

Susan Bobbitt Nolen

Professor Emerita, Learning Sciences & Human Development
College of Education, University of Washington

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Education

Ph.D. Purdue University, 1986: Educational Psychology, Cognition
M.Ed. Lewis & Clark College, 1976: Education of the Hearing-Impaired
B.A. Portland State University, 1975: Speech Pathology & Audiology

Academic Honors and Awards

1972-75 University Scholar, Portland State University
1984-85 David Ross Fellow, Purdue University
2016 Outstanding Graduate Advisor, University of Washington College of Education
2016 Outstanding Article Award, *Educational Psychologist*
2017 Fellow of the American Psychological Association, Division 15

Academic Positions

University of Washington – College of Education

2017-2019 Chair, Learning Sciences & Human Development
2005-2019 Professor, Learning Sciences & Human Development
2006-2010 Associate Director of Teacher Education (Secondary)
2000-2002 Associate Dean for Graduate Studies
1995-2005 Associate Professor, Educational Psychology
1990-1995 Assistant Professor, Educational Psychology
Arizona State University West – Education & Human Services
1986-1990 Assistant Professor, Educational Psychology

Research and Publications

Books

Taylor, C. S., & Nolen, S. B. (2008). *Classroom assessment: Supporting teaching and learning in real classrooms* (2nd Ed.). Englewood Cliffs, NJ: Prentice Hall.

Taylor, C. S., & Nolen, S. B. (2022) *Classroom assessment and diversity*. NY: Teachers College Press.

Articles in Refereed Journals and Refereed Proceedings

Koretsky, M. D., Nolen, S. B., Galisky, J., Auby, H., Grundy, L. (2024). Progression from the mean: Cultivating instructors' unique trajectories of practice using educational technology. *Journal of Engineering Education*.

Nolen, S. B., Michor, E., & Koretsky, M. D. (2023). Engineers, figuring it out: Collaborative learning in cultural worlds. *American Journal of Engineering Education*. <https://doi.org/10.1002/jee.20576>

Koretsky, M. D., Nolen, S. B., Nefcy, E., & Champagne, A. (2023). Connected epistemic practices in laboratory-based engineering design projects for large-course instruction. *Science Education*, 107(2), 510-550. <https://doi.org/10.1002/sce.21769>

Davis, S., Nolen, S. B., Cheon, N., Moise, E., Hamilton, E. (2023) Engineering climate for marginalized groups: Connections to peer relations and engineering identity. *Journal of Engineering Education*. <http://doi.org/10.1002/jee.20515>

Auby, H.; Galisky, J.; Nolen, S. B., & Koretsky, M. D. (2022) WIP: Instances of dynamic pedagogical decision-making in the uptake of a technology tool. Proceedings of the Annual meeting of the American Society for Engineering Education, Minneapolis.

Koretsky, M., & Nolen, S. B., & Bothwell, M. K., & Kelly, C., & Davis, S. C. (2021), Revolution in CBEE: Connecting the dots between inclusivity and learning. Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference. <https://peer.asee.org/37685>

Nolen, S. B. & Koretsky, M. D. (2020) WIP: An ecosystems metaphor for propagation. Proceedings of the Annual meeting of the American Society for Engineering Education, Montreal.

Koretsky, M. D., Nolen, S. B., Bothwell, M. K., Davis, S. C., & Kelly, C. (2020). Revolution in CBEE: Sustainability and Barriers. Proceedings of the Annual meeting of the American Society for Engineering Education, Montreal.

Refereed articles and proceedings, cont.

- Nolen, S. B., Wetzstein, L., & Goodell, A. (2020) Designing material tools to support disciplinary engagement in environmental science. *Cognition & Instruction*. doi:10.1080/07370008.2020.1718677
- Michor, E. L., Nolen, S. B., & Koretsky, M. D. (2019) Destigmatizing confusion – a path towards professional practice. Proceedings of the annual meeting of the American Society for Engineering Education, Tampa, FL, June.
- Tierney, G., Goodell, A., Nolen, S. B., & Lee, N. (2018). (Re)Designing for engagement in a project-based AP environmental science course. *Journal of Experimental Education*. doi:10.1080/00220973.2018.1535479
- Nolen, S. B. & Koretsky, M. D. (2018) Affordances of virtual and physical laboratory projects for instructional design: impacts on student engagement. *IEEE Transactions on Education*, 1-8. doi:10.1109/TE.2018.2791445.
- Koretsky, M. D., Montfort, D., Nolen, S. B., Bothwell, M., Davis, S., & Sweeney, J. (2018) Towards a stronger covalent bond: pedagogical change for inclusivity and equity. *Chemical Engineering Education*, 52(2), 117-127.
- Nolen, S. B., Horn, I. S., & Ward, C. J. (2015). Situating motivation. *Educational Psychologist*, 50(3), 234–247.
- Turner, J., & Nolen, S. B. (2015) The relevance of the situative perspective in educational psychology. *Educational Psychologist*, 50(3), 167–172.
- Koretsky, M. D., Gilbuena, D. M., Nolen, S. B., Tierney, G., & Volet, S. E. (2014). Productively engaging student teams in engineering: The interplay between doing and thinking. *IEEE Frontiers in Education Conference (FIE) Proceedings*, 22-25.
- Parker, W., Lo, J., Yeo, A. J., Valencia, S. W., Nguyen, D., Abbott, R., Nolen, S. B., Bransford, John, Vye, N. L. (2013). Beyond breadth-speed-test: Toward deeper knowing and engagement in an advanced placement course. *American Educational Research Journal*, 50(6), 1424-1459. DOI: 10.3102/0002831213504237.
- Hamilton, E., Nolen, S. B., & Abbott, R. (2013). Developing measures of motivational orientation to read and write: A longitudinal study. *Learning & Individual Differences* 28, 151-166. DOI: 10.1016/j.lindif.2013.04.007
- Nolen, S. B., Ward, C. J., & Horn, I. S. (2012). Methods for taking a situative approach to studying the development of motivation, identity, and learning in multiple social contexts. *European Journal of Psychology of Education*, 27(2), 267-284.
- Nolen, S. B. (2011) The role of educational systems in the link between formative assessment and motivation. *Theory Into Practice*, 50, 319–326.

Refereed articles and proceedings, cont.

