

CURRICULUM VITAE

NAME: Gale M. Sinatra
RANK: Professor of Education and Psychology
ADDRESS: Rossier School of Education
University of Southern California
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I. AREAS OF SPECIALIZATION:

Conceptual Change Learning
Learning Sciences
Motivation and Emotion
Public Understanding of Science
Science Learning

II. EDUCATIONAL HISTORY

- 1989 Ph.D. (Psychology, Minor in Educational Measurement), University of Massachusetts, Amherst, Massachusetts
- 1987 M.S. (Psychology), University of Massachusetts, Amherst, Massachusetts
- 1981 B.S. (Psychology), University of Massachusetts, Amherst, Massachusetts

Honors and Awards

- 2017 Named a Finalist for the Frank Prize in Research in Public Interest Communications.
- 2017 Elected President of American Psychological Association Division 15, Educational Psychology.
- 2017 Awarded USC Mentoring Award for Faculty/Postdoctoral Mentoring.
- 2016 Named a Fellow of The Society for Text and Discourse.
- 2013 Winner of the [International Award for Excellence from the International Journal of Climate Change: Impacts and Responses](#) for article co-authored with students Abby Beck and Doug Lombardi.
- 2009 Elected Vice President of Division C, Learning and Instruction, of the American Educational Research Association.
- 2009 Named Fellow the American Educational Research Association.
- 2009 Ranked 16th in Educational Psychology Publishing Productivity Study by Jones et al. (2009).
- 2008 Named Member, International Advisory Board of the Centre for Learning Research, University of Turku, Finland.

- 2007 Named a Fellow of Division 15, Educational Psychology, of the American Psychological Association.
- 2007 Recipient, Nevada Graduate Advisor of the Year Award, Board of Regents.
- 2007 Recipient, Graduate Advisor of the Year Award, UNLV.
- 2004 Recipient of the College of Education Service Award, UNLV.
- 2004 Elected Secretary of Division C, Learning and Instruction, American Education Research Association.
- 1981 Elected President of Phi Chi, the Undergraduate Honor Society in Psychology.
- 1980 Alumni Scholar Award, University of Massachusetts.

III. PROFESSIONAL HISTORY

- 2016-2017 *Associate Dean for Research*, Rossier School of Education, University of Southern California.
- 2012 *Professor*, Joint Appointed in Psychology, USC Dana and David Dornsife College of Letters, Arts and Sciences.
- 2012 *Professor*, Rossier School of Education, University of Southern California.
- 2011 *Visiting Professor*, Rossier School of Education, University of Southern California.
- 2010 *Education Component Lead*, Nevada NSF/EPSCoR Climate Change Project.
- 2003-2006 *Interim Graduate Dean*, Graduate College, University of Nevada, Las Vegas.
- 2005 *Professor*, Department of Educational Psychology, University of Nevada, Las Vegas.
- 2000-2005 *Associate Professor*, Department of Educational Psychology, University of Nevada, Las Vegas.
- 2002-2003 *Associate Dean for Academic Affairs*, Graduate College, University of Nevada, Las Vegas.
- 2001-2003 *Graduate Coordinator*, Department of Educational Psychology, University of Nevada, Las Vegas.
- 1996-2000 *Associate Professor*, Department of Educational Studies, University of Utah.
- 1999 *Director of Assessment*, University of Utah Reading Center.
- 1999-2000 *Associate Professor*, Adjunct Status, Department of Educational Psychology.
- 1991-1996 *Assistant Professor*, Department of Educational Studies, University of Utah.
- 1989-1991 *Post-doctoral Fellow*, with Dr. Isabel Beck, Learning Research and Development Center, University of Pittsburgh. Collaborated on research designed to understand the contributions of knowledge and text coherence to students' comprehension of content area texts.

- 1990 *Instructor*, Graduate School of Education, University of Pittsburgh, Psychology of Learning and Development.
- 1988-1989 *Research Assistant*, to Professor Jerome L. Myers, Department of Psychology, University of Massachusetts. Assisted in the design, development, and implementation of research investigating the effects of causal relatedness on text comprehension.
- 1986, 1988 *Instructor*, Department of Psychology, University of Massachusetts, Educational Psychology.
- 1986, 1987 *Teaching Assistant*, Department of Psychology, University of Massachusetts, Methods of Inquiry in Psychology.
- 1987 *Instructor*, Department of Psychology, University of Massachusetts, Cognitive Psychology.
- 1985-1988 *Research Assistant*, to Professor James M. Royer, Department of Psychology, University of Massachusetts. Assisted in the writing and production of computer-based reading comprehension tests for research purposes for the United States Air Force.
- 1984-1985 *Teaching Assistant*, Educational Psychology and Cognitive Psychology.
- 1979-1981 *Research Assistant*, to Professor Arnold Well, Department of Psychology, University of Massachusetts. Assisted in research aimed at identifying college students' misconceptions in solving word problems.
- 1981-1983 *Project Coordinator*, National Evaluation Systems, Inc., Amherst, Massachusetts. Coordinated the development, production, and administration of teacher certification tests and statewide assessments.

IV. PROFESSIONAL ORGANIZATIONS

American Educational Research Association, (AERA) *Fellow*
American Psychological Association (APA) *Fellow*
Conceptual Change Special Interest Group of EARLI
European Association for Research on Learning and Instruction (EARLI)
International Society for the Learning Sciences (ICLS)
International Conference on Motivation Special Interest Group of EARLI (ICM)
Society for Text and Discourse (ST&D) *Fellow*

V. SCHOLARLY PUBLICATIONS AND ACTIVITIES

Journal Articles (refereed) *current or former graduate student or post doctoral advisee

Bailey, J. M, Lombardi, D., Cordova, J. R., & Sinatra, G. M. (2017). Meeting students halfway: Increasing self-efficacy and promoting knowledge change in astronomy. *Physical Review Physics Education Research*, 13(2), DOI: 10.1103/PhysRevPhysEducRes.13.020140

Polikoff, M. & Le, Q. T., *Danielson, R. W., Sinatra, G. M. & Marsh, J. (2017). The Impact of Speedometry on student knowledge, interest, and emotions. *Journal of Research on Educational Effectiveness*. DOI: 10.1080/19345747.2017.1390025

- *Heddy, B. C. & **Sinatra, G. M.** (2017). Transformative parents: Facilitating transformative experiences and interest with a parent involvement intervention. *Science Education*, 101(5), 765-786. **DOI:** 10.1002/sce.21292
- Mason, L., Baldi, R., Di Ronco, S., Scrimin, S. *Danielson, R. W., & **Sinatra, G. M.** (2017). Refutation texts and graphics: Effects on conceptual change learning. *Contemporary Educational Psychology*, 49, 275-288. **DOI:**10.1080/00220973.2016.1260523
- Sinatra, G. M.**, *Mukhopadhyay, A. & Albright, T. Marsh, J. A., Polikoff, M. (2017). Speedometry: A vehicle for promoting interest and engagement through integrated STEM instruction. *The Journal of Educational Research*, 110(3), 308-316. **DOI:** 10.1080/00220671.2016.1273178
- Trevors, G., Muis, K., Pekrun, R., & **Sinatra, G. M.** Muijselaar, M. M. L. (2017). Exploring the relations between epistemic beliefs, emotions, and learning from texts. *Contemporary Educational Psychology*, 48, 116-132. **DOI:** 10.1016/j.cedpsych.2016.10.001
- *Heddy, B. C., *Danielson, R. W., **Sinatra, G. M.**, & Graham, J. (2017). Modifying knowledge, emotions, and attitudes about genetically modified foods. *Journal of Experimental Education*, 85(3), 513-553. **DOI:** 10.1080/00220973.2016.1260523
- Pekrun, R., Vogl, E., Muis, K. & **Sinatra, G. M.** (2017). Measuring emotions during epistemic activities: The epistemically-related emotions scales. *Cognition and Emotion*, 31(6), 1268-1276. **DOI:** 10.1080/02699931.2016.1204989
- Sinatra, G. M.** & Hofer, B. K. (2016). Public understanding of science: Policy and educational implications. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 245-253, **DOI:** 10.1177/2372732216656870
- *Danielson, R. W. & **Sinatra, G. M.** (2016). A relational reasoning approach to text-graphic processing. *Educational Psychology Review*. 28(2). Online first. **DOI** :10.1007/s10648-016-9374-2
- *Danielson, R. W., **Sinatra, G. M.**, & Kendeau, P. (2016). Augmenting the refutation-text effect with analogies and graphics. *Discourse Processes*. 53(5-6), 392-414, **DOI:** 10.1080/0163853X.2016.1166334
- *Alongi, M., ***Heddy, B. C.** & Sinatra, G. M. (2016). Teaching for transformative experiences in history: Experiencing controversial history ideas. *Journal of Social Science Education*, 15(2), 6-21.
- Trevors, G. J., Muis, K. R., Pekrun, R., **Sinatra, G. M.**, & Winne. P. H. (2016). Identify and epistemic emotions during knowledge revision: A potential account for the backfire effect. *Discourse Processes* 53(5-6), 339-370, **DOI:** 10.1080/0163853X.2015.1136507
- *Heddy, B. C., **Sinatra, G. M.**, Seli, H., Taasoobshirazi, G. & Mukhopadhyay, A. (2016). Transforming college success: Making learning meaningful to at-risk students. *Educational Psychology*. Published online first March 9, 2016. **DOI:** 10.1080/01443410.2016.1150420
- *Lombardi, D., Nussbaum, E. M., & **Sinatra, G. M.** (2016). Plausibility judgments in conceptual change and epistemic cognition. *Educational Psychologist*. 51(1), 35-56 **DOI:** 10.1080/00461520.2015.1113134
- Nussbaum, E. M., Owens, M. C., **Sinatra, G. M.**, Rehmat, A. P., *Cordova, J. C., Vesco, J. M., Ahmad, S., Harris Jr., F. C., Dascalu, S. M. (2015). Losing the Lake: Simulations to promote gains in student knowledge and interest about climate change. *International Journal of Environmental & Science Education*, 10(5), 789-811.

- Muis, K. R., Pekrun, R., **Sinatra, G. M.**, Azevedo, R., Trevors, G., Meier, E., *Heddy, B. C. (2015). The curious case of climate change: Epistemic emotions mediate relations between epistemic beliefs, learning strategies and learning outcomes. *Learning and Instruction, 39*, 168-183. DOI: 10.1016/j.learninstruc.2015.06.003
- Sinatra, G. M.**, *Heddy, B., *Lombardi, D. (2015). The challenges of defining and measuring student engagement. *Educational Psychologist, 50*(1) 1-13. DOI: 10.1080/00461520.2014.1002924.
- *Seyranian, V., **Sinatra, G. M.**, Polikoff, M. (2014). Comparing communication strategies for reducing residential water consumption. *Journal of Environmental Psychology*. Online first published November 25, 2014, DOI: 10.1016/j.jenvp.2014.11.009.
- Sinatra, G. M.**, Kienhues, D. & Hofer, B. (2014). Addressing challenges to public understanding of science: Epistemic cognition, motivated reasoning, and conceptual change. *Educational Psychologist, 49*(2), 123-138. DOI: 10.1080/00461520.2014.916216.
- *Cordova, J., **Sinatra, G. M.**, *Broughton, S. H., Taasobshirazi, G., *Lombardi, D. (2014). Self-efficacy, confidence in prior knowledge, and conceptual change. *Contemporary Educational Psychology, 39*, 164-174. DOI: 10.1016/j.cedpsych.2014.03.006.
- *Johnson, M. & **Sinatra, G. M.** (2014). The influence of approach and avoidance goals on conceptual change. *Journal of Educational Research*. Online first published January 9, 2014, DOI: 10.1080/00220671.2013.807492.
- *Lombardi, D., *Seyranian, V. & **Sinatra, G. M.** (2014). Source effects and plausibility judgments when reading about climate change. *Discourse Processes, 51*(1-2), 75-92, DOI:10.1080/0163853X.2013.855049.
- *Beck, A., **Sinatra, G. M.**, *Lombardi, D. (2013). Leveraging Higher-Education Instructors in the Climate Literacy Effort: Factors Related to University Faculty's Propensity to Teach Climate Change. *The International Journal of Climate Change: Impacts and Responses, 4*, 1-17.
- *Broughton, S. H., **Sinatra, G. M.**, & Nussbaum, E. M. (2013). "Pluto has been a planet my whole life!" Emotions, attitudes, and conceptual change in elementary students learning about Pluto's reclassification, *Research in Science Education, 43*(2), 1-22.
- *Heddy, B., & **Sinatra, G. M.** (2013). Transforming misconceptions: Using transformative experience to promote positive affect and conceptual change in students learning about biological evolution. *Science Education, 97*, 723-744.
- *Lombardi, D., **Sinatra, G. M.**, & Nussbaum, E. M. (2013). Plausibility reappraisals and shifts in middle school students' climate change conceptions, *Learning and Instruction, 27*, 50-62. doi: 10.1016/j.learninstruc.2013.03.001.
- *Lombardi, D., & **Sinatra, G. M.** (2013). Emotions when teaching about human-induced climate change. *International Journal of Science Education, 35*, 167-191. doi: 10.1080/09500693.2012.738372.
- *Johnson, M. & **Sinatra, G. M.** (2012). Use of Task-Value Instructional Inductions for Facilitating Engagement and Conceptual Change. *Contemporary Educational Psychology, 30*, 51-63. DOI: 10.1016/j.cedpsych.2012.09.003.
- Sinatra, G. M.**, Kardash, C. M., Taasobshirazi, G., & *Lombardi, D. (2012). Promoting attitude change and expressed willingness to take action toward climate change in college students. *Instructional Science, 40*, 1-17. DOI: 10.1007/s11251-011-9166-5.

