
Dale H. Schunk

Dean

Professor

School of Education
Professor - Dean's Office

Date of Hire: 2001

7007 Morganshire Court, Summerfield, NC 27358

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Professional Interests

Research: Effects of social/instructional factors on students' cognitive processes, Learning, Self-regulation, Motivation

Teaching: Educational psychology, Learning, Cognition, Motivation

Academic Background

Ph.D.	1979	Stanford University	Stanford, CA	Educational Psychology; minor in Psychology
M.Ed.	1974	Boston University	Boston, MA	Education
B.S.	1968	University of Illinois	Urbana, IL	Psychology; minor in Mathematics

Memberships

American Association of School Administrators
American Educational Research Association
American Psychological Association (Fellow)
Association for Supervision and Curriculum Development
Council for Exceptional Children
Kappa Delta Pi
National Association for Gifted Children
Society for Research in Child Development

WORK EXPERIENCE

Academic Experience

Professor, UNC-Greensboro; School of Education; Department of Curriculum and Instruction (2001 - Present).

Dean, University of North Carolina at Greensboro; School of Education (2001 - Present).

Professor and Head, Purdue University; Department of Educational Studies (1993 - 2001).

Chair, University of North Carolina at Chapel Hill; Academic Affairs Institutional Review Board (1992 - 1993).

Professor, University of North Carolina at Chapel Hill; Educational Psychology (1991 - 1993).

Associate Professor, University of North Carolina at Chapel Hill; Educational Psychology (1986 - 1991).

Associate Professor, University of Houston; Department of Educational Psychology (1985 - 1986).

Assistant Professor, University of Houston; Department of Educational Psychology (1979 - 1985).

Social Science Research Assistant, Stanford University; Department of Psychology (1978 - 1979).

Research Assistant, Stanford University; Center for Educational Research at Stanford (1976 - 1978).
Instructor, Stanford University; School of Education (1976 - 1976).
Instructor, Stanford University Medical Center; Department of Physical Therapy (1975 - 1975).

Teaching Assistant, Stanford University; School of Education (1975 - 1975).
Education and Training Staff Officer; Allied Forces Southern Europe Headquarters (1970 - 1974).
Education and Training Officer, Stewart Air Force Base (1968 - 1970).

Non-Academic Experience

Data Analyst, Institute for Professional Development (1976 - 1978).

Consulting

1981-1994: Spring Branch (TX) Independent School District, Chapter I reading program

Courses Taught

Purdue Univ. EDPS 230: Educational Psychology
Purdue Univ. EDPS 536: Achievement Motivation and Performance
UNC-Chapel Hill 201: Psychology of Learning in the School
UNC-Chapel Hill 302: Seminar in Human Learning and Cognition
UNC-Chapel Hill EDFO 305: Problems in Educational Psychology
UNC-Chapel Hill EDFO 385: Seminar in Motivation in Education
UNC-Chapel Hill EDUC 72: Psychology of Learning
Univ. of Houston EPSY 3261: Psychological Foundations for Teaching (formerly EPSY 3361: Educational Foundations for Teaching)
Univ. of Houston EPSY 6197: Special Topics--Classroom Motivation
Univ. of Houston EPSY 6340: Principles of Human Learning
Univ. of Houston EPSY 7321: Seminar in Educational Psychology--Cognition and Behavior Change
Univ. of Houston EPSY 8340: Basic Learning Theories
Univ. of Houston EPSY 8342: Seminar in Learning Theory
Univ. of Houston EPSY 8350: Educational Psychology Seminar
Univ. of Houston EPSY 8352: Social Psychological Processes
Univ. of Houston EPSY 8389: Seminar in Social Learning Theory
Purdue Univ. EDPS 538: School Learning and Instruction

Other Teaching Activities

Dissertation Committee Chair

1998 - Purdue University: P. Linehan
1990 - University of North Carolina at Chapel Hill: C. Swartz
1983 - University of Houston: T. Gunn & C. Hudson
1982 - University of Houston: S. Swedlaw