- Ward, C. J., Nolen, S. B., & Horn, I. S. (2011). Productive friction: How conflict in student teaching creates opportunities for learning at the boundary. *International Journal of Educational Research*, 50(1), 14-20.
- Nolen, S. B., Horn, I. S., Ward, C. J., & Childers, S. (2011). Novice teacher learning and motivation across contexts: Assessment tools as boundary objects. *Cognition & Instruction*, 27 (1), 88-122.
- Horn, I. S., Nolen, S. B., Ward, C. J., Campbell, S. S. (2008) Developing practices in multiple worlds: The role of identity in learning to teach. *Teacher Education Quarterly*, 35(3), 61-72
- Nolen, S. B. (2007) Young children's motivation to read and write: development in social contexts. *Cognition & Instruction*, 25(2), 219–270.
- Nolen, S. B., & Valencia, S. W. (2006). Il portfolio nella valutazione didattica: Implicazioni per la motivazione alla scrittura. (classroom portfolio assessment: Implications for writing motivation.). *Età evolutiva*, 84(June), 84-93.
- Nolen, S. B. (2006) Validity in assessing self-regulated learning: a comment on Perry & Winne. *Educational Psychology Review*, 8(3), 229–232.
- Frey, K. S., Nolen, S. B., Eckstrom, L. V. S., & Hirschstein, M. K. (2005). Effects of a school-based social competence program: Linking goals, attributions, and behavior. *Applied Developmental Psychology*, 26(2), 171-200.
- Nolen, S. B. (2003) Learning environment, achievement, and motivation in high school science. *Journal of Research in Science Teaching*, 40, 347-368.
- Nolen, S. B. (2001). Constructing literacy in the kindergarten: Task structure, collaboration and motivation. *Cognition & Instruction*, 19, 95-142.
- Lowenbraun, S., & Nolen, S. B. (1998). Implementing change in a research university: Constructivist team teaching in a general education teacher education program. *Teacher Education and Special Education*, 21, 34-46.
- Taylor, C., & Nolen, S. B. (1996). What does the psychometrician's classroom look like? Reframing assessment concepts in the context of learning . *Educational Policy Analysis Archives*, 4,(17), <http://olam.ed.asu.edu/epaa/v4n17.html>.
- Nolen, S. B. (1996). Why study? How reasons for learning influence strategy selection. *Educational Psychology Review*, 8, 335-355.
- Taylor, C., & Nolen, S. B. (1996). A contextualized approach to teaching teachers about classroom-based assessment. *Educational Psychologist*, 31, 77-88.

Refereed articles and proceedings, cont.

- Nolen, S. B. (1995). The effects of a visible author in statistical texts. *Journal of Educational Psychology*, 87, 47-65.
- Berninger, V. W., Abbott, R. D., Whitaker, D., Sylvester, L., & Nolen, S. B. (1995). Integrating low-level and high-level skills in treatment protocols for writing disabilities. *Learning Disability Quarterly*, 18, 293-310.
- Thorkildsen, T. A., Nolen, S. B., and Fournier, J. (1994). What's fair? Children's critiques of practices that influence motivation. *Journal of Educational Psychology*.
- Nolen, S. B., & Nicholls, J. G. (1994). A place to begin (again) in research on student motivation: teachers' beliefs. *Teaching and Teacher Education*, 10, 57-69.

Refereed articles, cont.

- Nolen, S. B., & Nicholls, J. G. (1993). Elementary school pupils' views on the effectiveness of motivational strategies in mathematics. *British Journal of Educational Psychology*, 63, 416-431
- Nolen, S. B., Haladyna, T. M., & Haas, N. S. (1992). Uses and abuses of standardized test scores. *Educational Measurement: Issues & Practice*, 11, 9-15.
- Haladyna, T. H., Nolen, S. B., & Haas, N. S. (1991). Raising standardized achievement test scores and the origins of test score pollution. *Educational Researcher*, 20, 2-7.
- Nolen, S. B., & Haladyna, T. M. (1990). Motivation and studying in high school science. *The Journal of Research in Science Teaching*, 27, 115-126.
- Nolen, S. B., & Haladyna, T. M. (1990). A construct validation of measures of students' study strategy beliefs and perceptions of teacher goals. *Educational and Psychological Measurement*, 50, 191-202.
- Nolen, S. B. & Haladyna, T. M. (1990). Personal and environmental influences on students' beliefs about effective study strategies. *Contemporary Educational Psychology*, 15, 116-130.
- Nolen, S. B. (1988). Reasons for studying: motivational orientations and study strategies. *Cognition and Instruction*, 5, 269-287.
- Wilbur, R. B., & Nolen, S. B. (1986). Syllable duration in American Sign Language. *Language and Speech*, 29, 263-280.
- Nicholls, J. G., Patashnick, M., & Nolen, S. B. (1985). Adolescents' theories of education. *Journal of Educational Psychology*, 77, 683-692.
- Nolen, S. B., & Wilbur, R. B. (1985). Effects of context on deaf children's comprehension of difficult sentences. *American Annals of the Deaf*, 130, 231-235.

Invited Articles

- Nolen, S. B. (2020) Challenging research norms in educational psychology. *Educational Psychologist*, 55(4), 267-272. DOI: 10.1080/00461520.2020.1810043
- Nolen, S. B. (2020). A situative turn in the conversation on motivation theories. *Contemporary Educational Psychology*, 61, 101866. doi:<https://doi.org/10.1016>
- Nolen, S. B. (2011) The role of educational systems in the link between formative assessment and motivation. *Theory Into Practice*, 50, 319–326.
- Nolen, S. B. (2004). Invited review of R. Weinstein's Raising expectations. *Anthropology in Education Quarterly*, 35(2), June 2004. AEQ's book reviews are published on line at www.aaanet.org/cae/aeq/br/index.htm.
- Nolen, S. B. (1993). Controversies in research on motivation. *Counseling and Human Development Newsletter*, 12(3), 1-5.
- Nolen, S. B. (1993). Adolescent development: The importance of stage-environment fit. *Gifted Unlimited*, June.

Manuscripts Under Review

- Davis, S.; Nolen, S. B. & Koretsky, M. D. (under review) Inclusive excellence in practice: Integrating equitable, consequential learning and an inclusive climate in higher education classrooms and institutions.

Chapters in Edited Books

- Nolen, S. B. (2024). Taking a situative approach to research in educational psychology. In P. Schutz and K. Muis (Eds.) *Handbook of Educational Psychology* (4th Ed.), pp. 119-138. NY: Routledge.
- Vauras, M., Volet, S., & Nolen, S. B. (2019) Supporting motivation in collaborative learning: Challenges in the face of an uncertain future. In E. Gonida & M. Lemos (Eds.) *Advances in motivation and achievement*, Vol. 20: *Motivation in education at a time of global change: Theory, research, and implications for practice*. London: Emerald Press. DOI: 10.1108/S0749-742320190000020012

Chapters, cont.