- *Lombardi, D. & **Sinatra, G. M.** (2012). College students' perceptions about the plausibility of human-induced climate change. *Research in Science Education*, 42(2), 201-217. DOI: 10.1007/s11165-010-9196-z.
- Anderman, E. M., **Sinatra, G. M.**, & Gray, D. L. (2012). The challenges of teaching and learning about science in the 21st century: Exploring the abilities and constraints of adolescent learners, *Studies in Science Education*, 48(1) 89-117.
- Sinatra, G. M.** & *Broughton, S. H. (2011). Bridging reading comprehension and conceptual change in science: the promise of refutation text. *Reading Research Quarterly*. 46(4), 374-393.
- Taasoobshirazi, G. & **Sinatra, G. M.** (2011). A structural equation model of conceptual change in physics. *Journal of Research on Science Teaching*. 48(8), 901-918, DOI: 10.1002/tea.20434.
- *Bean, T. E., **Sinatra, G. M.**, Schrader, P. G. (2010). SPORE: Spawning evolutionary misconceptions? *Journal of Science Education and Technology*, 19(5), 409-414.
- *Nadelson, L. S. & **Sinatra, G. M.** (2010). Shifting acceptance of evolution: Promising evidence of the influence of the *Understanding Evolution* website. *The Researcher*, 23(1), 13-29.
- *Broughton, S., **Sinatra, G. M.**, & Reynolds, R. E. (2010). The nature of the refutation text effect: implications of attention allocation. *Journal of Educational Research*, 103(6), 407-423.
- *Nadelson, L. S. & **Sinatra, G. M.** (2009). Educational professionals' knowledge and acceptance of evolution. *Evolutionary Psychology*, 7(4), 490-516.
- Nussbaum, E. M., **Sinatra, G. M.**, & *Poliquin, A. (2008). The role of epistemological beliefs and scientific argumentation in promoting conceptual change. *International Journal of Science Education*, 30(15), 1977-1999.
- *Sharp, A. C., **Sinatra, G. M.**, & Reynolds, R. E. (2008). The development of children's orthographic knowledge: A microgenetic perspective. *Reading Research Quarterly*, 43(3), 206-226.
- Sinatra, G. M.**, Brem, S. K., & Evans, E. M. (2008). Changing Minds? Implications of Conceptual Change for Teaching and Learning about Biological Evolution. *Evolution Education and Outreach*, 2. 189-195. [This material is based upon work supported by the National Science Foundation under Grant No. 0635628.]
- Sinatra, G. M.** (2005). The warming trend in conceptual change research: The legacy of Paul R. Pintrich, *Educational Psychologist*, 40(2), 107-115.
- Sinatra, G. M.** & Kardash, C. M. (2004). Teacher candidates' epistemological beliefs, dispositions, and views on teaching as persuasion. *Contemporary Educational Psychology*, 29, 483-498.
- Nussbaum, E. M., Hartley, K., **Sinatra, G. M.**, Reynolds, R. E., & Bendixen, L. M. (2004). Personality interactions and scaffolding in on-line discussions. *Journal of Educational Computing Research* 30(1/2), 113-137.
- Sinatra, G. M.**, Southerland, S. A., McConaughy, F., & Demastes, J. (2003). Intentions and beliefs in students' understanding and acceptance of biological evolution. *Journal of Research in Science Teaching*, 40(5), 510-528.
- Nussbaum, E. M. & **Sinatra, G. M.** (2003). Argument and conceptual engagement. *Contemporary Educational Psychology*, 28, 384-395.

- Southerland, S., **Sinatra, G. M.**, & Mathews, M. (2001). Beliefs, knowledge, and science education. *Educational Psychology Review*, 13(4), 325-351.
- Dole, J. A. & **Sinatra, G. M.** (1998). Reconceptualizing change in the cognitive construction of knowledge. *Educational Psychologist*, 33(2/3), 109-128.
- Reynolds, R. E., **Sinatra, G. M.**, & Jetton, T. L. (1996). Views of knowledge acquisition and representation: A continuum from experience-centered to mind-centered. *Educational Psychologist*, 31(2), 93-104.
- Brown, K. J., **Sinatra, G. M.**, & Wagstaff, J. (1996). Exploring the potential of analogy instruction for supporting children's spelling development. *Elementary School Journal*, 97(1), 81-99.
- Wagstaff, J. M. & **Sinatra, G. M.** (1995). Promoting efficient and independent word recognition: A new strategies for readers and writers. *Journal of Balanced Reading Instruction*, 2(1), 27-37.
- Royer, J. M. & **Sinatra, G. M.** (1994). A cognitive/theoretical approach to reading diagnostics. *Educational Psychology Review*, 6(2), 81-111.
- Sinatra, G. M.** & Royer, J. M. (1993). The development of component process skills that support skilled reading. *Journal of Educational Psychology*, 85(3), 509-519.
- Sinatra, G. M.** & Beck, I. L., & McKeown, M. G. (1993). How knowledge influenced two interventions designed to improve comprehension. *Reading Psychology: An International Quarterly*, 14, 141-163.
- McKeown, M. G., Beck, I. L., **Sinatra, G. M.**, & Loxterman, J. A. (1992). The contribution of prior knowledge and coherent text to comprehension. *Reading Research Quarterly*, 27(1), 79-93.
- Sinatra, G. M.** & Beck, I. L., & McKeown, M. G. (1992). A longitudinal characterization of young students' knowledge of their country's government. *American Educational Research Journal*, 29(3), 633-661.
- Beck, I. L., McKeown, M. G., **Sinatra, G. M.**, & Loxterman, J. A. (1991). Revising social studies text from a text-processing perspective: Evidence of improved comprehensibility. *Reading Research Quarterly*, 24(3), 251-276.
- Royer, J. M., **Sinatra, G. M.**, & Schumer, H. (1990). Patterns of individual differences in the development in listening and reading comprehension. *Contemporary Educational Psychology*, 15, 183-196.
- Sinatra, G. M.** (1990). Convergence of listening and reading processing. *Reading Research Quarterly*, 25(2), 115-130.
- Royer, J. M., Marchant III, H. G., **Sinatra, G. M.**, & Lovejoy, D. M. (1990). Prediction of college course performance from reading comprehension performance: Evidence for general and specific factors. *American Educational Research Journal*, 27(1), 158-179.
- Royer, J. M., Tirre, W. C., **Sinatra, G. M.**, & Greene, B. A. (1989). The assessment of on-line comprehension of computer-presented text. *Journal of Educational Research*, 82(6), 348-355.
- Royer, J. M., Abranovic, W. A., & **Sinatra, G. M.** (1987). Using entering reading comprehension performance as a predictor of performance in college classes. *Journal of Educational Psychology*, 79(1), 19-26.

Royer, J. M., Greene, B. A. & **Sinatra, G. M.** (1987). The sentence verification technique: A practical procedure for testing comprehension. *Journal of Reading*, 30(5), 414-422.

Invited Commentaries, Conference Proceedings, Blog Posts, Essays

Sinatra, G. M. (2015, December, 28). My new year's resolution: Teach science to promote peace and prosperity. [Web log post]. Retrieved from <https://evolution-institute.org/article/my-new-years-resolution-teach-science-to-promote-peace-and-prosperity/?source=tvol>

Sinatra, G. M. & Danielson, R. W. (2014). Adapting to a warmer climate of scientific communication, *BioScience*, 64(4), 275-276. DOI: 10.1093/biosci/biu023.

Vesco, J. M., Gilgen, K., Paine, A., Owens, M., Nussbaum, E. M., **Sinatra, G. M.**, Ahmad, S., Crippen, K. J., Dascalu, S. M., Harris, Jr., F. C. (2012). Losing the Lake: Development and Deployment of an Educational Game. *Proceedings of the 2012 Conference on Computers and Their Applications*, 101-107.

Sinatra, G. M. (2011). Outgoing editor's statement. *Educational Psychologist*, 46(1), 1-2.

Hofer, B. K. & **Sinatra, G. M.** (2010). Epistemology, metacognition, and self-regulation: Musings on an emerging field. *Metacognition and Learning*, 5(1), 113-120. Published online, October, 22, 2009, DOI 10.1007/s11409-009-9051-7.

Anderman, E. M., & **Sinatra, G. M.** (2009). *The Challenges of Teaching and Learning about Science in the 21st Century: Exploring the Abilities and Constraints of Adolescent Learners*. Paper commissioned by the National Academy of Education.

Alexander, P. A. & **Sinatra, G. M.** (2007). First steps: Scholars' promising movements into a nascent field of inquiry. In S. Vosniadou, A. Baltas & X. Vamvakoussi (Eds.). *Re-Framing the Problem of Conceptual Change in Learning and Instruction* (pp. 221-236). The Netherlands: Elsevier Press.

Sinatra, G. M. (2006). Editor's Statement. *Educational Psychologist*, 41(1), 3-4.

Schraw, G. & **Sinatra, G. M.** (2004). Epistemological development and its impact on cognition in academic domains. *Contemporary Educational Psychology*, 29(2), 95-102. (Introduction to Guest Edited Special Issue).

Sinatra, G. M. (2002). Motivational, social, and contextual aspects of conceptual change: A commentary. In M. Limon & L. Mason (Eds.) *Reframing the Processes of Conceptual Change* (pp. 187-197). Boston, MA: Kluwer Academic Publishers.

Sinatra, G. M. (2001). Knowledge, beliefs, and learning. *Educational Psychology Review*, 13(4), 321-323. (Introduction to Guest Edited Special Issue on Knowledge and Beliefs.)

Books/Edited Books/Special Issues

Sinatra, G. M. & Hofer, B. K. (book in progress). *The Psychology of Science Denial*.

Sinatra, G. M. & Lombardi, D. (Guest Editors). (2015). Special Issue on Engagement in the Context of Science Learning, *Educational Psychologist*.

Harris, K., McCormick, C. B., **Sinatra, G. M.**, & Sweller, J. (Eds.). (2012). *Critical Theories and Models of Learning and Development Relevant to Learning and Teaching*, Volume 1. In K. Harris & S. Graham (Eds.). APA Educational Psychology Handbook Series. APA Publications.

Rosengren, K. S., Evans, E. M., Brem, S., & **Sinatra, G. M.** (Eds.). (2012). *Evolution Challenges: Integrating research and practice in teaching and learning about evolution*. New York, NY: Oxford University Press. This material is based upon work supported by the National Science Foundation under Grant No. 0635628.

Schraw, G. & **Sinatra, G. M.** (Guest Editors) (2004) Special Issue on Epistemological Development and its Impact on Cognition in Academic Domains. *Contemporary Educational Psychology*.

Sinatra, G. M. & Pintrich, P. R. (Eds.) (2003). *Intentional Conceptual Change*. Mahwah, NJ: Lawrence Erlbaum Associates.

Sinatra, G. M. & Schraw, G. (Guest Editors) (2001). Special Issue on Knowledge and Beliefs, *Educational Psychology Review*.

