman, UT-HDCLS
19. Lauren Wilson, UT-HDCLS
20. Amal Kouttab, UT Counseling Psychology
21. Anne Kostic, UT School Psychology
22. Andy Schraegle, UT Counseling Psychology
23. Eunjin Seo, UT-HDCLS
24. Daniel Clark, UT-HDCLS
25. Cheon-woo Han, UT-HDCLS
26. Kristen Highley, UT School Psychology
27. Laura Torres, UT HDCLS
28. Young-A Song, UT Advertising
29. Monica Chadha, UT Journalism
30. Jennifer Freeman, UT-HDCLS
31. Ariana (Crowther) Vasquez, UT Program Evaluation
32. Alyssa Reinhart, UT HDCLS
33. Lauren Blondeau, UT HDCLS

Undergraduate Honors Thesis, Committee Chair

Current

Completed

1. Grace Song, USC, Psychology Honors
2. Carrie Watson, USC, Psychology Honors
3. Crystal Aguilera, USC, Psychology Honors
4. Jennifer Sung, USC, Psychology Honors
5. 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. Scott Trimble
10. Jennifer Freeman
11. Sandra Stuteberg
12. Danika Maddocks
13. Lauren Wilson
14. David Osman
15. Neil Jacobson

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 University*

2023 to present University Committee on Appointments, Promotions, and Tenure (UCAPT), Social Science Panel

Committee Service to School

2023 Katzman chair search committee
 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	<i>Associate Editor</i> , Journal of Educational Psychology
2017 to 2020	<i>Associate Editor</i> , Journal of Personality

Editorial Boards/Consulting Editor

2023 to present	Contemporary Educational Psychology
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
Learning and Instruction
Child Development
Developmental Psychology
Journal of Experimental Social Psychology
Psychological Science
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

2024	Review panel for DRK-12 program of the National Science Foundation (NSF)
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2019-2021	Institute of Education Science (IES) Grant Proposal Review Panel Member, <i>Social and Behavioral Panel</i>
2016, 2018	Institute of Education Science (IES) Grant Proposal Reviewer, <i>Social and Behavioral Panel</i>
2016 to present	Conference proposal reviewer, <i>Society for Research on Educational Effectiveness</i>
2012	Research grant proposal reviewer, William T. Grant Foundation
2010	Conference proposal reviewer, <i>Society of Research in Child Development</i>
2007 to present	Conference proposal reviewer, <i>American Educational Research Association</i> 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	<i>Chair</i> , AERA Motivation in Education Special Interest Group
2012 to 2014	<i>Secretary</i> , 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	<i>Faculty mentor</i> for the American Educational Research Association Division C (Learning and Instruction) New Faculty Mentoring Program (by request and invitation only).
2013, 2018, 2019	<i>Faculty mentor</i> for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar (by student request and invitation only).
2014, 2018	<i>Faculty mentor</i> 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 <i>Social Psychology in the Schools</i> 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

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). <i>Note.</i> 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)

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

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

- 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 ***Hollingworth 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)