- Nolen, S. B. (2019). Conceptualizations of goals in research on motivation and engagement. In K. A. Renninger and S. E. Hidi (Eds.) *The Cambridge Handbook on Motivation and Learning*. Cambridge University Press, Cambridge, UK.
- Chen, G. A., Horn, I. S., & Nolen, S. B. (2018). Engaging teacher identities in teacher education: Shifting notions of the “good teacher” to broaden teachers’ learning. To appear in P. Schutz, J. Hong, & D. Cross (Eds.) *Research on Teacher Identity and Motivation: Mapping Challenges and Innovations*. 10.1007/978-3-319-93836-3
- Taylor, C. S., & Nolen, S. B. (2017). Classroom assessment and diversity. In J. A. Banks & C. M. Banks (Eds.), *Multicultural Education (9th ed.)*. Hoboken, NJ: Wiley.
- Nolen, S., Ward, C., & Horn, I. S. (2014). Changing practice(s): A situative account of novice teachers' motivations to learn. In P. Richardson & H. Watt (Eds.), *Teacher motivation: Theory and practice*. New York: Routledge.
- Horn, I. S., Nolen, S., & Ward, C. (2012). Recontextualizing Practices: Situative Methods for Studying the Development of Motivation, Identity and Learning in and through Multiple Contexts over Time. In M. Vauras & S. Volet (Eds.), *Interpersonal regulation of learning and motivation: Methodological advances*. New York: Routledge.
- Nolen, S. B., & Taylor, C. S. (2012). Alternative assessment. In J. A. Banks (Ed.), *Encyclopedia of diversity in education (Vol. 1)*. Newbury Park, CA: Sage.
- Taylor, C. S., & Nolen, S. B. (2012). Classroom assessment and diversity. In J. A. Banks (Ed.), *Encyclopedia of diversity in education (Vol. 1)*. Newbury Park, CA: Sage.
- Frey, K. S., Newman, J., Nolen, S. B., & Hirschstein, M. (2012). Reducing bullying and contributing peer behaviors: Addressing transactional relationships within the school social ecology. I. In S. R. Jimerson, A. B. Nickerson, M. J. Mayer & M. J. Furlong (Eds.), *The handbook of school violence and school safety: international research and practice*. (pp. 383-395). New York, NY: Routledge.
- Nolen, S. B., Ward, C. J., & Horn, I. S. (2011). Motivation, engagement, and identity: Opening a conversation. In D. McNerney, R. Walker & G. A. D. Liem (Eds.), *Sociocultural theories of learning and motivation: Looking back, looking forward*. Greenwich, CT: Information Age Press.
- Frey, K. S., & Nolen, S. B. (2010). Taking “Steps” toward ecological change: A transactional model of school-wide social competence and bullying intervention. In J. Meece & J. Eccles (Eds.), *Schooling Effects on Children: Theory, Methods, & Applications*. Hillsdale, NJ: Erlbaum.

Chapters, cont.

- Nolen, S. B., Ward, C. J., Horn, I. S., Childers, S., Campbell, S., & Mahna, K. (2009). Motivation in preservice teachers: The development of utility filters. In M. Wosnitza, S. A. Karabenick, A. Efklides & P. Nenniger (Eds.), *Contemporary Motivation Research: From Global to Local Perspectives*. Ashland, OH: Hogrefe & Huber.
- Nolen, S. B. & Ward, C. J. (2008). Sociocultural and situative research on motivation. In M. Maehr, S. Karabenick, & T. Urdan (Eds.), *Social psychological perspective on motivation and achievement* (pp. 428-460). Advances in motivation and achievement (Vol. 15). London: Emerald Group.
- Nolen, S. B. (2006). The role of social context in the development of motivation to write. In Suzanne Hidi and Pietro Boscolo (Eds.), *Motivation to write* (pp. 238-253). Volume in *Studies In Writing: International Series on the Research of Learning and Instruction of Writing*. Dordrecht, Netherlands: Kluwer.
- Nolen, S. B. (1996). Overview of child development. In S. Miller, J. Brodine, and T. Miller (Eds.), *Safe by design: Planning for peaceful school communities*. Seattle, WA: Committee for Children.
- Nolen, S. B. (1995). Promoting autonomous learning. In C. W. Desforges (Ed.), *An introduction to teaching: Psychological perspectives*. Oxford: Blackwell.
- Nicholls, J. G., & Nolen, S. B. (1995). Big science, little teachers: Sources of knowledge about student motivation. In J. G. Nicholls and T. A. Thorkildsen (Eds.), *Reasons for learning: Making lives in school*. New York: Teachers College Press.
- Nolen, S. B., Johnson-Crowley, N., & Wineburg, S. (1994). Who is this "I" person, anyway? The presence of a visible author in statistical text. In R. Garner and P. A. Alexander (Eds.), *Beliefs about text and about instruction with text* (41-55). Hillsdale, NJ: Erlbaum.
- Wilbur, R. B., & Nolen, S. B. (1987) Reading and writing. In J. V. Van Cleve (Ed.), *Gallaudet encyclopedia of deafness and deaf persons* (146-151). New York: McGraw-Hill.

Invited presentations

- Nolen, S. B. (2022) Situating motivation. Tufts University, April 11, 2022.
- Nolen, S. B. (2019) Situating motivation. Texas Tech University College of Education, Oct. 23, 2019.
- Koretsky, M. D. & Nolen, S. B. (2019) From acting like students to acting like engineers: understanding what students do with realistic tasks. Texas Tech University College of Engineering, October 23, 2019.

Invited presentations, cont.

Panel on Assessment Literacy (2019) National Association of Assessment Directors/National Council on Measurement in Education, April 5, Toronto.

Nolen, S. B. (2019) Revolution in engineering education: Creating a more inclusive and meaningful environment for students and faculty. CREATE in STEM Institute seminar series, Michigan State University, February 20, 2019.

Nolen, S. B. (2016) A situative approach to studying motivation and engagement across contexts Presented at the International Conference on Motivation, Thessaloniki, Greece, August 2016.

Nolen, S. B. (2016) Emotion and engagement in collaborative learning: Theoretical introduction and empirical questions. Presented at the International Conference on Motivation, Thessaloniki, Greece, August 2016.

Nolen, S. B. (2015) How should we teach assessment? In Major Forum: *Preservice assessment training: Still essential, still missing*. Annual meeting of American Association of Colleges of Teacher Education, Atlanta, GA, February 28.