Book Reviews

Sinatra, G. M. & Lombardi, D. (2013). Explanation, Discovery, and Conceptual Change -- The Holy Trinity of the Scientific Enterprise: A Review of *The Cognitive Science of Science* by Paul Thagard. *Science Education*. Advance on-line publication. DOI 10.1002/scs.21062.

Book Chapters

Sinatra, G. M. & Taasobshirazi (2018). The self-regulation of learning and conceptual change in science: Research, theory, and educational applications. In D. Shunk & J. A. Greene (Eds.) *Handbook of Self Regulated Learning and Performance* (2nd edition) (pp. 153-165). New York: Routledge.

Lombardi, D. & **Sinatra, G. M.** (2018). Don't believe everything you think: Reappraising judgments about conceptions. In T. Amin & O. Levrini (Eds.), *Converging perspectives on conceptual change: Mapping an emerging paradigm in the learning sciences* (pp. 237-244). New York, NY: Routledge.

Sinatra, G. M. & Danielson, R. W. (2016). Adapting evolution education to a warming climate of teaching and learning. In D. Geary & D. Berch (Eds.). *Evolutionary Perspectives on Education and Child Development*. New York: Routledge.

Sinatra, G. M. (2016). Thoughts on knowledge about thinking about knowledge. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.) *Handbook of epistemic cognition* (pp. 479-491). New York: Routledge.

Sinatra, G. M. & Seyranian, V. (2016). Warm change about hot topics: The role of motivation and emotion in attitude and conceptual change about controversial science topics. In L. Corno & E. Anderman (Eds.). *APA Handbook of Educational Psychology* (pp. 245-256). Washington, DC: APA Publications.

Sinatra, G. M., Broughton, S. H., Lombardi, D. (2014). Emotions in science education. In R. Pekrun & L. Linnenbrink-Garcia (Eds.). *International Handbook of Emotions in Education* (pp. 415-436). New York, NY: Routledge.

Sinatra, G. M. & Mason, L. (2013). Beyond knowledge: Learner characteristics influencing conceptual change. In S. Vosniadou (Ed.). *International Handbook of Research on Conceptual Change* (2nd edition) (pp. 377-394). Netherlands: Springer.

Brem, S. K. & **Sinatra, G. M.** (2012). Bringing multiple levels of analysis to bear on evolution teaching and learning. In K. S. Rosengren, E. M. Evans, S. Brem, & **G. M. Sinatra**, (Eds.). *Evolution Challenges: Integrating research and practice in teaching and learning about evolution* (pp 426-

440). New York, NY: Oxford University Press. This material is based upon work supported by the National Science Foundation under Grant No. 0635628.

- Nussbaum, E. M., **Sinatra, G. M.**, & Owens, M. C. (2012). The two sides of scientific argumentation. In D. Zeidler (Series Ed.), *Contemporary Trends and Issues in Science Education*, M. Khine (Ed.), *Perspectives in scientific argumentation: Theory, practice and research* (pp. 17-37). The Netherlands: Springer.
- Sinatra, G. M.** & Chinn, C. (2012). Thinking and reasoning in science: Promoting epistemic conceptual change. In K. Harris, S. Graham, T. Urdan (Eds.). Volume 3, *Application to learning and teaching*. APA Educational Psychology Handbook (pp. 257-282). Washington, DC: APA Publications.
- Sinatra, G. M.** & Taasoobshirazi, G. (2011). Intentional conceptual change: The self-regulation of science learning. In B. Zimmerman & D. Shunk (Eds.). *Handbook of Self-Regulation of Learning and Performance* (pp. 203-216). New York, NY: Routledge.
- Sinatra, G. M.** & *Nadelson, L. (2011). Science and religion: Opposite ends of core epistemological continua? In R. Taylor & M. Ferrari (Eds.). *Epistemology and Science Education: Understanding the Evolution vs. Intelligent Design Controversy* (pp. 173-193). New York, NY: Routledge.
- *Broughton, S. H. & **Sinatra, G. M.** (2010). Text in the science classroom: Promoting engagement to facilitate conceptual change. In M. G. McKeown & L. Kucan (Eds.). *Essays in Honor of Isabel Beck* (pp. 232-256). New York, NY: Guilford Press.
- Sinatra, G. M.** & Mason, L. (2008). Beyond knowledge: Learner characteristics influencing conceptual change. In S. Vosniadou (Ed.). *International Handbook of Research on Conceptual Change* (pp. 560-582). Netherlands: Springer.
- Muis, K. R., & **Sinatra, G. M.** (2008). University cultures and epistemic beliefs: Examining differences between two academic environments. In M. S. Khine (Ed.). *Knowing, Knowledge, and Beliefs: Epistemological Studies across Diverse Cultures* (pp. 137-150). Netherlands: Springer.
- Reynolds, R. E. & **Sinatra, G. M.** (2005). The cognitive revolution in scientific psychology: Epistemological roots and impact on reading research. In J. M. Royer (Ed.). *The Cognitive Revolution* (pp. 13-39). Greenwich, CT: IAP.
- Southerland, S. A. & **Sinatra, G. M.** (2005). The shifting roles of acceptance and dispositions in understanding biological evolution. In S. Alsop (Ed.). *The Affective Dimensions of Cognition: Studies from Education in the Sciences* (pp. 69-78) The Netherlands: Springer.
- Sinatra, G. M.** & Pintrich, P. R. (2003). The role of intentions in conceptual change learning. In G. M. Sinatra & P. R. Pintrich (Eds.). *Intentional Conceptual Change* (pp. 1-18). Mahwah, NJ: LEA.
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Sinatra, G. M. & Dole, J. A. (1998). Case studies in conceptual change: A social-psychological perspective. In B. Guzzetti & C. Hynd (Eds.). *Theoretical Perspectives on Conceptual Change* (pp. 39-53). Mahwah, NJ: Lawrence Erlbaum Associates.

Dole, J. A. & **Sinatra, G. M.** (1994). Social psychology research on beliefs and attitudes: Implications for research on learning from text. In R. Garner & P. Alexander (Eds.). *Beliefs about Text, Text Comprehension, and Instruction with Text* (pp. 245-264). Hillsdale, NJ: Lawrence Erlbaum Associates.

Manuscripts Submitted or in Preparation

Muis, K. R., **Sinatra, G. M.**, Pekrun, R., Winne, P. H., Trevors, G., Vivian, J. A., Losenno, K. M., Munzar, B. (in submission). *Main and moderator effects of refutation on value, epistemic emotions, and learning processes during knowledge revision.*

Marsh, J. A., Mukhopadhyay, A., Mckibben, S., Le, Q. T., Polikoff, M., **Sinatra, G. M.** (in submission). *Teacher learning for inquiry science instruction: Doubt, pedagogical discontentment, and self-reflection.*

Chevrier, M., Muis, K. Trevors, G., Pekrun, R. & **Sinatra, G. M.** (in submission). *Exploring the antecedents and consequences of epistemic emotions: A situated analysis.*

Hawley, P. H., & **Sinatra, G. M.** (in submission). *Fear and loathing in West Texas: Reducing teachers' anxiety and increasing their efficacy for teaching evolution.*

Kim, A., **Sinatra, G. M.** & Seyranian, V. (in submission). *Developing a STEM identity among young women: A social identity theoretical perspective.*

Vongkulluksn, V., Rueda, R., & **Sinatra, G. M.** (in submission). *The influence of cultural relevance on reading task value and comprehension.*

Scholarly Presentations

Aguilar, S. & Sinatra, G. M. (2017, August). *Using a refutation text to change misconceptions about U.S. immigration.* Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Muis, K. R., Sinatra, G. M., Pekrun, R., Winne, P. H., Trevors, G. J., Losenno, K., Anguiano, C. J., (2017, August). *Refutations moderate mediations among value, emotions and learning during knowledge revision.* Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Sinatra, G. M. (2017, August). Discussant. In Greene, J. (Chair). *Epistemic cognition, source evaluation and knowledge in the post-truth era.* Symposium presented at the annual meeting of the American Psychological Association, Washington, D.C.

Danielson, R. W., Sinatra, G. M., Thacker, I. & Jacobson, N. (August, 2017). *When strategic graphical interpretation fails: The influence of prior belief and political identity.* Poster presented to the European Association for Research on Learning and Instruction, Tampere, Finland.

- Thacker, I., Muis, K.R., Danielson, R.W., Sinatra G., Pekrun, R., Winne, P.H., Chevrier, M. (August, 2017). *The influence of attitudes and emotions in learning from multiple texts*. Poster presented to the European Association for Research on Learning and Instruction, Tampere, Finland.
- Sinatra, G. M., Thacker, I., & Danielson, R. W. (2017, July). When strategic graphical interpretation fails: Inferring meaning from prior knowledge. In Lehman, B. (Chair), *Is seeing like reading? Examining strategy use across modalities*. Symposium presented at the annual meeting of the Society for Text and Discourse, Philadelphia, PA.
- Sinatra, G. M. (2017, April). Discussant. In Gottlieb, E. (Chair). *Relations between religious belief and learning about evolution: A cross-cultural perspective*. Symposium presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Kim, A. & Sinatra, G. M. (2017, April). Development of STEM identity among adolescent girls and students of color: A social identity theoretical perspective. In G. M. Sinatra (Chair), *STEM Identity Development: The Contribution of Educational and Schooling Experiences*. Symposium presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Vongkulluksn, V. W., Mukhopadhyay, A. Sinatra, G. M., Marsh, J. (2017, April). *Grit in Makerspaces: the relationship among grit, academic emotions, and interest in a Makerspace program*. Poster presented at the Annual meeting of the American Educational Research Association, San Antonio, TX.
- Vongkulluksn, V. W., Mukhopadhyay, A. Sinatra, G. M., Marsh, J. (2017, April). Students' Self-efficacy and Interest in an Elementary Makerspace Program. In G. M. Sinatra (Chair), *STEM Identity Development: The Contribution of Educational and Schooling Experiences*. Symposium presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Barnes, M. E., Sinatra, G. M., & Brownell, S. (2017, April). *Explaining the dearth of African Americans in evolutionary biology as a function of religiosity*. Poster presented at the Annual meeting of the American Educational Research Association, San Antonio, TX.
- Trevors, G., Muis, K. R., Pekrun, R., Sinatra, G., & Winne, P. H. (2017, April). *Effects of counter-attitudinal refutations of a controversial topic on post-intervention learning and motivated reasoning*. Poster presented at the Annual meeting of the American Educational Research Association, San Antonio, TX.
- Thacker, I. E., Muis, K.R., Danielson, R.W., Sinatra G., Pekrun, R., Winne, P.H., Chevrier, M. (2017, April). *The influence of attitudes and emotions in learning from multiple texts*. Paper presented to the Annual meeting of the American Educational Research Association, San Antonio, TX.
- Sinatra, G. M. (2017). *The challenges of teaching and learning about biological evolution: Educational and policy implications*. Invited Plenary Address presented at the Society for the Advancement of Biology Education Research West, Irvine, CA.
- Barnes, M. E., Sinatra, G. M., Dunlop, H., & Brownell, S. (2017). *Instructors using different surveys to measure acceptance of evolution may reach different conclusions about their students*. Paper presented at the Society for the Advancement of Biology Education Research, Irvine, CA.
- Sinatra, G. M. (2016). *The engagement construct and engagement measurement: Is the tail wagging the dog?* Paper presented at the International Conference on Motivation, Thessaloniki, Greece.
- Danielson, R. W., Sinatra, G. M., Polikoff, M., Marsh, J. (2016, August). *Promoting Interest and Positive Emotions When Learning STEM Content*. Paper presented at the International Conference on Motivation, Thessaloniki, Greece.