Dissertation Committee Member

2005 - UNC-Greensboro: D. Marat (Auckland University of Technology, New Zealand) & H. Robbins
2003 - UNC-Greensboro: F. Dallas, R. Farkota (Monash University, Australia), S. Horn, H. Phan (University of Sydney, Australia)
2000 - Purdue University: D. Ball & E. Labone (University of Sydney, Australia)
1999 - Purdue University: P. Camp & M. Kim
1998 - Purdue University: Y. Dai
1995 - Purdue University: P. Ertmer & C. Gibbs (Massey University, New Zealand)
1993 - University of North Carolina at Chapel Hill: P. Krist, M. McKay-Lawes (Massey University, New Zealand), J. Powell (1993), T. Sull (1993)
1993 - University of Houston: P. Cox
1991 - University of North Carolina at Chapel Hill: D. Courtney, S. Danin, J. Howard, C. Matthews

- 1990 - University of North Carolina at Chapel Hill: A. Crawford & B. Friedman
 1989 - University of North Carolina at Chapel Hill: G. Wyckoff
 1986 - University of Houston: R. Schumacher & D. Ward
 1985 - University of Houston: M. Holland & B. Marsh
 1982 - University of Houston: M. Lilly
 1981 - University of Houston: R. Hemfelt & C. Richards

Other Teaching Activities

- 1985 - University of Houston: Candidacy Paper Committee Member; D. Ward
 1982 - University of Houston: Candidacy Paper Chair (Doctoral requirement); T. Gunn & C. Hudson
 1980 - University of Houston: Candidacy Paper Committee Member; C. Richards

Student Assign-Supervised Research (UG)

- 1992 - University of North Carolina at Chapel Hill: A. Frost (Undergraduate Independent Study)
 1990 - University of North Carolina at Chapel Hill: S. Brown (Undergraduate Independent Study)

Thesis / Dissertation Committee - Chair

- 1994 - Purdue University: P. Chen
 1984 - University of Houston: K. Hoover

Thesis / Dissertation Committee - Member

- 1999 - Purdue University: J. Lilledahl
 1998 - Purdue University: M. Magyar
 1997 - Purdue University: M. Cannon & L. Carver
 1996 - Purdue University: J. Bowen
 1995 - Purdue University: S. Konstantopoulos
 1982 - University of Houston: S. Rudner

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles

- Schunk, D. H. (in press). Cognitive science in the early twenty-first century. *Contemporary Psychology*.
 Acceptance Date: 2005
- Schunk, D. H. (in press). Commentary on self-regulation in school contexts. *Learning and Instruction*.
 Acceptance Date: 2005
- Schunk, D. H., & Zimmerman, B. J. (in press). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading and Writing Quarterly*.
 Acceptance Date: 2005
- Schunk, D. H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational Psychologist, 40*, 85-94.
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading and Writing Quarterly, 19*, 159-172.
- Schunk, D. H. (2000). Motivation for achievement: Past, present, and future. *Issues in Education: Contributions from Educational Psychology, 6*, 161-165.
- Schunk, D. H. (2000). Coming to terms with motivation constructs. *Contemporary Educational Psychology, 25* (116-119).
- Schunk, D. H., & Ertmer, P. A. (1999). Self-regulatory processes during computer skill acquisition: Goal and self-evaluative influences. *Educational Psychology, 91*, 251-260.
- Schunk, D. H. (1999). Social-self interaction and achievement behavior. *Educational Psychologist, 34*, 219-227.
- Schunk, D. H. (1998). An educational psychologist's perspective on cognitive neuroscience. *Educational Psychology Review, 10*, 411-417.
- Schunk, D. H., & Zimmerman, B. J. (1997). Social origins of self-regulatory competence. *Educational Psychologist, 32*, 195-208.