Nolen, S. B. (2014) Incorporating assessment literacy in teacher education programs. Invited webinar presentation for the American Association of Colleges of Teacher Education, June 29, 2014. <http://aacte.org/professional-development-and-events/webinars/eventdetail/9/-/->

Nolen, S. B. (2011) Revising secondary education at the University of Washington. AERA Invited Panel on the Role of Educational Psychology in Teacher Education. Presentation at the annual meeting of the American Educational Research Association, New Orleans.

Nolen, S. B. (2010) Learning, motivation, and identity development in novice teachers. Invited address to the faculty at the University of Oulu, Finland, November.

Nolen, S. B. (2009) A situative account of novice teachers' motivation to learn & adopt promoted practices. Invited presentation to Faculty of Education, Durham University, Durham, UK. December.

Nolen, S. B. (2009) New directions in motivation theory: A situative perspective. Invited address to the British Psychological Society Seminar Series on Motivation, Durham, UK, December.

Nolen, S. B. (2009) Motivating change in teacher education: Show me the data. Invited presentation at the American Association of College of Teacher Education, Chicago, February.

Invited presentations, cont.

Ward, C. J., Nolen, S. B., Horn, I. S., Childers, S., Campbell, S., & Mahna, K. (2008) A situative perspective on identity development. In the Invited Symposium on Theorising Identity, Learning & Professional Development Conference, Jyväskylä, Finland, August 29.

Nolen, S. B. (2008). The development of a situative perspective on motivation. Invited address, SIG Motivation in Education, presented at the annual meeting of the American Educational Research Association, March 25, New York.

Nolen, S. B., Horn, I. S., Ward, C. J. (2006). Preservice teachers' motivation and identity development across multiple contexts. Invited presentation to the Faculty of Teacher Education, September 20, University of Turku, Finland.

Nolen, S. B.; Horn, I. S.; Ward, C. J.; Stevens, R.; Estacio, K. (2005). When worlds collide: Negotiating competing views of teaching across social contexts and the effect on student teachers' motivation to learn. Invited address to Faculty of Educational Psychology and Teacher Education, October 7, Catholic University of Leuven, Belgium.

Nolen, S. B., & Thorkildsen, T. A. (1998). Reasons for learning: Understanding and enhancing student motivation. Manitoba Leadership Council in Education. Invited colloquium on motivation in education.

Nolen, S. B. (1995). Assessing student learning: Alternatives to paper and pencil tests. Invited presentation at the annual meeting of the Pacific Northwest Association for College Physics, Portland, April 7-8.

Nolen, S. B. (1993). The role of interest in students' theories of schooling. Presented in an invited symposium at the annual meeting of the Jean Piaget Society, Philadelphia, June.

Nolen, S. B. (1993). Morning conversation with a motivation researcher. Graduate student committee of the Motivation in Education SIG, presented at the annual meeting of the American Educational Research Association, Atlanta, March.

Nolen, S. B. (1993). Gender equity and adolescent development. Invited speaker at the Gender Equity Issues Forum, sponsored by the American Association of University Women, Seattle, March.

Nolen, S. B. (1989). The importance of considering student and teacher goals when conducting research on studying. Invited presentation at the Conference on Academic Studying, March, San Francisco.

Professional Papers Presented (refereed)

- Nolen, S. B. & Koretsky, M. D. (2019) Reasoning like a student vs. reasoning like an engineer: Can PBL induce students to “think like engineers?” Paper presented at the Biennial meeting of the European Association for Research in Learning & Instruction, Aachen, Germany, August.
- Nolen, S. B., Goodell, A., & Wetzstein, L. (2018) Mediating argumentation in environmental science. Paper presented at the American Educational Research Association, New York, April.
- Nolen, S. B. (2018) (Re)conceptualizing goals. Paper presented at the American Educational Research Association, New York, April.
- Davis, S., Nolen, S. B., Cheon, N., Moise, E. C. (2018) Investigating factors related to disciplinary identification and persistence in undergraduate engineering education. Paper presented at the American Educational Research Association, New York, April.
- Koretsky, M. D., Nolen, S. B., Montfort, D. B., Bothwell, M., Davis, S., Sweeney, J. (2018) Re-situating engineering education. Paper presented at the American Educational Research Association, New York, April.
- Goodell, A., Nolen, S. B., & Wetzstein, L. (2018) Designing tools for disciplinary engagement: A study of mediated activity in project-based advanced placement environmental science. Paper presented at the American Educational Research Association, New York, April.
- Davis, S., Moise, E. C., Cheon, N., Nolen, S. B. Investigating student perceptions of an engineering department’s climate: The role of peer relations. Paper presented at the annual meeting of the American Society for Engineering Education, Salt Lake City, June.
- Nolen, S. B., & Koretsky, M. D. (2017) What Counts as "Disciplinary" Engagement? The Case of Design in Science and Engineering. Paper presented at the American Educational Research Association, San Antonio.
- Chen, G., Horn, Ilana S., & Nolen, S. B. (2017) Engaging Teacher Identities in Teacher Education: Attunement, Motivational Filters, and Pedagogical Judgment. Paper presented at the American Educational Research Association, San Antonio.
- Sharp, A. M., Sanders, E., & Nolen, S. B. (2017) The Unique Contributions of Math and Science Motivation to STEM Outcomes: A Gender Comparison Study. Paper presented at the American Educational Research Association, San Antonio.