- Danielson, R. W., Sinatra, G. M., Trevors, G., Muis, K. R., & Pekrun, R. (2016, July). *Promoting causal thinking with multiple texts: The role of epistemic beliefs and emotions*. Paper presented at the annual meeting of the Society for Text and Discourse, Kassel, Germany.
- Danielson, R. W., Sinatra, G. M. & Mason, L. (2016, July). *Doubling down on refutations: The combined effect of refutation texts and graphics*. Paper presented at the bi-annual meeting of the Text and Graphics SIG of EARLI, Geneva, Switzerland.
- Sinatra, G. M. & Heddy, B. C. (2016, June). Teaching Evolution Through Transformative Experience: Promoting Positive Affect and Conceptual Change. In C. Legare (Chair), *Developing Best Practices for Teaching Evolution*. Symposium presented at the annual meeting of the Human Behavior and Evolution Society, Vancouver, Canada.
- Sinatra, G. M. & Danielson, R. W. (2016, April). Overcoming stumbling blocks to public understanding of science through refutation texts and graphics. In R. W. Danielson (Chair), *Promoting Public Understanding of Science: A Cornerstone of Diverse Democracies*. Symposium presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Sinatra, G. M. & Danielson, R. W., Marsh, J., & Polikoff, M. (2016, April). Promoting STEM interest and enjoyment in 4th grade boys and girls. In K. Pugh (Chair), *Engaging Male And Female STEM Students: Investigations Of Learning Environments And Teacher Influences*. Symposium presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Sinatra, G. M. (2016, April). Measuring and modeling epistemic cognition in service of translational research. In L. Bendixen (Chair), *Translating Scholarship on Epistemic Cognition: Fostering Public Knowledge and Knowing*. Symposium presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Marsh, J. A. Mukhopadhyay, A., McKibben, S., Le, Q.T., Polikoff, M., & Sinatra, G.M. (2016). Teacher learning for inquiry science instruction: The centrality of self-reflection on instructional role. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Polikoff, M., Le, T. Q., Danielson, R. W., Sinatra, G. M., & Marsh, J. (2016). *The impact of a NGSS-aligned curriculum on students' science knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Mason, L., Baldi, R., Danielson, R. W., & Sinatra, G. M. (2016, April). *Refutation Text and Graphics: Effects on Conceptual Change Learning*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Marsh, J. A., Mukhopadhyay, A. McKibben, S., Le, Q. T., Polikoff, M., Sinatra, G. M. (2016, April). *Teacher Learning for Inquiry Science Instruction: The Centrality of Self-Reflection on Instructional Role*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Polikoff, M., Le, Q. T., Danielson, R. W., Sinatra, G. M., Marsh, J. A. (2016, April). *The Impact of a NGSS-Aligned Curriculum on Students' Science Knowledge*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, Washington, DC.
- Sinatra, G. M. (2015). *The role of motivation and emotion in teaching and learning about controversial topics*. Symposium on Assessing Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies. National Academies of Sciences, Engineering, and Medicine, Washington, DC.

- Danielson, R. W., Sinatra, G. M., Polikoff, M., & Marsh, J. (2015). *Scaling up assessment of affect: Measuring interest and emotions at scale within a stem intervention*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education, Albuquerque, NM.
- Mukhopadhyay, A., Marsh, J., Sinatra, G. M., & Polikoff, M. (2015). *Using guided curriculum to promote teacher learning on inquiry-based stem instruction*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education, Albuquerque, NM.
- Young T. K., Danielson, R. W., Sinatra, G.M., Marsh, J. A., Polikoff, M.S. (2015). More than just drawings: Using illustrations to evaluate conceptual knowledge in elementary school science. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education, Albuquerque, NM.
- Danielson, R. W., Sinatra, G. M., Jaeger, A., & Wiley, J. (2015, July). *Augmenting the refutation-text effect with analogies and graphics*. Paper presented at the annual meeting of the Society for Text and Discourse, Minneapolis, MN.
- Trevors, G., Muis, K. R., Pekrun, R., Sinatra, G., & Winne, P. H. (2015, July). *Interactions between self-concept and refutational texts on emotions and learning*. Paper presented at the annual meeting of the Society of Text and Discourse, Minneapolis, MN.
- Sinatra, G. M., & Danielson, R. W. (2015, June). *Adapting evolution education to a warmer climate of teaching and learning*. Paper presented at the annual meeting Human Behavior & Evolution Society annual meeting, Columbus, MO.
- Sinatra, G. M. (2105, May). Invited presentation. *Taking the public's temperature on a hot topic: The challenges and opportunities for promoting public understanding and acceptance of climate change*. UCLA.
- Sinatra, G. M. (2015, April). Discussant. In Dumas, D. (Chair). *Relational reasoning in STEM domains: What empirical research can contribute to the national dialogue*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Sinatra, G. M. (2015, April). *"I'm not a scientist, but. . ." Anti-intellectualism and science denial as social justice issues*. Invited presidential session presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Alongi, M., Heddy, B. C., & Sinatra, G. M. (2015, April). *Promoting real-world engagement of history concepts beyond the secondary classroom: Teaching for transformative experience and conceptual change*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Danielson, R. W. Sinatra, G. M., Seyranian, V., Mukhopadhyay, A., Heddy, B. C., March, J. A., Polikoff, M. S., Zhou, N. & Hossepian, K. (2015, April). *Measuring interest and emotion in a 4th grade STEM unit*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Heddy, B. C., Sinatra, G. M., Greene, B. A., Berning, S., & Joel, J. (2015, April). *Increasing the effectiveness of teaching for transformative experience in science through parental involvement in an all-girl secondary school*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Heddy, B. C., Sinatra, G. M., Greene, B. A., & Mukhopadhyay, A. (2015, April). *Investigating the role of parental values in secondary school girls' value for science content*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Meier, E., Prkrun, R., Stegmann, K., Muis, K. R., Sinatra, G., M. (2015, April). *Boredom as an epistemic emotion*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Danielson, R. W., Sinatra, G. M., Muis, K. R., & Pekrun, R. (2015, April). *The influence of epistemic beliefs and emotions in learning from multiple texts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Sinatra, G. M. (2014, June). Challenges for the public understanding of climate science. In D. Lombardi (Chair). *Climate Change Education: Warm Processes in Learning about a Hot Topic* Symposium presented at the annual Climate Change Conference, Reykjavik, Iceland.
- Sinatra, G. M. (2014, August). *Conceptual Change and Controversial Issues: Warm Change about Hot Topics*. Plenary Panel, 9th International Conference on Conceptual Change, EARLI SIG, Bologna, Italy.
- Trevors, G., Muis, K. R., Pekrun, R., Sinatra, G., & Poitras, E. (2014, August). *Epistemic beliefs and emotions predict the source of information recalled from multiple conflicting texts*. Paper presented at the Biennial Meeting of the European Association for Research on Learning and Instruction (EARLI) Comprehension of Text and Graphics SIG, Rotterdam, The Netherlands.
- Broughton, S. H., Sinatra, G. M., & Pekrun, R. (2014, April). *Epistemic emotions when reading about controversial topics: a comparison of refutation and expository text*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Lombardi, D., Seyranian, V., & Sinatra, G. M. (2014, April). *Source validity and plausibility perceptions about climate change*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Heddy, B. C., Sinatra, G. M., Seli, H. & Mukhopadhyay, A. (2014, April). *Transformative experience as a facilitator of interest development and transfer in a college success course for at-risk students*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Heddy, B. C., Sinatra, G. M., & Danielson, R. W. (2014, April). *Modifying attitudes, emotions, and conceptual knowledge about genetically modified foods*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Muis, K. R., Pekrun, R., Sinatra, G. M., Azevedo, R., Trevors, G., Meier, E. & Heddy, B. C. (2014, April). *The curious case of climate change: Epistemic emotions mediate relations between epistemic beliefs, learning strategies and learning outcomes*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Lombardi, D., Sinatra, G. M., & Nussbaum, E. M. (2013, August). Bridging the plausibility gap in socio-scientific issues. In D. Kienhues (Chair), *Dealing with (socio-)scientific controversies: Epistemic, motivational, and cognitive dimensions*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Munich, Germany.

- Brem, S. K., Sinatra, G. M., Heddy, B. C., Stump, G. S., Reichenberg, R. & Nelson, K. (2013, August). *From Molecules to Mammals: Domain Specificity in Reasoning about Emergent Systems*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction. Munich, Germany.
- Stump, G. S., Brem, S. K., Sinatra, G. M., Heddy, B. C., Reichenberg, R. & Nelson, K. (2013, August). *Triangulating ants, protector geese, and slime mold armies: Routes to misconceptions about emergence*. Paper presented at the annual meeting of the European Association for Research on Learning and Instruction. Munich, Germany.
- Meier, E., Pekrun, R., Muis, K., Sinatra, G., & Azevedo, R. (2013, August). Epistemic Emotions and Learning Strategies. Paper presented at the Biannual Conference of the European Association for Research on Learning and Instruction, Munich, Germany.
- Heddy, B. C., Sinatra, G. M., Danielson, R. & Graham, J. (2013, July). Conceptual Change and Attitude Change: A Dynamic Interplay. Paper presented at the annual meeting of the American Psychological Association. Honolulu, HI.
- Seyranian, V., Sinatra, G., Hossepian, K., & Guadarrama, S. (2013, July). Comparing social identity and social norm theory in promoting water conservation. Paper presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Sinatra, G. M., (2013, May). Invited Discussant of Dr. Keith Stanovich's Distinguished Scholar Award Lecture, *The Assessment of Rational Thinking: $RQ \neq IQ$* . Symposium presented at the Research in Reading and Literacy SIG group annual meeting of the American Educational Research Association, San Francisco, CA.
- Broughton, S. H., Sinatra, G. M., Lombardi, D. (2013, May). Assessing topic emotions in science. In N. Griffin (Chair), *The intersect of social and emotional learning with academic achievement: Perspectives from research and practice*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Sinatra, G. M., & Heddy, B. (2013, May). The challenges of defining and measuring student engagement in science learning. In D. Lombardi (Chair), *Engagement in science learning: How do we know it when we see it?* Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lombardi, D., Sinatra, G. M., Nussbaum, E. M. (2013, May). *Using critical evaluation to change middle school students' plausibility appraisals and conceptions of climate change*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Heddy, B. & Sinatra, G. M., Seli, H. (2013, May) *Transforming college success: Making learning meaningful to at-risk students*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Meier, E., Pekrun, R., Muis, K., Sinatra, G. M., Azevedo, R. (2013, May). *The role of epistemic emotions in self-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nussbaum, E. M., Owens, M. C., Cordova, J. R., Rehmat, A. P., & Sinatra, G. M. (2013, March). *Simulations to promote student knowledge and interest gains in environmental science and climate change*. Paper presented at the 24th international conference of the Society for Information Technology and Teacher Education, New Orleans, LA.

- Sinatra, G. M. (2012, September). *Motivation, Emotion, and Conceptual Change Research: A Progress Report on The Warming Trend*. Invited presentation for the Learning Sciences Lecture Series, University of Illinois, Chicago.
- Heddy, B. & Sinatra, G. M. (2012, July). *Transforming experiences and biological evolution: Facilitating deep engagement*. Paper presented at the annual meeting of the International Conference of the Learning Sciences, Sydney, Australia.
- Beck, A., Sinatra, G., Lombardi, D., Findlay, J., & Northrup, A. (2012, July). *Surveying perceptions of climate change in higher education: Professors' perspectives*. Paper presented at the Fourth International Conference on Climate Change, Seattle, WA.
- Brem, S. K., Stump, G. S., Sinatra, G. M., Reichenberg, R., Heddy, B. (2012, July). *Misconceptions regarding emergent phenomena by domain*. Paper presented at the annual meeting of the Cognitive Science Society, Sapporo, Japan.
- Sinatra, G. M. (2012, April). *Motivation, emotion, and conceptual change research: A progress report on the warming trend*. Vice Presidential Address presented at the annual meeting of the American Educational Research Association, Vancouver, CA.
- Broughton, S. H., Pekrun, R. & Sinatra, G. M. (2012, April). *Climate change, genetically modified foods, airport body scanners: investigating students' emotions related to science topics*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.
- Heddy, B. & Sinatra, G. M. (2012, April). *Transforming misconceptions: Exploring the relationship between transformative experience and conceptual change*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.
- Lombardi, D. & Sinatra, G. M. (2012, April). *Teachers' perceptions about climate change: Using critical evaluation to influence plausibility reappraisals and knowledge reconstruction*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.
- Sinatra, G. M. (2011, May). *Heating up climate literacy education: Understanding teachers' and students' motivational and affective response to climate change*. Paper presented at the annual meeting of the American Geophysical Union, San Francisco, CA.
- Heddy, B. C & Sinatra, G. M. (2011, October). *Transforming misconceptions: Using transformative experience to promote positive affect and conceptual change in students learning about biological evolution*. Poster presented at the biannual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, Norman, OK.
- Sinatra, G. M., & Broughton, S. H. (2011, August). Understanding the refutation text effect in conceptual change research: Multiple perspectives. In W. Van Dooren (Chair), *The Role of Refutational Texts in Achieving Conceptual Change*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.
- Broughton, S. H., Pekrun, R., & Sinatra, G. M. (August, 2011). Emotions and misconceptions about hot topics in science. In G. M. Sinatra (Chair), *Motivation, Conceptual Change, and Learning about Complex Problems*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.
- Cordova, J., & Sinatra, G. M. (2011, August). *Self-efficacy, prior knowledge, and confidence in prior knowledge on conceptual change learning*. Poster presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.