- Schunk, D. H., & Cutshall, D. (1997). Motivation for lifelong learning. *Kappa Delta Pi Record*, 33, 124-128.
- Schunk, D. H. (1996). Motivation in education: Current emphases and future trends. *Mid-Western Educational Researcher*, 9 (2), 5-11, 36.
- Schunk, D. H. (1996). Goal and self-evaluative influences during children's cognitive skill learning. *American Educational Research Journal*, 33, 359-382.
- Schunk, D. H. (1995). Self-efficacy, motivation, and performance. *Journal of Applied Sport Psychology*, 7, 109-134.
- Schunk, D. H. (1995). Inherent details of self-regulated learning include student perceptions. *Educational Psychologist*, 30, 213-216.
- Schunk, D. H. (1995). Implicit theories and achievement behavior. *Psychological Inquiry*, 6, 311-314.
- Schunk, D. H., & Swartz, C. W. (1993). Writing strategy instruction with gifted students: Effects of goals and feedback on self-efficacy and skills. *Roeper Review*, 15, 225-230.
- Schunk, D. H., & Rice, J. M. (1993). Strategy fading and progress feedback: Effects on self-efficacy and comprehension among students receiving remedial reading services. *Journal of Special Education*, 27, 257-276.
- Schunk, D. H., & Rice, J. M. (1992). Influence of reading comprehension strategy information on children's achievement outcomes. *Learning Disability Quarterly*, 15, 51-64.
- Schunk, D. H., & Rice, J. M. (1991). Learning goals and progress feedback during reading comprehension instruction. *Journal of Reading Behavior*, 23, 351-364.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26, 207-231.
- Schunk, D. H. (1990). Introduction to the special section on motivation and efficacy. *Educational Psychology*, 82, 3-6.
- Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, 25, 71-86.
- Schunk, D. H., & Rice, J. M. (1989). Learning goals and children's reading comprehension. *Journal of Reading Behavior*, 21, 279-293.
- Schunk, D. H., & Hanson, A. R. (1989). Self-modeling and children's cognitive skill learning. *Educational Psychology*, 81, 155-163.
- Schunk, D. H., & Hanson, A. R. (1989). Influence of peer-model attributes on children's beliefs and learning. *Educational Psychology*, 81, 431-434.
- Schunk, D. H. (1989). Self-efficacy and achievement behaviors. *Educational Psychology Review*, 1, 173-208.
- Schunk, D. H., Hanson, A. R., & Cox, P. D. (1987). Peer-model Attributes and Children's Achievement Behaviors. *Educational Psychology*, 79, 54-61.
- Schunk, D. H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, 57, 149-174.
- Schunk, D. H., & Rice, J. M. (1986). Extended attributional feedback: Sequence effects during remedial reading instruction. *Journal of Early Adolescence*, 6, 55-66.
- Schunk, D. H., & Gunn, T. P. (1986). Self-efficacy and skill development: Influence of task strategies and attributions. *Educational Research*, 79, 238-244.
- Schunk, D. H., & Cox, P. D. (1986). Strategy training and attributional feedback with learning disabled students. *Educational Psychology*, 78, 201-209.
- Schunk, D. H. (1986). Vicarious influences on self-efficacy for cognitive skill learning. *Journal of Social and Clinical Psychology*, 4, 316-327.
- Schunk, D. H. (1986). Verbalization and children's self-regulated learning. *Contemporary Educational Psychology*, 11, 347-369.
- Schunk, D. H., & Rice, J. M. (1985). Verbalization of comprehension strategies: Effects on children's achievement outcomes. *Human Learning*, 4, 1-10.
- Schunk, D. H., & Hanson, A. R. (1985). Peer models: Influence on children's self-efficacy and achievement. *Educational Psychology*, 77, 313-322.
- Schunk, D. H. (1985). Self-efficacy and classroom learning. *Psychology in the Schools (1964-)*, 22, 208-223.
- Schunk, D. H. (1985). Participation in goal setting: Effects on self-efficacy and skills of learning disabled children. *Journal of Special Education*, 19, 307-317.
- Schunk, D. H., & Rice, J. M. (1984). Strategy self-verbalization during remedial listening comprehension instruction. *Journal of Experimental Education*, 53, 49-54.