- Nolen, S. B., Wetzstein, L., Goodell, A. (2016) Developing tools to support productive disciplinary engagement in project-based science. Presented at the International Conference on Motivation, Thessaloniki, Greece, August 2016.
- Becherer, K. and Nolen, S. B. (2016) "This is a tool for you to use:" The impact of framing and discourse on productive disciplinary engagement in project-based science. Presented at the International Conference on Motivation, Thessaloniki, Greece, August 2016.
- Koretsky, M., Nolen, S. B., Tierney, G., Chinandon, K., & Wetzstein, L. (2015). Productive disciplinary engagement in design tasks. Paper presented at the Research on Engineering Education Symposium, Dublin, Ireland.
- Milo D. Koretsky, Susan B. Nolen, Debra M. Gilbuena, Erno Lehtinen, Marja Vauras, Gavin Tierney, and Simone E. Volet, (2015). Studying & Supporting Productive Disciplinary Engagement in STEM Learning Environments, *Proceedings of the 2015 American Society for Engineering Education Annual Conference & Exposition*.
- Nolen, S. B., Hirschfeld, L., & Koretsky, M. (2014). Engagement, teamwork, and transfer: A comparison of physical laboratories and virtual laboratories. Annual meeting of the American Institute of Chemical Engineers, Atlanta.
- Gilbuena, D. M., Nolen, S. B., Koretsky, M. D. A Case Study of Productive Disciplinary Engagement in a Complex Virtual Engineering Task: Framing and Negotiating Accountability, Authority and Access to the Discipline. Paper presented at the American Educational Research Association, Philadelphia, PA.
- Nolen, S. B., Koretsky, M. D., Volet, S., & Vauras, M. (2014). Using Multiple Qualitative Methods to Study Productive Disciplinary Engagement in STEM Learning Environments," Susan B. Nolen, Milo D. Koretsky, Simone Volet, and Marja Vauras Paper presented at the International Conference on Motivation, Helsinki.
- Koretsky, M. D., Nolen, S. B., Gilbuena, D. M., Lehtinen, E., Vauras, M., Tierney, G. & Volet, S. (2014) Studying and supporting productive disciplinary engagement in stem learning environments," Milo D. Koretsky, Susan B. Nolen, Debra M. Gilbuena, Erno Lehtinen, Marja Vauras, Gavin Tierney, and Simone E. Volet, *Proceedings of the 2014 American Society for Engineering Education Annual Conference & Exposition*, Indianapolis.
- Gilbuena, D. M., Koretsky, M. D., Nolen, S. B., Iiskala, T., Volet, S., Vauras, M. & Lehtinen, E. (2014) Productive Disciplinary Engagement – Examining negotiation of group activity with multiple frameworks. Paper presented at the *International Conference of the Learning Sciences*, Boulder, CO.

- Nolen, S., Tierney, G., Goodell, A., Lee, N., & Abbott, R. (2014). Designing for Engagement in Environmental Science: Becoming "Environmental Citizens". Paper presented at the International Conference of the Learning Sciences, Boulder, CO.
- Goodell, A., Nolen, S., Tierney, G., Whitfield, L., Nguyen, D., Becherer, K., Cooper, S., Pak, C. (2014). Designing for engagement in environmental science: Developing practice-linked identities. Paper presented at the American Educational Research Association, Philadelphia, PA.
- Tierney, G., & Nolen, S. B. (2014). Positioning teachers as co-designers in design-based implementation research: Implications for teacher engagement. Paper presented at the American Educational Research Association, Philadelphia, PA.
- Nolen, S. B., Tierney, G., Goodell, A., Eng, S., Whitfield, L., Nguyen, D., Cooper, S., Becherer, K., Pak, S., & Abbott, R. (2013) Teaching and learning practice-linked environmental identities: A design-based study. Presented at the biennial meeting of the European Association for Learning and Instruction, Munich, Germany.
- Ward, C. J., Nolen, S. B., & Horn, I. S. (2013) Productive friction: Conflict in student teaching creating opportunities for learning. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Nolen, S. B., Tierney, G., Becherer, K., Cooper, S. E., Lo, J., & Ludwig, G. (2013) Unintended consequences of triggered interest. Biennial meeting of the Society for Research on Child Development, Seattle.
- Nolen, S. B., Becherer, K., Cooper, S., Tierney, G., Eng, S. (2012) Engagement in simulation activities: Adolescents juggling figured worlds. Paper presented at the International Conference on Motivation, Frankfurt, Germany, August 28-30.
- Cooper, S., Tierney, G., Nolen, S. B. (2012) This I believe: Novice teachers' use of motivation filters in co-constructed worlds Paper presented at the International Conference on Motivation, Frankfurt, Germany, August 28-30.
- Nolen, S. B., Becherer, K., Cooper, S., Tierney, G., Eng, S. (2012) Interest is not enough: Designing for engagement in project-based learning. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Nolen, S. B., Tierney, G., Becherer, K., Cooper, S., Eng, S., & Ward, C. J. (2012) Engagement in what? The negotiation of joint enterprise in project-based learning. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.

- Nolen, S. B., Ward, C. J., & Horn, I. S. (2011) A situative account of change in novice teachers thinking about student motivation. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Nolen, S. B., Ward, C. J., & Horn, I. S. (2010) Studying motivation trajectories through longitudinal interviews. Paper presented at the annual meeting of the American Educational Research Association, Denver, May.
- Nolen, S. B., Horn, I. S., & Ward, C. J. (2010) Novice teachers' motivation to learn and employ assessment practices. Paper presented at the annual meeting of the American Educational Research Association, Denver, May.
- Nolen, S. B., Ward, C. J., Horn, I. S., Childers, S. (2009). Assessment tools and practices as boundary objects. Paper presented at the biennial meeting of the European Association for Research on Learning & Instruction, Amsterdam, August.
- Nolen, S. B., & Horn, I. S. (2009) Studying the development of motivation, identity and learning in multiple social contexts. Paper presented at the biennial meeting of the European Association for Research on Learning & Instruction, Amsterdam, August.
- Nolen, S. B. (2008) Motivation change from a situative perspective. Paper presented at the 11th biennial International Conference on Motivation, Turku, Finland.
- Nolen, S. B., Ward, C. J., Horn, I. S.; Campbell, S. S.; Childers, S.; Mahna, K. (2008) Evidence of the social nature of motivation from a situative perspective: Teachers' motivation to use assessment tools and practices. Paper presented at the 11th biennial International Conference on Motivation, Turku, Finland.
- Nolen, S. B., Ward, C. J., Horn, I. S.; Campbell, S. S.; Childers, S.; Mahna, K. (2008) Becoming teachers: A situative look at identity, motivation, and learning. Symposium presented at the annual meeting of the American Educational Research Association, March 28, New York.
- Nolen, S. B., Ward, C. J., Horn, I. S., Campbell, S. S., Mahna, K. (2007). Interest and identity in the practice of beginning teachers. Paper presented at the biennial meeting of the European Association for Research on Learning & Instruction, August.
- Nolen, S. B., Ward, C. J., Horn, I. S., Campbell, S. S., Mahna, K. (2007). The social construction of goals & definitions of success in learning contexts. Paper presented at the biennial meeting of the European Association for Research on Learning & Instruction, August.