- Lombardi, D., & Sinatra, G. M. (2011, August). *Teachers' emotions and plausibility perceptions of human-induced climate change*. Poster presented at the biannual meeting of the European Association for Research on Learning and Instruction, Exeter, England.
- Taasobshirazi, G. & Sinatra, G. M. (2011, August). *Supporting Conceptual Change in Physics*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Johnson, M. L., & Sinatra, G. M. (2011, April). *Use of Task-Value Instructional Inductions for Facilitating Engagement and Conceptual Change*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cordova, J., & Sinatra, G. M. (2011, April). *Self-efficacy, Confidence Judgments, and Accuracy in Conceptual Change Learning*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lombardi, D., & Sinatra, G. M. (2011, April). *Emotions when Teaching about Human-induced Climate Change*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Bailey, J. M., Lombardi, D., & Sinatra, G. M. (2011, April). *Investigating college students' self-efficacy, interest, and conceptual change about stars*. Poster presented at the annual meeting of the National Association for Research in Science Teaching, Orlando, FL.
- Nussbaum, E. M., Sinatra, G. M., & Owens, M. C. (2011, February). *Losing the lake: Identifying and addressing misconceptions about water resources and climate change*. Poster presented at the annual meeting of the American Association for the Advancement of Science, Washington, DC.
- Sinatra, G. M. (2010, October). *Constraints on scientific thought and rationality*. Invited paper presented at the 11th International Conference on Educational Research, Seoul National University, Seoul Korea.
- Sinatra, G. M. (2010, August). *Self-efficacy, emotions, and conceptual change*. Paper presented at the bi-annual meeting of the International Conference on Motivation, Porto, Portugal.
- Sinatra, G. M. (2010, June). Discussant for L. Resnick (Chair), *Motivation and affect in peer argumentation and socio-cognitive conflict*. Symposium presented at the annual meeting of the International Conference of the Learning Sciences, Chicago, IL.
- Lombardi, D. & Sinatra G. M. (2010, June). *Students' plausibility perceptions of human-induced climate change*. Paper presented at the annual meeting of the International Conference of the Learning Sciences, Chicago, IL.
- Sinatra, G. M. (2010, April). Discussant for S. Loyens (Chair), *Exploring the interrelationships of knowledge change: Testing the cognitive reconstruction of knowledge model*. Symposium presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Bean, T., Sinatra, G. M., & Nadelson, L. (2010, April). *Effects of playing SPORE on beliefs and understandings about evolution*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Cordova, J., Sinatra, G. M., Broughton, S. H., & Taasobshirazi, G. (2010, April). *Self-efficacy, confidence in prior knowledge, and conceptual change*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

- Poliquin, A., Nussbaum, E. M., Sinatra, G. M., Putney, L. (2010, April). *Exploring preservice teachers' views of intelligence*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Nussbaum, E. M., Sinatra, G. M., Harris, F., Dascalu, S., Ahmad, S., Crippen, K., & Owens, M. C. (2010, February). *Losing the Lake: Designing an educational computer game on water resources in Southern Nevada*. Presentation made at the annual State NSF EPSCoR Climate Change Conference, Las Vegas, NV.
- Owens, M. C., Nussbaum, E. M., & Sinatra, G. M. (2010, February). *Losing the Lake: Misconceptions regarding water resources and climate change*. Poster presented at the annual State NSF EPSCoR Climate Change Conference, Las Vegas, NV.
- Broughton, S. H., Cordova, J. & Sinatra, G. M. (2009, October). *Warming the culture of science learning: Investigating interest and emotions as factors of conceptual change*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.
- Brem, S. K., Sinatra, G. M., Evans, E. M. (2009) *Facing the Challenges of Learning and Teaching About Evolution: A Synthesis*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, University of Nevada, Las Vegas.
- Lombardi, D. & Sinatra, G. M., Taasoobshirazi, G., & Kardash, C. M. (2009, August). *College students understanding of and reactions to global warming*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.
- Johnson, M. & Sinatra, G. M. (2009, August). *Approach goals and conceptual shifts*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.
- Sinatra, G. M. (2009, August). Interactional Complexity: A New Perspective on Cross-Domain Competence. In P. K. Murphy (Chair), *What is competence Really?* Expert Panel Discussion presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.
- Sinatra, G. M. (2009, August). Discussant for I. A. Diakidoy (Chair), *The reading and the text in learning from text*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.
- Sinatra, G. M., Kardash, C. A., Taasoobshirazi, G., & Lombardi, D. (2009, March). *College students' understanding of and reactions to global warming*. Paper presented at the Second UNLV Urban Sustainability Initiative Conference, Las Vegas, NV.
- Broughton, S. H., Sinatra, G. M., & Reynolds, R. E. (2009, April). Attention allocation and the refutation text effect: A possible process mechanism for conceptual change. In G. M. Sinatra (Chair), *Mechanisms for Facilitating Conceptual Change through Text-based Interventions*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Broughton, S. H., Sinatra, G. M., Putney, L. G., & Nussbaum, E. M. (2009, April). *Promoting controversial conceptual change through increasing engagement with text*. Paper presented at the annual meeting of the American Educational Researchers Association, National Conference, San Diego, California.

- Broughton, S. H. & Sinatra, G. M., (2009, April). The influence of emotions on controversial topics: Changing students' beliefs, attitudes, and conceptions. In G. M. Sinatra (Chair), *Controversial Conceptual Change: The Role of Emotions, Interest, and Epistemic Beliefs*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Broughton, S.H. & Sinatra, G. M. (2009, April). Promoting conceptual change through increasing engagement with text. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Sinatra, G. M. (2009, March). *Progress Report on the Legacy of Paul Pintrich for Conceptual Change Research*. Invited address presented at University of Michigan CPEP (Combined Program in Psychology and Education) Program Anniversary.
- Anderman, E. M., & Sinatra, G. M. (2009, February). *The Challenges of Teaching and Learning about Science in the 21st Century: Exploring the Abilities and Constraints of Adolescent Learners*. Invited presentation at the National Academy of Education.
- Sinatra, G. M. (2008, August). *Motivation and the Warming Trend in Conceptual Change Research*. Invited keynote address presented at the biannual meetings of the Conceptual Change Special Interest Group and the Motivation Special Interest Group of the European Association for Research on Learning and Instruction, Turku, Finland.
- Sinatra, G. M. (2008, August). Discussant for S. H. Broughton (Chair), *Exploring "Hot" Conceptual Change: Affect, Emotions, Values, Self-Efficacy and Epistemic Beliefs*. Symposium presented at the biannual meeting of the Conceptual Change Special Interest Group of the European Association for Research on Learning and Instruction, Turku, Finland.
- Sinatra, G. M. (2008, August). Controversial Conceptual Change: Unique Challenges. In G. M. Sinatra (Chair), *Controversial Conceptual Change: Motivational and Intentional Factors*. Symposium presented at the biannual meeting of the Conceptual Change Special Interest Group of the European Association for Research on Learning and Instruction, Turku, Finland.
- Broughton, S. H. & Sinatra, G. M. (2008, August). Promoting Conceptual Change Text-based Interventions. In G. M. Sinatra (Chair), *Promoting Conceptual Change through Increasing Engagement with Text*. Symposium presented at the biannual meeting of the Conceptual Change Special Interest Group of the European Association for Research on Learning and Instruction, Turku, Finland.
- Broughton, S. H., & Sinatra, G. M. (2008, August). *The influence of emotions in beliefs, attitudes, and conceptual change*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group, Turku, Finland.
- Nadelson, L. S. & Sinatra, G. M. (2008, August). *Educational Psychologists' Knowledge of Evolution*. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Sinatra, G. M. (2008, April). *A little knowledge is a dangerous thing: Using beliefs and dispositions to make judgments about scientific theories*. Invited Keynote Address presented at the Visiting Scholar's Symposium, Central Florida University, Orlando, FL.
- Sinatra, G. M. (2008, March). Invited discussant for M. Weinstock (Chair), *Epistemological Understanding as a Factor in Children's Choice of an Explanation or Evidence to Support a Claim*. Symposium presented (in absentia) at the annual meeting of the American Educational Research Association, New York.

- Sinatra, G. M. (2007, October). *Epistemic beliefs and intentional conceptual change: Advances and Challenges*. Invited address presented at the European Belief Network Conference, Padua, Italy.
- Broughton, S., Sinatra, G. M., & Reynolds, R. E. (2007, November). *The nature of the refutation text effect: An investigation of attention allocation*. Paper presented at the bi-annual meeting of the Southwest Consortium for Innovations in Psychology in Education Conference, Arizona State University, Phoenix, AZ.
- Sinatra, G. M. (2007, August). A multifaceted view of conceptual change. In G. Peterson and X. Vamvakoussi (Chairs), *Reframing the Conceptual Change Approach to Learning*. Invited address presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Broughton, S., Sinatra, G. M. & Reynolds, R. E. (2007, August). *Attentional allocation, background knowledge and the refutation text effect*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Sinatra, G. M. (2007, August). Invited discussant for E. Stahl (Chair), *Epistemological Beliefs and Processes of Learning*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Sinatra, G. M. (2007, June). *A little knowledge is a dangerous thing: Using beliefs and dispositions to make judgments about scientific theories*. Invited Keynote Address presented at the First Annual Meeting of the Research on Learning, Center for Learning Research, University of Turku, Finland.
- Broughton, S., Sinatra, G. M. & Reynolds, R. E. (2007, April). *The refutation text effect: Towards developing process explanations*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Poliquin, A. S., Badgett, B. A., Sinatra, G. M., & Corkill, A. J. (2007, April). *The role of engagement and relevance in promoting conceptual change*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Muis, K. & Sinatra, G. M. (2007, April). *Universities' cultures and epistemic beliefs: Examining differences between two similar countries*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Sinatra, G. M., Poliquin, A. S., Badgett, B., Corkill, A. J. (2006, August). *The role of engagement and relevance in promoting conceptual change*. Paper presented at the annual meeting of the American Psychological Association, New Orleans.
- Sinatra, G. M. (2006, August). An editor's guide to publishing in Educational Psychologist. In M. Mayrath & D. Robinson (Co-Chairs), *Meet the Editors of Educational Psychology Journals*. Symposium presented at the annual meeting of the American Psychological Association, New Orleans.
- Sinatra, G. M. (2006, June). Epistemic conceptual change. In L. Mason (Chair), *Epistemological Beliefs, Motivational Beliefs, and Approaches to Learning: Their Influence on Conceptual Change Processes*. Symposium presented at the biannual meeting of the Conceptual Change Special Interest Group of the European Association for Research on Learning and Instruction, Stockholm, Sweden.
- Sinatra, G. M. (2006, June). *Looking forward: Theoretical and methodological issues in conceptual change research*. In E. Lehtinen, (Chair), Invited Panel Discussion. Symposium presented at the biannual meeting of the Conceptual Change Special Interest Group of the European Association for Research on Learning and Instruction, Stockholm, Sweden.