- Schunk, D. H. (1984). Sequential attributional feedback and children's achievement behaviors. *Educational Psychology, 76*, 1159-1169.
- Schunk, D. H. (1984). Self-efficacy perspective on achievement behavior. *Educational Psychologist, 19*, 48-58.
- Schunk, D. H. (1984). Enhancing self-efficacy and achievement through rewards and goals: Motivational and informational effects. *Educational Research, 78*, 29-34.
- Schunk, D. H. (1983). Progress self-monitoring: Effects on children's self-efficacy and achievement. *Journal of Experimental Education, 51*, 89-93.
- Schunk, D. H. (1983). Reward contingencies and the development of children's skills and self-efficacy. *Educational Psychology, 75*, 511-518.
- Schunk, D. H. (1983). Ability versus effort attributional feedback: Differential effects on self-efficacy and achievement. *Educational Psychology, 75*, 848-856.
- Schunk, D. H. (1982). Effects of effort attributional feedback on children's perceived self-efficacy and achievement. *Educational Psychology, 74*, 548-556.
- Schunk, D. H., & Gaa, J. P. (1981). Goal-setting influence on learning and self-evaluation. *Journal of Classroom Interaction, 16* (2), 38-44.
- Schunk, D. H. (1981). Modeling and attributional effects on children's achievement: A self-efficacy analysis. *Educational Psychology, 73*, 93-105.
- Clark, H. H. & Schunk, D. H. (1981). Politeness in requests: A rejoinder to Kemper and Thissen. *Cognition, 9*, 311-315.
- Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology, 41*, 586-598.
- Schunk, D. H. (1980). Self-efficacy in achievement behavior. *Dissertation Abstracts International, 40*, 3909A.

Non-Refereed Articles

- Schunk, D. H. (2004). Continuing the controversy about reward and intrinsic motivation. *Journal is not in list - being petitioned, 49*, 532-534.
- Schunk, D. H. (2003). Try harder? Motivational effects of effort attributional feedback. *ERIC Document Reproduction Service, 4*.
- Schunk, D. H. (2001). Self-regulation through goal setting. *ERIC Document Reproduction Service, 4*.
- Schunk, D. H. (2000). Self-theories and achievement motivation. *Journal is not in list - being petitioned, 45*, 554-556.
- Schunk, D. H. (1993). Motivation: A comprehensive study. *Journal is not in list - being petitioned, 38*, 147-148.
- Schunk, D. H., & Swartz, C. W. (1993). Goals and progress feedback: Effects on self-efficacy and writing achievement. *Journal is not in list - being petitioned, 18*, 337-354.
- Schunk, D. H. (1992). Cognitive self-instruction and educational practice. *Journal is not in list - being petitioned, 37*, 865-866.
- Schunk, D. H. (1989). Self-efficacy and cognitive achievement: Implications for students with learning problems. *Journal is not in list - being petitioned, 22*, 14-22.
- Schunk, D. H., & Rice, J. M. (1987). Enhancing comprehension skill and self-efficacy with strategy value information. *Journal is not in list - being petitioned, 19*, 285-302.
- Schunk, D. H., & Gunn, T. P. (1985). Modeled importance of task strategies and achievement beliefs: Effect on self-efficacy and skill development. *Journal is not in list - being petitioned, 5*, 247-258.
- Schunk, D. H., & Lilly, M. W. (1984). Sex differences in self-efficacy and attributions: Influence of performance feedback. *Journal is not in list - being petitioned, 4*, 203-213.
- Schunk, D. H. (1983). Goal difficulty and attainment information: Effects on children's achievement behaviors. *Journal is not in list - being petitioned, 51*, 107-117.
- Schunk, D. H. (1983). Developing children's self-efficacy and skills: The roles of social comparative information and goal setting. *Journal is not in list - being petitioned, 8*, 76-86.
- Schunk, D. H. (1982). Verbal self-regulation as a facilitator of children's achievement and self-efficacy. *Journal is not in list - being petitioned, 1*, 265-277.
- Clark, H. H., & Schunk, D. H. (1980). Polite responses to polite requests. *Journal is not in list - being petitioned, 8*, 111-143.

Schunk, D. H. (1977). Review of Educational Psychology. *Journal is not in list - being petitioned*, 22, 957.