- Nolen, S. B., Ward, C. J., Horn, I. S., Campbell, S. S., Mahna, K. (2007) Motivation during student teaching. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Nolen, S. B.; Ward, C. J.; Horn, I. S. (2006) Motivation during student teaching. Paper presented at the 10th International Conference on Motivation, Sept. 28-30, Landau, Germany.
- Nolen, S. B.; Horn, I. S.; Ward, C. J.; Stevens, R.; Estacio, K. (2005). When worlds collide: Negotiating competing views of teaching across social contexts and the effect on student teachers' motivation to learn. Paper presented at the 10th biennial meeting of the European Association for Research on Learning and Instruction, August 23-27, Nicosia, Cyprus.
- Nolen, S. B.; Ward, C. J.; Horn, I. S.; Stevens, R.; Estacio, K. (2005). Relatedness in preservice teacher education. Paper presented at the 10th biennial meeting of the European Association for Research on Learning and Instruction, August 23-27, Nicosia, Cyprus.
- Nolen, S. B. (2004). The role of social context in motivation to write. Paper presented at the 9th International Conference on Motivation, Lisbon, Portugal, September.
- Nolen, S. B. (2004). Theoretical issues in studying the long-term development of motivation. Paper presented at the 9th International Conference on Motivation, Lisbon, Portugal, September.
- Nolen, S. B. (2003). The development of interest and motivation to read and write. Paper presented at the 9th biennial meeting of the European Association for Learning and Instruction, Padua, Italy, August 25-29.
- Nolen, S. B. (2003). The role of literate communities in the development of children's interest in reading and writing. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 21-25.
- Nolen, S. B., Coughlan-Mainard, K., Juelis, J., & Whitney, S. (2002). Decomposing Task and Ego Orientation: A Cross-sectional Study of Motivation to Read in Early Adolescents. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 1-5.
- Nolen, S. B. (2001). Longitudinal study of motivation in reading. Paper presented at the 9th biennial meeting of the European Association for Learning and Instruction, Fribourg, Switzerland, August 28-September 1.
- Frey, K. S.; Nolen, S. B.; Van Schoiack-Edstrom, L.; Hirschstein, M. (2001). Evaluating *Second Step*: Implementation effects on social goals and behaviors. Paper presented

at the annual meeting of the Society for Prevention Research, Washington, DC, May 31-June 1.

Van Schoiack-Edstrom, L.; Hirschstein, M.; Frey, K. S.; Nolen, S. B. (2001). Evaluating *Second Step*: Implementation effects on students' social goals and perceptions. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC, May 31-June 1.

Nolen, S. B. (2000). Developmental changes in the roles of interest, motivational orientations, and instrumentality in learning to read for children with reading/writing difficulties. Presented at the 7th International Conference on Motivation, Leuven, Belgium, May 12-15.

Vigfusdottir, T., Nolen, S. B., & Jones, D. C. (2000). The relationship between motivational orientations and help-seeking justification in early adolescent. Presented at the 7th International Conference on Motivation, Leuven, Belgium, May 12-15.

Nolen, S. B., & Gonzalez, K. (2000). Reasons for reading and writing: Developmental changes in motivation in the early grades. Presented at the annual meeting of the American Educational Research Association, New Orleans, April 24-28.

Nolen, S. B. (1998). Constructing literacy in the kindergarten: Task structure, collaboration and motivation. Presented at the annual meeting of the American Educational Research Association, San Diego, April 13-17.

Park, J., & Nolen, S. B. (1998). The structure of motivational orientations among Korean and American adolescents. Presented at the annual meeting of the American Educational Research Association, San Diego, April 13-17.

Nolen, S. B., Frey, K. S., Sylvester, L., & Hirschstein, M. (1997). Following steps or dancing the dance: Teachers' beliefs, goals, strategies, and use of a social-emotional curriculum. Presented at the annual meeting of the American Educational Research Association, Chicago, March 24-28.

Nolen, S. B. (1996). Understanding women's experiences studying statistics. Paper presented at the annual meeting of the American Educational Research Association, New York, April.

Nolen, S. B. (1996). Teaching strategies for improved classroom assessment. Panel participant at the annual meeting of the American Educational Research Association, New York, April.

Taylor, C., & Nolen, S. B. (1995). Teaching classroom-based assessment: A question of validity. Paper presented at the National Council for Testing and Measurement, San Francisco, April.

- Nolen, S. B. (1994). What can we learn from students? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.
- Nolen, S. B., Johnson-Crowley, N., Wineburg, S. S.(1994). How do readers respond to visible authors? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.
- Nolen, S. B., Johnson-Crowley, N., Wineburg, S. S.(1993). Texts as teachers: Dynamic effects on learning and motivation in statistics . Paper presented at the annual meeting of the American Educational Research Association, Atlanta, April.
- Nolen, S. B. (1992) Response to R. Kanfer's address: "Advances in volition/self-regulation." Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Thorkildsen, T., & Nolen, S. B. (1992) What makes me want to learn math: the student perspective. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Nolen, S. B. (1991) Factors affecting motivation and achievement in high school science. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Nolen, S. B., & Nicholls, J. G. (1990) Getting students to work hard: A kids'-eye view of motivation for math. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Nolen, S. B., Haladyna, T. M., & Haas, N. S. (1990) A survey of actual and perceived uses, test preparation activities, and effects of standardized achievement tests. Paper presented as part of the symposium: "Validity of Standardized Achievement Test Score Uses," AERA/NCME annual meetings, Boston.
- Nolen, S. B., & Haladyna, T. M. (1989a) A construct validation of the *Goals and Strategies for Studying Science* questionnaire. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, March.
- Nolen, S. B. & Haladyna, T. M. (1989b) Psyching out the science teacher: student motivation, perceived teacher goals, and study strategies. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, March.
- Nolen, S. B., Haladyna, T. M., & Haas, N. S. (1989c) State-mandated standardized achievement testing in Arizona: A survey of school personnel. Paper presented at the annual meeting of the Arizona Educational Research Organization, Mesa, AZ.

- Nolen, S. B. (1988) Student goals and strategies for studying. Paper presented at the annual meeting of the Arizona Educational Research Organization, Phoenix, November.
- Nolen, S. B. (1987a) Hows and whys of studying: the relationship of goals to strategies. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Nolen, S. B. (1987b) The influence of task involvement on the use of study strategies. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Nolen, S. B., Meece, J. L., & Blumenfeld, P. (1986) Development of a scale to assess students' knowledge of the utility of learning strategies. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nolen, S. B., & Wilbur, R. B. (1984) The effects of context on deaf children's comprehension of difficult written English. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Nolen, S. B., & Wilbur, R. B. (1984) Context and comprehension: another look. Paper presented at the International Symposium on Cognition and Deafness, Washington, DC.
- Wilbur, R. B. & Nolen, S. B. (1984) Syllable duration in American Sign Language. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Los Angeles.