- Broughton, S. Sinatra, G. M., & Reynolds, R. E. (2006, June). *Refutation text: Effects on learning and attention*. Paper presented at the biannual meeting of the Conceptual Change Special Interest Group of the European Association for Research on Learning and Instruction, Stockholm, Sweden.
- Sinatra, G. M. (2006, April). Science and religion: Ontologically different epistemologies. In R. S. Taylor (Chair), *Examination of the Evolution vs. Intelligent Design Controversy: Opportunities for Epistemology and Philosophy of Science Education*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Sinatra, G. M. (2006, April). The Conceptual or Theoretical Genre. In G. M. Sinatra (Chair), *Academic Publishing: An Editor's Guide to Genres of Publishing*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Sharp, A. C., Sinatra, G. M., Reynolds, R. E., Olafson, L. J., Giorgis, C., & Zvoch, K. (2006, April). *Patterns in spelling development when orthographic features and spelling strategies are viewed concurrently*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Sinatra, G. M. (2005, August). Intentional conceptual change and self-regulated learning. In L. Mason (Chair), *Exploring the Links between Self-Regulation and Conceptual Change*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Sinatra, G. M. (2005, August). Invited discussant for E. Stahl (Chair), Conceptual and methodological issues of research on epistemological beliefs. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Sinatra, G. M., Nussbaum, E. M. & Poliquin, A. (2005, April). The role of epistemological beliefs and scientific argumentation in promoting conceptual change. In J. A. Guska (Chair), *Examining the Hinge: The Influence of Epistemological Beliefs in Conceptual Change*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- Sinatra, G. M. (2005, April). Invited discussant for B. Hofer (Chair), *Examining the Contribution of Epistemology and Moral Reasoning*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- Hendricks, L. S., Reynolds, R. E., & Sinatra, G. M. (2005, April). *Teachers' perspectives on word-calling: A longitudinal case study of interventions and outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Sinatra, G. M. (2004, April). *A Little Knowledge is a Dangerous Thing: Using Beliefs and Dispositions to Make Judgments about the Validity of Scientific Theories*. Paper presented (in absentia) at the annual meeting of the National Association for Research in Science Teaching, Vancouver, BC.
- Sinatra, G. M. (2004, April). Invited discussant for D. Dai (Chair), *The Role of Affect in Text Processing Comprehension: Implications, for Theory Research, and Practice*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Sinatra, G. M. (2004, April). *The job talk*. In A. Morris (Chair), *The Successful Job Hunt: How to Find and Get an Academic Position*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Hendricks, L. S., Reynolds, R. E., & Sinatra, G. M. (2004, July). *Teacher's perceptions of word calling phenomena in their own classrooms*. Paper presented at the annual meeting of the American Psychological Association, Hawaii.
- Sinatra, G. M. (2003, August). Learning about biological evolution involves epistemic conceptual change. In L. Mason (Chair), *The Generality-Specificity Issue on Conceptual Change: Influence of domain Epistemology in Conceptual Change Research*. Symposium presented at the biannual meeting of the European Association for Research on Learning and Instruction, Padova, Italy.
- Sinatra, G. M. (2003). *Argument and conceptual engagement*. Invited presentation at the biannual meeting of the European Association for Learning and Instruction, Padova, Italy.
- Sinatra, G. M., Reynolds, R. E., Jacobson, T. (2003, April). *Knowledge and beliefs: Empirical investigation of conceptual differences*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Sinatra, G. M. & Kardash, C. A. (2003, April). *Relationship among teacher candidates' epistemological beliefs, dispositions, and views on teaching as persuasion*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kardash, C.A. & Sinatra, G. M. (2003, April). *Epistemological beliefs and dispositions: Are we measuring the same construct?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Sinatra, G. M. & Bendixen, L. (2002, April). *Epistemological beliefs, dispositions, and course achievement*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Sinatra, G. M. (2002). Invited Discussant for M. M. Buehl (Chair), *What is the value of understanding beliefs: An exploration of beliefs related to academic achievement*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Sinatra, G. M. (2002). Invited Discussant for P. R. Pintrich (Chair), *Intentional Conceptual Change: Implications for Conceptual Change Pedagogy*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Nussbaum, E. M. & Sinatra, G. M. (2002, April). *On the opposite side: Argument and conceptual engagement in physics*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Hartley, K., Nussbaum, E. M., Sinatra, G. M., Reynolds, R. E., & Bendixen, L. D. (2002, April). *Enhancing the quality of on-line discussions*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Sinatra, G. M., Southerland, S., & McConaughy, F. (2001, April). The role of intentions, beliefs, and knowledge in learning about evolution. In L. D. Bendixen (Chair), *Epistemological Beliefs and Learning: What Do We Know and How Do Know It?* Symposium presented at the annual meeting of the American Educational Research Association, Seattle.
- Sinatra, G. M., & Southerland, S. (2001, August). Why learning about evolution may be a special case of intentional conceptual change. In L. Mason (Chair), *Intentionality in Conceptual Change Processes*. Symposium presented (in absentia) at the European Association for Research in Learning and Instruction, Freiburg, Switzerland.

- Sinatra, G. M., Fields, M., Nielson, K., Bruett, T., Anzemlo, J., & Lyon, I. (2000, June). *Identifying Students for Early Intervention: What's the Best Measure?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Stockholm, Sweden.
- Sinatra, G. M. (2000, April). From passive to active to intentional: Changing conceptions of the learner. In G. M. Sinatra (Chair), *What Does It Mean To Be An Intentional Learner? Alternative perspectives*. Symposium presented at the American Educational Research Association Annual Meeting, New Orleans.
- Sinatra, G. M., & Dole, J. A. (1999, March). Knowledge versus beliefs: An artificial distinction in the study of evolution. In G. M. Sinatra (Chair), *Knowing and Believing: Epistemological Influences on Teaching and Learning*. Symposium presented at the American Educational Research Association Annual Meeting, Montreal.
- Dole, J. A., & Sinatra, G. M. (1999, March). Persuasion, learning, and conceptual change. In P. A. Alexander (Chair), *Seeking common ground: Exploring the bonds between conceptual change and persuasion theory and research*. Symposium presented at the American Educational Research Association Annual Meeting, Montreal.
- Sinatra, G. M., Brown, K. J., & Reynolds, R. E. (1998, April). *Linguistic awareness and orthographic knowledge: A developmental perspective*. Paper presented at the Society for the Scientific Study of Reading, San Diego.
- Brown, K. J., Dole, J. A., & Sinatra, G. M. (1998, April). *Comprehension instruction: Student mediation and performance*. Paper presented at the American Educational Research Association Annual Meeting, San Diego.
- Reynolds, R. E., Jetton, T. L., & Sinatra, G. M. (1998, April). *Learning Theories: Issues of Methodology and Analysis*. In S. Brown (Chair), Contemporary methodological and measurement approaches to analyzing literacy events. Symposium presented at the American Educational Research Association Annual Meeting, San Diego.
- Dole, J. A. & Sinatra, G. M. (1997, December). Reconceptualizing Change from a Cognitive Constructivist Framework. In D. Alverman (Chair), *Conceptual change in science: Comparing frameworks for analysis*. Symposium presented at the National Reading Conference Annual Meeting, Phoenix.
- Sinatra, G. M., Brown, K. J., & Reynolds, R. E. (1997, March). *Predictors of successful reading comprehension: A longitudinal study*. Paper presented at the Society for the Scientific Study of Reading, Chicago, IL.
- Jetton, T. L., Sinatra, G. M., & Reynolds, R. E. (1996, April). Views of knowledge acquisition and representation: A continuum from experience-centered to mind-centered. In P. A. Alexander (Chair), *The past, present, and future of knowledge research: A re-examination of the role of knowledge in learning and instruction*. Symposium presented at the American Educational Research Association Annual Meeting, New York.
- Sinatra, G. M., Brown, K. J., & Wagstaff, J. M. (1995, December). A strategic approach to writing unfamiliar words. In J. M. Wagstaff (Chair), *New approaches to spelling instruction: Beyond the Friday quiz*. Symposium presented at the National Reading Conference Annual Meeting, New Orleans, LA.
- Dole, J. A. & Sinatra, G. M. (1995, January). *Conceptual change learning from text? Some answers from the social psychology research*. Paper presented at the Winter Text Conference Annual Meeting, Jackson Hole, WY.

- Dole, J. A. & Sinatra, G. M. (1995, April). *Conditions for conceptual change: Lessons from social psychology*. Invited paper presented to the SIG on Subject-Matter Knowledge and Conceptual Change at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Sinatra, G. M. & Royer, J. M. (1995, April). *Investigating a new method for combining response time and accuracy scores on measures of reading ability*. Paper presented at the Society for the Scientific Study of Reading, San Francisco, CA.
- Brown, K. J., Sinatra, G. M., & Wagstaff, J. M. (1994, April). *Decoding by Analogy: A Developmental Investigation of the Impact of Instruction on Children's Spelling and Decoding Abilities*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Dole, J. A., & Sinatra, G. M. (1994, April). *Beliefs and conceptual change: Research in social and cognitive psychology*. Invited paper presented for the SIG on Texts, Textbook Design, and Technology at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Dole, J. A., & Sinatra, G. M. (1994, April). What can we learn about beliefs from social psychology? In R. A. Garner (Chair), *Beliefs about Text*. Symposium presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Sinatra, G. M., Brown, K. J., & Wagstaff, J. M. (1994, April). The Development of Phonemic Awareness and Word Recognition Abilities. In K. J. Brown (Chair), *Phonological and Orthographic Processing: Bilingual and Developmental Research*. Symposium presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Wagstaff, J. M., Sinatra, G. M., & Brown, K. J. (1993, December). *Decoding by analogy: Promoting independent strategies for inventing spellings during writing*. Paper presented at the National Reading Conference Annual Meeting, Charleston, SC.
- Dole, J. A. & Sinatra, G. M. (1993, December). *Social psychology research on beliefs and attitudes: implications for research on learning from text*. Paper presented at the National Reading Conference Annual Meeting, Charleston, SC.
- Sinatra, G. M. & Dole, J. A. (1993, April). *Textbook presentations of evolutionary biology: Issues impeding comprehension*. Paper presented at the American Educational Research Association Annual Meeting, Atlanta, GA.
- Dole, J., Sinatra, G. M., & Reynolds, R. (1991, December). *The effects of strong beliefs on text processing: The case of evolution and creationism*. Paper presented at the National Reading Conference Annual Meeting, Palm Springs, CA.
- McKeown, M. G., Beck, I. L., Sinatra, G. M., & Loxterman, J. A. (1991, December). *How prior knowledge and text coherence can interact to affect comprehension*. Paper presented at the National Reading Conference Annual Meeting, Palm Springs, CA.
- McKeown, M. G., Beck, I. L., Sinatra, G. M., & Loxterman, J. A. (1991, April). *Effectiveness of revising text from a text-processing perspective*. Paper presented at the American Educational Research Association Annual Meeting, Chicago.
- Sinatra, G. M. & Beck, I. L. (1991, April). *Facilitating young readers' engagement with text by introducing an unexpected concept*. Paper presented at the American Educational Research Association Annual Meeting, Chicago.

- Sinatra, G. M. & Loxterman, J. A. (1990, November). A comparison of student's comprehension of original and revised social studies texts: Evidence of improved comprehensibility. In I. L. Beck (Chair), *The Effects of Analyzing and Revising Texts from a Cognitive Processing Perspective: Toward a Deeper Understanding of Reader/Text Interactions*. Symposium presented at the National Reading Conference, Miami, FL.
- Sinatra, G. M., Carlo, M. S., & Royer, J. M. (1990, April). *Assessing progress in a transitional bilingual education program using the Sentence Verification Technique*. Paper presented at the American Educational Research Association Annual Meeting, Boston.
- Sinatra, G. M. & Royer, J. M. (1990, April). *The system for the assessment of reading competencies: A new approach to reading diagnostics*. Paper presented at the American Educational Research Association Annual Meeting, Boston.
- Carlo, M. S., Sinatra, G. M., & Royer, J. M. (1989, April). *Using the Sentence Verification Technique to measure transfer of comprehension skills from native to second language*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco.
- Sinatra, G. M. (1988, April). *Convergence of listening and reading processing*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans.
- Marchant III, H. G., Sinatra, G. M., & Royer, J. M. (1988, April). *The prediction of college course performance from reading comprehension performance*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco.
- Sinatra, G. M. (1987, October). Predicting college course performance using the Sentence Verification Technique of measuring reading comprehension. In J. M. Royer (Chair), *Uses for the Sentence Verification Technique of measuring reading comprehension: Empirical results*. Symposium presented at the Northeastern Educational Research Association Annual Meeting, Ellenville, NY.
- Tirre, W. C., Royer, J. M., Greene, B. A., & Sinatra, G. M., (1987, April). *Assessing on-line comprehension in a computer-based instruction environment*. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- Sinatra, G. M. (1986, October). The selection of passages and test item development for the Sentence Verification Technique of measuring reading comprehension. In J. M. Royer (Chair), *The Sentence Verification Technique: A new method of measuring listening and reading comprehension*. Symposium presented at the Northeastern Educational Research Association Annual Meeting, Kerhonkson, NY.
- Royer, J. M., Abranovic, W. A., & Sinatra, G. M. (1985, March). *Using entering reading comprehension performance as a predictor of performance in college classes*. Paper presented at the American Educational Research Association Annual Meeting, Chicago.