Book

- Schunk, D. H. (2004). *Learning theories: An educational perspective (4th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Zimmerman, B. J., & Schunk, D. H. (2003). *Educational psychology: A century of contributions*. Mahwah, NJ: Erlbaum.
- Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications (2nd ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Zimmerman, B. J., & Schunk, D. H. (2001). *Self-regulated learning and academic achievement: Theoretical perspectives (2nd ed.)*. Mahwah, NJ: Erlbaum.
- Schunk, D. H. (2000). *Learning theories: An educational perspective (3rd ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Schunk, D. H., & Zimmerman, B. J. (1998). *Self-regulated learning: From teaching to self-reflective practice*. New York, NY: Guilford Press.
- Schunk, D. H. (1996). *Learning theories: An educational perspective (2nd ed.)*. Englewood Cliffs, NJ: Merrill/Prentice Hall.
- Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in education: Theory, research, and applications*. Englewood Cliffs, NJ: Merrill/Prentice Hall.
- Schunk, D. H., & Zimmerman, B. J. (1994). *Self-regulation of learning and performance: Issues and educational applications*. Hillsdale, NJ: Erlbaum.
- Schunk, D. H., & Meece, J. L. (1992). *Student perceptions in the classroom*. Hillsdale, NJ: Erlbaum.
- Schunk, D. H. (1991). *Learning theories: An educational perspective*. New York, NY: Merrill.
- Zimmerman, B. J., & Schunk, D. H. (1989). *Self-regulated learning and academic achievement: Theory, research, and practice*. New York, NY: Springer-Verlag.

Book Chapters

Refereed

- Schunk, D. H., & Meece, J. (2005). Self-efficacy development in adolescence. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs during adolescence*. Greenwich, CT: Information Age Publishing.
Acceptance Date: 2005
- Pajares, F., & Schunk, D. (2005). Self-efficacy and self-concept beliefs: Jointly contributing to the quality of human life. In H. W. Marsh, R. G. Craven, & D. McInerney (Eds.), *International advances in self research (vol. 2)*. Greenwich, CT: Information Age Publishing.
Acceptance Date: 2005
- Schunk, D. H., & Zimmerman, B. (2005). Competence and control beliefs: Distinguishing the means and ends. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology (2nd ed.)*. Mahwah, NJ: Erlbaum.
Acceptance Date: 2005
- Pajares, F., & Schunk, D. (2005). The self and academic motivation: Theory and research after the cognitive revolution. In J. M. Royer (Ed.), *The cognitive revolution in educational psychology*. San Diego, CA: Academic Press.
Acceptance Date: 2005
- Schunk, D. H., & Pajares, F. (2005). Competence beliefs and academic functioning. In A. J. Elliott & C. S. Dweck (Eds.), *Handbook of competence and motivation*, (pp. 85-104). New York, NY: Guilford Press.
- Zimmerman, B. J., & Schunk, D. (2004). Self-regulating intellectual processes and outcomes: A social cognitive perspective. In D. Y. Dai & R. J. Sternberg (Eds.), *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development*, (pp. 323-349). Mahwah, NJ: Erlbaum.
- Schunk, D. H., & Pajares, F. (2004). Self-efficacy in education revisited: Empirical and applied evidence. In D. M. McInerney & S. Van Etten (Eds.), *Big theories revisited*, (pp. 115-138). Greenwich, CT: Information Age Publishing.