Grants Received

- “DUE/IUSE: Collaborative Research: Understanding Context: Propagation and Effectiveness of the Concept Warehouse in Mechanical Engineering at Five Diverse Institutions and Beyond. National Science Foundation grant 1821405. PI (UW): \$190,821. 2018-2022.
- “IUSE/PFE: RED: Shifting departmental culture to re-situate learning and instruction.” National Science Foundation grant EEC 1519467, \$2,000,000, PI: Sweeney (OSU), role: Co-PI. 2015-2020.
- “DRL/REESE: Science in Action: Understanding and Sustaining Student Engagement in Environmental Science in Urban, Poverty-Impacted Schools.” National Science Foundation grant 1251595 (Role: Principal Investigator). \$1,499,920. 10/1/2013 – 3/31/2017.

Grants received, cont.

- "DRL/FIRE: Collaborative:Productive Disciplinary Engagement in a Complex Virtual Engineering Task: Authenticity, Roles, and Activity." National Science Foundation grant 1251264 (Role: UW PI), \$81,011. 2013-16.
- "Knowledge in Action 2.0: Deep Learning and Engagement in the High School Government Course." Spencer Foundation "New Civics" grant (Parker, PI; Role: Co-PI), \$349,763. 2013-16.
- "EEC: Collaborative Research: Studying & Supporting Productive Disciplinary Engagement in Demanding STEM Learning Environments Across Cultures and Settings," (PI) National Science Foundation grant 1261892, 2013-16, \$150,202.
- "Knowledge in Action." John Bransford, PI. Role: Co-PI. George Lucas Educational Foundation, \$1,680,040, 2011-13. Renewed 2013-14, \$1,459,399.
- "Defining and Treating Written Language Disabilities" Virginia Berninger, PI. Role: Co-investigator. National Institutes of Health P50 HD071764091 2012-2017. \$8,100,000.
- "Role of multiple contexts in TEP students' development of teaching identity, interest and commitment to learning to teach: A longitudinal ethnographic study." Role: PI. Co-PIs: Ilana S. Horn, Reed Stevens. Subcontract of Teachers for a New Era, Carnegie Foundation. \$222,403. 2004-2008.
- "Learning Disabilities: Links to Schools and Biology." Center grant funded by NIH, Virginia Berninger, Center PI. Roles: PI on Small-Scale Study 2: "Development of motivation to read and write"; Co-PI on Project II "Training teachers about reading and writing interventions." \$5,526,028. 1996-2000.
- "Teacher and student change during a social competence program" Committee for Children. Co-PI with Karin Frey. \$285,000. 1994-99.
- Texts as teachers: Dynamic effects on learning and motivation in statistics." Graduate School Fund, University of Washington. \$7,203. 1992-93.
- "Students' Views of Teacher Motivation Strategies." Office of Research and Graduate Studies, University of Washington. \$2,500. 1991.
- "Arizona Statewide Assessment Study" Funded by the Arizona State Dept. of Education. Director of Study 2: Survey of teachers and administrators. \$42,000. 1988-89. T. M. Haladyna, project director.
- "The influence of teacher and classroom environment on students' attitude toward learning, learning strategies, and achievement in science classes." Research Incentive Award. Arizona State University. \$7,105. 1987-88.

"Teacher-controllable influences of teachers on science students' goals for learning and views of study strategy value." Faculty Grant-in-Aid, Arizona State University. May 1988-May 1989. \$4,000. Principal Investigator.

"The effect of personal goals on learning strategy selection." Faculty Grant-in-Aid, Arizona State University. April 1987-April 1988. \$2,959. Principal investigator.

Teaching

University of Washington:

EDPSY 228	Learning & Motivation
EDPSY 304	Educational Psychology
EDPSY 308	Evaluation in Education
EDPSY 380	Adult Learning & Development
EDPSY 449A	Learning in Middle Schools
EDPSY 501	Human Learning and Educational Practice
EDPSY 526	Metacognition
EDPSY 528	Achievement Motivation in Education
EDPSY 581	Advanced Motivation Seminar
EDPSY 581	Seminar in Student Research
EDPSY 531	Socialization of the School-Aged Child
EDTEP 541	Dilemmas of Teaching & Learning (Elementary)
EDTEP 560-1	Teaching for Learning I & II (Secondary)
EDTEP 542	Meeting the Needs of All Children
EDTEP 562-3	Adolescent Development in Education I & II
EDTEP 573	Assessment in Education

Graduate Student Advising

M.Ed. 15 advisees graduated.

Ph.D. 23 advisees graduated (Adriance, Becherer, Cooper, Fournier, Goodell, Gruman, Hamilton, Harbaugh, Hiramatsu, Hirschstein, Lee, Mainard, Mobley, Moise, Morales, Morozov, Parnell, Pak, Park, Powers, Shih, Tierney, Ward, Whitney).

Member of 5 doctoral committees; 19 graduated.

Examiner, Other Universities

Oregon State University: Honors Thesis Examiner (2016)

University of Sydney, Australia: External Dissertation Examiner (2009, 2010)

University of Turku, Finland: External Dissertation Examiner (2010)
Swarthmore College, Pennsylvania: External Honors Examiner (1994, 2006)
Murdoch University, Western Australia: External Dissertation Examiner (2005)

Service

National/International

External Centers and Grants

Advisory Board, Project SIGMa (2016-)
Advisory Board, Centre for Learning Research, University of Turku, Finland, (2008-)
Advisory Board, ESTEME at Oregon State University (2013- 2018)
Affiliate, Center for Research on Lifelong STEM Learning Oregon State University

Editorial Service

Editorial Board, *Educational Psychologist*. 2011-
Co-Editor for special issue on the situative perspective in educational psychology, 2015.
Consulting Editor, *Reading Research Quarterly*, 2010-2011
Consulting Editor, *Child Development*, 2002-2007
Consulting Editor, *Journal of Educational Psychology*, 1994-2006
Editorial Board, *Educational Psychology Review*, 2001-2006
Editorial Board, *Educational Policy Analysis Archives*, 1992-2002 .
Editorial Board, *American Educational Research Journal*, 1992-95.
Ad Hoc reviews for the above and other journals, including *Journal of Engineering Education*, *Cognition & Instruction*, *Journal of Research in Adolescence*, *Learning and Individual Differences*, *Learning and Instruction*.