Grants (Funded)

- 2016 Sol Price Center for Social Innovation, *The Birth of Scientists: Evaluating the Impact of the Living Lab on Hispanic Students' STEM Aspirations in City Heights*. Awarded \$25,000.
- 2014 Mattel Children's Foundation. *Mattel Speedometry Phase II District Wide RTC*, Co-PI. Awarded \$784,000.00.
- 2014 Social Sciences & Humanities Research Council of Canada (SSHRC), Co-PI, *Fostering epistemic belief change: The role of epistemic emotions and self-regulated learning*. Total Award: \$497,286 (CAD). Awarded \$13,700 (CAD) to USC.

- 2014 Bill and Melinda Gates Foundation. *Scaled Models for Certificate Delivery Phase II*, Awarded: \$99,242.00.
- 2014 Fund for the Improvement of Post-Secondary Education First in the World Program, Key Personnel, *Improving Access to College through Games, Technology, and Social Media*. Awarded: \$3,200,000.
- 2013 Bill and Melinda Gates Foundation. *Scaled Models for Certificate Delivery*, Awarded: \$9,523.81.
- 2012 Mattel Children's Foundation. *Using Hot Wheels to Teach Mathematics and Science Concepts*. Awarded \$250,000.
- 2011 Social Sciences & Humanities Research Council of Canada (SSHRC), *Epistemic beliefs and emotions: Examining their roles in self-regulated learning and epistemic change*. Awarded \$167,236 (CAD).
- 2010 National Science Foundation, REESE Program, Co-PI. *Understanding Emergence*. Awarded \$130,000.
- 2009 Nevada NSF EPSCoR, Co-PI, *Losing the Lake: Promoting Sustainability Awareness through Educational Computer-Simulations of Lake Mead Water Levels and Water Supply to the Las Vegas Valley*, Awarded \$199,300.
- 2007 National Science Foundation, REESE Program, Co-PI. *Facing the Challenges of Learning and Teaching about Evolution: A Synthesis*. Awarded \$201,320.
- 2003 Planning Initiative Award, UNLV, Co-PI. *Technology for Enhancing the Assessment of Teaching* Awarded \$30,000.
- 1993 University of Utah, Faculty Starter Grant, PI. *Investigating the Effects of a New Method of Decoding Instruction on the Development of Children's Reading and Writing*. Awarded: \$2,500.00.

Grant Proposals (Submitted)

- 2017 National Science Foundation, AISL Program, *Re-Living Paleontology: Studying How Augmented Reality Immersion and Interaction Impact Engagement and Communicating Science to the Public*.
- 2017 National Science Foundation, DRK-12 Program, *GeoGame for Climate Science: A Technology-Supported Curriculum to Enhance Middle School Students' Engagement and Learning*.
- 2017 James S. McConnell Foundation, *Misconceptions as the Common Denominator: Improving Classroom Discourse Through Teacher Conceptual Change*.
- 2016 National Science Foundation, DRK-12 Program, *GeoGame for Climate Science: A Technology-Supported Curriculum to Enhance Middle School Students' Engagement and Learning*.
- 2016 National Science Foundation, RCN-UBE Program, Co-PI, *Evolution Solutions: Integrating Research and Practice In Teaching and Learning About Evolution*.
- 2015 National Science Foundation, DRK-12 Program, *Speedometry: Learning Science, Engineering and Math Through Play*.

- 2015 National Science Foundation, DRK-12 Program, *GeoGame for Climate Science: A Technology-Supported Curriculum to Enhance Middle School Students' Engagement and Learning*.
- 2014 National Science Foundation, AISL Program, Co-PI, *Next Generation By Design: Improving STEM Outcomes For Low-Income Youth Via Purposeful Collaboration Between STEM OST (Out-Of-School) Networks and a STEM Digital Materials Vendor*.
- 2014 National Science Foundation, ROLE Program, Co-PI, *Promoting Epistemic Conceptual Change*.
- 2013 National Science Foundation, ITEST Program, PI, *iSCI, Interactive Science Career Investigators*.
- 2012 National Science Foundation, REESE Program, Co-PI, *Discerning the Effects of Middle School Science Teachers' Instructional Strategies on Students' Engagement and Cognitive Processing in Real-time*.
- 2011 National Science Foundation, Cyberlearning Program, PI, *Losing the Lake: Building a Simulation Game and Learning Environment to Transform Students' Argumentation and Reasoning Skills, Attitudes, and Dispositions about Water Conservation and Climate Change*.
- 2010 National Science Foundation, REESE Program, PI, *Losing the Lake: Building a Learning Environment to Develop Scientific Modeling Skills, Argumentation, and Hot Conceptual Change*.
- 2008 NASA, Co-PI, *Heating up the discussion about global climate change: An argument and text-based intervention*.
- 2003 IEA, Co-PI, *Attentional Resource Reallocation Theory*.
- 2002 Office of Educational Research and Improvement, Co-PI, *Compensatory Effects on Reading Comprehension*.
- 2002 Office of Educational Research and Improvement, Co-PI, *Attentional Resource Reallocation Theory*.
- 1999 National Science Foundation (NSF), Co-PI. *Bridging the Gap between Science and Reading Instruction: Increased Theoretical Clarity and a New Approach to Teacher Professional Development*.
- 1994 Fund for the Improvement of Post-Secondary Education (FIPSE), Co-PI. *Evaluating a Computer-Based Assessment System that will Provide Early Screening of College Students with Learning Disabilities*.
- 1993 National Academy of Education, Spencer Fellowship, PI. *The Acquisition of Literacy Knowledge in a Holistic Instructional Setting*.

Advisory Board Appointments on Funded Grants

- 2016-17 National Science Foundation, *Advisory Board Member*: Analysis of Genes Affecting Plant Regeneration and Transformation in Poplar. \$4,040,356 awarded to Oregon State University.
- 2015-17 National Science Foundation, *Advisory Board Member*: Developing Critical Evaluation as a Scientific Habit of Mind: Instructional Scaffolds for Secondary Earth and Space Sciences
- 2008-11 National Science Foundation, *Advisory Board Member*: Evolution Readiness: A Modeling Approach. \$2.5 million awarded to Concord Consortium, Concord, MA.

VI. TEACHING

Courses Taught:

Advanced Instructional Theory
Assessment of Reading and Writing Difficulties
Advanced Human Growth and Development
Cognitive Development
Educational Psychology
Human Learning and Development
Human Motivation
Introduction to Doctoral Studies
Learning and Cognition
Learning and Instruction
Learning and Literacy
Proseminar in Educational Psychology
Psychology of Reading
Reading in the Elementary School, K-6
Seminar on Intelligence
Seminar on Conceptual Change
Seminar on Motivation
Seminar on Reasoning and Problem Solving
Teaching and Learning Strategies

Student Committee Membership

- 2017 Chair, Dissertation Committee, Ananya Matewos, Dissertation Title: *Preparing Teachers for Social Emotional Learning Driven Practice and Instruction.*
- 2017 Chair, Dissertation Committee, Robert Danielson, Dissertation Title: *Facilitating Learning and Conceptual Change Through An Intervention On Text Graphic Processing.*
- 2014 Chair, Dissertation Committee, Benjamin Heddy, Dissertation Title: *Transformative Experience as Connected Learning: Developing Diverse Student Interest in STEM through the Facilitation of Out-of-School Engagement.*
- 2014 Chair, Dissertation Committee, Marc Alongi, Dissertation Title: *Promoting Real-World Engagement with History Concepts Beyond the Secondary School Classroom: Teaching for Transformative Experience and Conceptual Change.*
- 2014 Chair, Dissertation Committee, Nicole Saloun, Dissertation Title: *Online Tactic Use Among Students With And Without ADHD.*
- 2012 Co-Chair, Dissertation Committee, Doug Lombardi. Dissertation Title: *Students' Conceptions about Climate Change: Using Critical Evaluation to Influence Plausibility Reappraisals and Knowledge Reconstruction.*
- 2010 Chair, Dissertation Committee, Marcus Johnson. Dissertation Title: *Use of Task-Value Instructional Inductions for Facilitating Engagement and Conceptual Change.*
- 2010 Co-Chair, Dissertation Committee, Anne Poliquin. Dissertation Title: *Conceptual Shift of Novice Teacher Beliefs: the Effect of Refutation Techniques on Misconceptions about the Nature of Intelligence.*

- 2010 *Co-Chair*, Dissertation Committee, Janice Klaassen. Dissertation Title: *Stereotype threat's effect on women's achievement in chemistry: The interaction of achievement goal orientation for women in science majors.*
- 2008 *Chair*, Dissertation Committee, Suzanne Broughton. Dissertation Title: *The Pluto Debate: Influence of Emotions on Belief, Attitude, and Knowledge Change.*
- 2007 *Chair*, Dissertation Committee, Louis Nadelson. Dissertation Title: *Pre-service Teachers' Understanding of Evolution, the Nature of Science, and Situations of Chance.*
- 2006 *Co-Chair*, Dissertation Committee, Ann Sharp. Dissertation Title: *The Development of Children's Orthographic Knowledge: A Microgenetic Perspective.*
- 2006 *Member*, Dissertation Committee, Bob Hoffman. Dissertation Title: *The Influence of Self-efficacy and Working Memory Capacity on Problem-Solving Efficiency.*
- 2004 *Member*, Thesis Committee, Deanna Rule, Thesis Title: *The Personal Epistemology Multiplier: Developing a Computational Model.*
- 2004 *Member*, Comprehensive Examination Committee, Jennifer Meyers.
- 2003 *Outside Member*, Dissertation Committee, Thomas Griffin, Thesis Title: *Revising Beliefs Based in Evidence versus Affect: Effects on Knowledge Acquisition and Conceptual Change.* The University of Illinois at Chicago.
- 2002 *Member*, Thesis Committee, Anne Poliquin. Thesis Title: *Strategic Training in the Use of Causal Diagrams: Facilitation of Superior Mental Models.*
- 2000 *Member*, Dissertation Committee, Adam Johnson, Thesis Title: *Nature of Science and Conceptual Change.*
- 2000 *Member*, Dissertation Committee, Jessi Smith, Psychology, Thesis Title: *Interest, Self-regulation, and stereotype threat. Learning on the Internet.*
- 1998 *Member*, Dissertation Committee, Jack Jenson, Thesis Title: *Constructivist Teacher Education.*
- 1996 *Member*, Master's Committee, Sandra Whitehouse, Department of Educational Psychology, Thesis Title: *Implicit Phonological Processing in Dyslexics.*
- 1995 *Member*, Dissertation Committee, Kathleen Brown, Thesis Title: *Student Mediation of Explicit Comprehension Instruction: Implications for Theory and Practice.*
- 1995 *Member*, Dissertation Committee, Laurel Preston, Thesis Title: *Studying the Meanings Teachers Make of Reform-Oriented Mathematics Assessment.*
- 1995 *Member*, Dissertation Committee, Amy Larkin, Department of Educational Psychology, Thesis Title: *Semantic priming and working memory capacity: A test of distinctive roles in reading comprehension.*
- 1994 *Member*, Dissertation Committee, Woodrow Trathen, Thesis Title: *The Effect of Text Headings on Readers' Attention Allocation and Comprehension.*
- 1992 *Member*, Master's Committee, Lorel Preston, Thesis Title: *Problem Solving.*

1991 *Member, Honors Thesis Committee, Winston Sieck, Thesis Title: Verbal Overshadowing Effects on the Judgment of Analogy, University of Pittsburgh.*

1995-7 *Member, Preliminary Examination Committees: Dan Lux, Denise Pfeiffer, Donna Salmen, Chikahide Komura, Jackie Jensen, Sonya Woodbury.*

VII. SERVICE

International/National

Journal Editorships

2017 Associate Editor, *Psychological Bulletin*.

2005-10 Editor, *Educational Psychologist*.

2001-05 Book Review Feature Editor, *Educational Psychology Review*.

1997-00 Editor, Learning and Instruction, *Education Review: A Journal of Book Reviews in Education*.

Editorial Board Memberships

Current Board Memberships

Contemporary Educational Psychology

Discourse Processes

Educational Psychologist

Educational Psychology Review

Journal of Educational Psychology

Journal of Experimental Education

Learning and Instruction

Reading Research Quarterly

Theory Into Practice

Recent Guest Reviews

Evolution: Education and Outreach; Instructional Science; Journal of the Learning Sciences, Journal of Research on Science Teaching; Metacognition and Learning; Personality and Individual Differences; Review of Educational Research; Science Education, International Journal of Science Education

Grant Reviewing

2016 *Grant Reviewer, National Science Foundation, Undergraduate STEM Education, Washington, DC*

2013 *Grant Reviewer, National Science Foundation, Informal Science Learning Panel, Washington, DC*

2012 *Grant Reviewer, National Science Foundation, Climate Change Education Panel, Washington, DC.*

2011 *Grant Reviewer, National Science Foundation, Early Career Panel, Washington, DC.*

2010 *Grant Reviewer, National Science Foundation, Research and Evaluation on Education in Science and Engineering (REESE), Washington, DC.*

2008-9 *Grant Review Panel Member, University of Padua, Italy.*

- 2006-7 *Grant Reviewer*, Israeli Ministry of Education.
- 2006 *Grant Reviewer*, National Science Foundation, Research on Learning and Education, Career Award. Washington, DC.
- 2004 *Grant Reviewer*, Institute for Education Sciences, Reading Comprehension and Reading Scale-Up Research, Washington, DC.
- 2002 *Grant Reviewer*, Italian Ministry for Education, University and Research.
- 2002-4 *Grant Reviewer*, Canadian Education Department.
- 2002-3 *Grant Reviewer*, National Science Foundation, Research on Learning and Education. Washington, DC.

Service to Professional Organizations

- 2017 *President Elect*, American Psychological Association, Division 15, Educational Psychology.
- 2016-7 *Member*, Coalition for Psychology in Schools and Education. American Psychological Association.
- 2016-7 *Chair*, Scribner Award Committee, American Educational Research Association, Division C, Learning and Instruction.
- 2016-7 *Chair*, Thorndike Award Committee, American Psychological Association, Division 15, Educational Psychology.
- 2012-15 *Chair*, American Educational Research Association Journal Publications Committee.
- 2012-15 *Member*, American Educational Research Association Palmer O. Johnson Award Committee.
- 2010-12 *Vice-President*, American Educational Research Association, Division C, Learning and Instruction.
- 2009 *Vice-President Elect*, American Educational Research Association, Division C, Learning and Instruction.
- 2008 *Program Committee Member*, European Association for Research on Learning and Instruction, Conceptual Change Special Interest Group Bi-Annual Meeting, Turku, Finland.
- 2007-8 *Chair*, AERA, Division C, Scribner Award Committee.
- 2007 *Member*, AERA, Division C, Learning and Instruction, Nominations Committee.
- 2007 *Proposal Reviewer*, European Cognitive Science Society.
- 2007 *Proposal Reviewer*, American Psychological Association, Division 15, Educational Psychology.
- 2007 *Presenter*, Graduate Student Seminar, APA, Division 15, Educational Psychology.
- 2005-6 *Secretary*, American Educational Research Association, Division C, Learning and Instruction.
- 2006 *Presenter*, AERA, New Faculty Mentoring Seminar, Division C, Learning and Instruction.

- 2004 *Co-Program Chair*, American Psychological Association, Division 15, Educational Psychology.
- 2002-3 *Co-Organizer*, American Educational Research Association, Division C, Graduate Student Seminar.
- 1997 *Program Chair*, Division C, AERA.
- 1996 *Co-Program Chair*, Division C, Section 1, AERA.
- 1995-6 *Editor*, AERA, Division C Newsletter.
- 1994 *Co-Program Chair*, *National Reading Conference*, Division 10, Assessment.
- 1994 *Participant*, *NATO Advanced Study Institute: Cognitive and Linguistic Bases of Reading, Writing, and Spelling*, Alvor-Algarve, Portugal.
- 1991-5 *Proposal Reviewer*, Division C, American Educational Research Association.
- 1993 *Proposal Reviewer*, AERA Special Interest Group, *Textbooks, Textbook Publishers, and Schools*, American Educational Research Association.
- 1991 *Proposal Reviewer*, National Reading Conference.

University Service

- 2015-17 *Member*, University Committee on Appointments, Promotions, and Tenure, Provost's Office, USC.
- 2017 *Chair*, Center for Excellence in Teaching Internal Review Committee, Provost's Office, USC.
- 2014 *Member*, Provost Postdoctoral Scholars Committee, Provost's Office, USC.
- 2013-15 *Member*, UCAR, Academic Program Review Committee, USC.
- 2012-14 *Member*, Graduate School Advisory Council, USC.
- 2008-10 *Chair*, President's Advisory Council, UNLV.
- 2007 *Member*, Academic Advisor Award Selection Committee, Provost Office, UNLV.
- 2006-7 *Member*, Graduate College Assessment Committee, UNLV.
- 2004-7 *Member*, University Assessment Committee, UNLV.
- 2006 *Member*, Executive Vice President and Provost Search Committee, UNLV.
- 2004 *Chair*, Nursing Dean Search Committee, UNLV.
- 2003 *Associate Dean for Academic Affairs*, Graduate College, UNLV.
- 2002 *Chair*, Graduate College Curriculum Committee, UNLV.
- 2000-1 *Member*, Faculty Senate Program Review Committee, UNLV.

- 1998 *Member, Presidential Teaching Scholar Award Committee*, University of Utah.
- 1997-8 *Member, University Teaching Evaluation Committee*, Center for Teaching and Learning Excellence, University of Utah.
- 1997 *Presenter, Assessing Faculty Teaching Effectiveness: Practices and Issues*, Center for Teaching and Learning Excellence, University of Utah.
- 1995 *Co-Presenter, New Approaches to Assessment, Implications for Medical Education*. University of Utah Medical School Retreat on Teaching.
- 1994 *Discussion Leader, Teaching Assistant Training Workshop*, Center for Teaching and Learning Excellence, University of Utah.
- 1992-4 *Member, University Studies Committee*.
- 1992 *Reviewer, 7th Annual Conference on Undergraduate Research*.

Rossier School of Education Service

- 2014-16 *Member, Ed.D. Program Review Committee*
- 2016 *Chair, Tenure Track Search Committee*
- 2014-15 *Member, Tenure Track Search Committee*
- 2012-15 *Chair, Salary, Promotion, and Tenure (SPT) Committee*.
- 2011-16 *Member, Ph.D. Program Committee*.
- 2012 *Member, Faculty Annual Performance Review (FAPR) Subcommittee*.
- 2011-17 *Member, Salary, Promotion, and Tenure (SPT) Committee*.

UNLV College of Education Service

- 2009-10 *Member, College Awards Committee, UNLV*.
- 2009-10 *Member, College of Education Promotion and Tenure Committee, UNLV*.
- 2006-7 *Member, Graduate Studies Committee, College of Education, UNLV*.
- 2006 *Member, College of Education Promotion and Tenure Committee, UNLV*.
- 2000-3 *Member, Graduate Studies Committee, College of Education, UNLV*.
- 1995-4 *Member, College Curriculum Committee (Chair 1995) University of Utah*.
- 1993 *Member, College Steffensen Cannon Scholarship Committee, University of Utah*.

UNLV Educational Psychology Department Service

- 2006 *Chair, Search Committee for Educational Psychology Faculty Member, UNLV*.

- 2006 *Member*, Learning and Technology Program Committee, UNLV.
- 2004 *Member*, Search Committee for Educational Psychology Faculty Member, UNLV.
- 2003 *Member*, Search Committee for Educational Psychology Faculty Member, UNLV.
- 2000-3 *Graduate Coordinator*, Educational Psychology, UNLV.
- 2000-1 *Member*, Search Committee for Educational Psychology Faculty Member, UNLV.
- 1995-8 *Area Head*, Teaching and Learning, University of Utah.
- 1994-8 *Member*, Graduate Committee, University of Utah.
- 1993,8 *Member*, Merit Committee, University of Utah.
- 1995-7 *Chair*, Teaching Evaluation Committee, University of Utah.
- 1998-3 *Member*, Literacy Faculty Search Committee, Bilingual, Multicultural, Social Studies Search Committee, Literacy Faculty Search Committee, Early Childhood Education Clinical Faculty Search Committee, *Member*, Technology Faculty Search Committee, University of Utah.
- 1991-3 *Organizer*, Reading Research Seminar.
- 1991-5 *Chair*, Reading Committee.
- 1992-3 *Member*, Elementary Education Program Evaluation Committee.

Community Service

- 2010 *Presenter*, UC Berkeley Summer Institute for Science Educators, *The Challenges of Teaching and Learning about Biological Evolution*.
- 2009 *Presenter*, Middlebury College Clifford Symposium, *The Challenges of Teaching and Learning about Biological evolution*.
- 2008 *Keynote Speaker*, *Women in Leadership*. Presented at the Women in New Non-Traditional Education and Employment Roles Conference for Women, College of Southern Nevada, Las Vegas, NV.
- 2002 *Member*, CCSD, Associate Superintendent of Research and Evaluation Search Committee.
- 1998 *Presenter*: Workshop, *Developmental Spelling*. Utah Council of the International Reading Association Annual Conference, Salt Lake City.
- 1995 *Invited Essayist*, "Fostering Literacy: Helping your Child Become a Reader and Writer," *Wasatch Parent Magazine*. October Issue, 1995.
- 1994 *Presenter*: In-service Workshop, *Decoding by Analogy: A New Strategy for Reading and Writing*, Highland Park Elementary School.
- 1992 *Presenter*: In-service Workshop, *Teaching Phonics in a Whole Language Classroom*. Salt Lake District.

1992 *Member*, Selection Committee for Utah Department of Education State Reading Specialist.

VIII. PAID CONSULTANTSHIPS

2009 *Grant Panel Member*, University of Padua, Italy.

2006 *Expert Witness*, Clark County School District.

2005 *Consultant*, Block Scheduling Implementation Evaluation, Clark County School District.

2003 *Consultant*, Nevada Reading First Grant.

2003 *Reviewer*, Reading First Grants, Ohio Department of Education.

2002 *Presenter*, In-service Workshop for Nevada Reading Excellence Act Elementary Teachers, Twin Lakes Elementary.

2002 *Assessment Consultant*, Waterford School, Sandy, Utah.

2002 *Grant Reviewer*, Nevada Reading Excellence Act.

1999 *Content Reviewer*, Committee on the Evaluation of the Voluntary National Test, Year 2, National Research Council Board on Testing and Assessment.

1999 *Assessment Consultant*, Developed first draft of the teaching evaluation form to be used for all courses at the University of Utah.

1998 *Evaluator*, Educational Testing Service, Inc. Reader for the 1998 administration of the Advanced Placement Examination in Psychology.

1998 *Content Reviewer*, Harcourt Brace & Co. Reviewed the test blueprint for the Metropolitan Achievement Test.

1995 *Instructional Designer*, Consumer Solutions Inc., Salt Lake City, Utah. Designed and developed materials for professional training workshops.

1994 *Reviewer*, Poison Control Center, Salt Lake City, Utah. Reviewed poison information documents for readability level. Edited documents to enhance comprehensibility.

1987-93 *Instructional Designer*, Learning Designs, Park City, Utah. Designed and developed a comprehensive system for the assessment and evaluation of professional training programs. Developed and conducted Train-the-Trainer workshop.

1988 *Instructional Designer*, Spectrum Interactive, Bedford, Massachusetts. Designed and developed a computer-based training course in test development as part of a mixed-media curriculum for instructor training and development.

1987 *Test Designer*, Laboratory for the Assessment of Language Skills, University of Massachusetts. Revised and formatted a reading comprehension test series for grades 2-6 to be used on the Island of Grenada. The project was funded by the Agency for International Development (US State Department) under a subcontract with the Institute for International Research.

- 1987 *Evaluator*, National Evaluation Systems, Inc., Amherst, Massachusetts. Evaluated and critiqued the content and format of reading comprehension tests for a grade 3 level reading book series under development.
- 1987 *Test Designer*, Laboratory for the Assessment of Language Skills, University of Massachusetts. Developed English reading and listening comprehension tests for grades 2-7 for a research project in bilingual language competence for the Holyoke, Massachusetts Public Schools.