Grant Proposal Review

Institute for Education Sciences Math/Science Review Panel, 2004-2008; Training Grants Panel (chair) 2009
IES Special Work Group March, 2007
NSF proposal review, 2007, 2012-2017

Organizational Service

American Psychological Association, Division 15 (Educational Psychology)

Member, Finance Committee 2017-20
Member, Thorndike Award Committee 2018-21
Member, Publications Committee 2014-16
Reviewer, annual meeting program
Doctoral mentor 2016

European Association for Research on Learning & Instruction

Reviewer, SIG Motivation & Emotion, International Conference on Motivation
Scientific review committee, International Conference on Motivation (2016)
Summer School Faculty, International Conference on Motivation (2008)

American Educational Research Association:

Motivation in Education SIG

Reviewer for annual meeting program
Program chair (1994-96)

Studying and Self-directed Learning SIG

Program chair for annual meeting (1991-92)
Reviewer for annual meeting program

Division C: Learning and Instruction

Reviewer for annual meeting program
New Faculty Mentor (2012)

International Society of the Learning Sciences:

Reviewer for annual meeting program

Society for Research in Child Development:

Reviewer for Biennial Meeting program

Other

John G. Nicholls Trust, Board of Trustees (1994-2002)

State/Regional

Arizona Educational Research Organization

Member, Founding Board of Directors (1988-90)

College and University Service

University of Washington

Educational Psychology Area:

Ad hoc committee on research participation of education students (1991)
Convener, Human Development & Cognition (1994-95, 2002-03)
Convener, Learning Sciences & Human Development (2010-11, 2014-15)

College of Education:

Faculty President (2016-17)
Faculty Vice President (2015-16)
Search committees (multiple)
Promotion & Tenure Committees (multiple)
Faculty Council 1997-98, 2000-01, 2007-2010
Secondary Teacher Education Program Renewal Lead Team (chair) 2007-10
Teacher Education Council 1990-91, 2002-2007
Council on Graduate Studies and Research, member 2003-4.
Council on Faculty Affairs, member 1991-93, 1995-96, 1997-2000; Chair 1997-98, 2000-2001.
Elementary Education Curriculum Development Team (1992-94)
 Assessment and Supervision Committee (1992-94)
 Numeracy Subcommittee (1992-93)
Dean's Task Force on Teacher Education (member) 1990-91
Teacher Education Renewal working group (member) 1991-92
 Delegate to Council of Chief State School Officers Symposium on Teacher Education, Pittsburgh, March, 1992.
 Delegate to Center for Educational Renewal conference on linking Arts & Sciences, Education, and Schools, Seattle, January 1992.
 Delegate to WEA annual Professional Education Advisory Board Conference, Seattle, September 1992.
 Delegate to Farwest Regional Holmes Conference, Snowbird UT, October 1992;
 Research Agenda Conference, Berkeley, 1993

Puget Sound Professional Development Center

Advisory Council (Planning Committee), 1990-92
Steering Committee, 1991-1992
Einstein Middle School Site Committee, 1990-91

University Service:

Institutional Review Board (Committee J) 2011-
Faculty Senator 2001-03, 2010-2014.
Senate Executive Committee member 2002-03, 2010-12.
Interdisciplinary PhD Committee 2008-2015
Faculty Adjudication Panel 2003-2009
Delegate, Annual Colloquy on Assessment: Quantitative and Symbolic Reasoning
(October, 2000).
Graduate School ad hoc committee to revise Graduate Student Service Appointment
policy 1999-2000.
Committee on Graduate Student Service Appointees 1991-1996
Panelist, "Transitions for Women in Academia," Northwest Center for Research on
Women, Faculty Senate's Special Committee on Faculty Women, and the Equal
Employment and Affirmative Action Office.
Presenter, "Evaluating TA Programs," 5th National Conference on Teaching
Assistantships, Denver, CO 1995.

Arizona State University, West Campus

Curriculum Committee (Chair) (1988-89)
Search Committees: Director of Education & Human Services (1987-88), Educational
Psychology (Chair) (1987-90), Counseling Education (1989-90), Coordinator of
Women's Studies Program (1989-90)
Peer review committees for tenure and promotion (1987, 1988)
NCATE accreditation process training, Denver, October, 1988
Faculty Forum Steering Committee and Dean's Advisory Council (1986-87)
West Campus Curriculum Committee (1986-1988), Chair 1986-87.
West Campus Library Advisory Board (1986-89)
Co-coordinator, West Campus Pilot Peer Tutoring Program (1990)
Coordinated West Campus Microcomputer Infusion budget (\$20,000)
Faculty Advisory Committee, Preprofessional Teacher Preparation Program (1990)

Community Service

Volunteer, Chase Lake Elementary School (2000-2008, 2010-11)
"An introduction to standardized testing," workshop for teachers and administrators at
University Child Development School, March 2003.

"Helping students develop motivation and strategies for studying," presentation to Challenge Our Children, Lake Stevens, WA. March, 2003. (gratis)

"Multidisciplinary Inquiry in a Standards-Based Environment," workshop for Winter Institute of the Washington Environmental Educators Group, North Bend, WA. January, 2003.

"Motivation in High School Mathematics," workshop (with G. Stimpson) for K-12 Institute and NSF-sponsored collaborative, Creating a Community of Math Learners. Ramesh Gangoli, PI. Fall-Winter 1999-2000 (2 workshops).

"Motivation in Middle School Mathematics." Presentation to NSF-funded collaborative, Creating a Community of Math Learners. Ramesh Gangoli, PI. Spring, 1998 (3 presentations)

"Constructing constructivism." Presentation to Project REAL II, funded by the Washington Commmission on Student Learning, Shoreline, WA, May 8, 1997.

"Peformance assessment workshop." Teachers Recruiting Future Teachers, October, 1994.

"Performance assessment workshop." Canyon Park Junior High School, Northshore School District. August, 1994.

"Performance and portfolio assessment." Presented at the winter meeting of the Washington Educational Research Association, Seatac WA, March, 1994.

Research design consultant, Bellevue Public Schools, January, 1994.

"Early adolescent development: Stage-environment fit." Presented at the annual inservice for the Catholic Archdiocese of Seattle, September, 1993.

"Assessment using the curriculum standards model." (Workshop) Pasco School District, Pasco, WA, May, 1992.

"Developmentally appropriate instruction and assessment for adolescents." Forest Ridge School, Bellevue, WA, January, 1992.

Community Service, cont.

"Using logical consequences." Invited presentation to West Phoenix chapter of Tough Love, October, 1988 (gratis)

"Using choice in the classroom." John Jacobs Elementary School, Washington School District, Phoenix, AZ, August, 1988.

Assisted planning evaluation of basal reading series, Washington School District, Phoenix, AZ, June, 1988 (gratis).

Consulted with concerned parents, PTO officers, and district personnel regarding implementation and evaluation of controversial discipline plan (Washington School District) 1988 (gratis).

"Using choice in the classroom." Westwood Primary School, Phoenix, AZ, November, 1987.

"Preliminary results of study on motivation and studying in high school science." Tolleson Union High School, Tolleson, AZ, October, 1987 (gratis).