- Schunk, D. H. (2004). Achievement motivation in academics. In C. D. Spielberger (Ed.), *Encyclopedia of applied psychology (vol. 1)*, (pp. 35-40). San Diego, CA: Academic Press.
- Ertmer, P. A., & Schunk, D. (2004). Self-regulated learning. In A. Kovalchick & K. Dawson (Eds.), *Education and technology: An encyclopedia (vol. 2)*, (pp. 502-515). Santa Barbara, CA: ABC-CLIO.
- Zimmerman, B. J., & Schunk, D. (2003). Albert Bandura: The scholar and his contributions to educational psychology. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions*, (pp. 431-457). Mahwah, NJ: Erlbaum.
- Schunk, D. H., & Zimmerman, B. (2003). Self-regulation and learning. In W. M. Reynolds & G. E. Miller (Eds.), *Handbook of psychology (vol. 7): Educational psychology*, (pp. 59-78). Hoboken, NJ: Wiley.
- Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation*, (pp. 15-31). San Diego, CA: Academic Press.
- Schunk, D. H., & Miller, S. (2002). Self-efficacy and adolescents' motivation. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents (vol. II)*, (pp. 29-52). Greenwich, CT: Information Age Publishing.
- Pajares, F., & Schunk, D. (2002). Self and self-belief in psychology and education: A historical perspective. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education*, (pp. 3-21). San Diego, CA: Academic Press.
- Zimmerman, B. J., & Schunk, D. (2001). Reflections on theories of self-regulated learning and academic achievement. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives (2nd ed.)*, (pp. 289-307). Mahwah, NJ: Erlbaum.
- Schunk, D. H. (2001). Social cognitive theory and self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives (2nd ed.)*, (pp. 125-151). Mahwah, NJ: Erlbaum.
- Schunk, D. H. (2001). Self-efficacy: Educational aspects. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences*, (pp. 13820-13822). Oxford, England: Pergamon.
- Pajares, F., & Schunk, D. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. J. Riding & S. G. Rayner (Eds.), *International perspectives on individual differences (vol. 2): Self-perception*, (pp. 239-265). Westport, CT: Ablex.
- Schunk, D. H., & Ertmer, P. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation*, (pp. 631-649). San Diego, CA: Academic Press.
- Schunk, D. H., & Zimmerman, B. (1998). Conclusions and future directions for academic interventions. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice*, (pp. 225-235). New York, NY: Guilford Press.
- Schunk, D. H. (1998). Teaching elementary students to self-regulate practice of mathematical skills with modeling. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice*, (pp. 137-159). New York, NY: Guilford Press.
- Schunk, D. H. (1998). Peer modeling. In K. Topping & S. Ehly (Eds.), *Peer assisted learning*, (pp. 185-202). Mahwah, NJ: Erlbaum.
- Schunk, D. H., & Zimmerman, B. (1997). Developing self-efficacious readers and writers: The role of social and self-regulatory processes. In J. T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction*, (pp. 34-50). Newark, DE: International Reading Association.
- Schunk, D. H., & Zimmerman, B. (1996). Modeling and self-efficacy influences on children's development of self-regulation. In J. Juvonen & K. R. Wentzel (Eds.), *Social motivation: Understanding children's school adjustment*, (pp. 154-180). Cambridge, England: Cambridge University Press.
- Schunk, D. H. (1996). Professional development schools and the university researcher in the new academic community. In D. R. Dillon (Ed.), *Cultivating collaboration: Proceedings from the First Professional Development Schools Conference*, (pp. 55-59). West Lafayette, IN: Purdue University School of Education.

- Schunk, D. H. (1995). Self-efficacy and education and instruction. In J. E. Maddux (Ed.), *Self-efficacy, adaptation, and adjustment: Theory, research, and application*, (pp. 281-303). New York, NY: Plenum Press.
- Schunk, D. H., & Zimmerman, B. (1994). Self-regulation in education: Retrospect and prospect. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications*, (pp. 305-314). Hillsdale, NJ: Erlbaum.
- Schunk, D. H. (1994). Self-regulation of self-efficacy and attributions in academic settings. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications*, (pp. 75-99). Hillsdale, NJ: Erlbaum.
- Schunk, D. H. (1992). Theory and research on student perceptions in the classroom. In D. H. Schunk & J. L. Meece (Eds.), *Student perceptions in the classroom*, (pp. 3-23). Hillsdale, NJ: Erlbaum.
- Schunk, D. H. (1991). Goal setting and self-evaluation: A social cognitive perspective on self-regulation. In M. L. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement (vol. 7): Goals and self-regulatory processes*, (pp. 85-113). Greenwich, CT: JAI Press.
- Schunk, D. H. (1990). Self-efficacy and cognitive achievement: Implications for students with learning problems. In J. K. Torgesen (Ed.), *Cognitive and behavioral characteristics of children with learning disabilities*, (pp. 139-158). Austin, TX: PRO-ED.
- Schunk, D. H. (1990). Self-efficacy and cognitive achievement: Implications for students with learning problems. In K. M. Cauley, F. Linder, & J. H. McMillan (Eds.), *Annual editions educational psychology 90/91*, (pp. 133-141). Guilford, CT: Dushkin.
- Schunk, D. H. (1990). Self-concept and school achievement. In C. Rogers & P. Kutnick (Eds.), *The social psychology of the primary school*, (pp. 70-91). London, England: Routledge.
- Schunk, D. H. (1989). Social cognitive theory and self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice*, (pp. 83-110). New York, NY: Springer-Verlag.
- Schunk, D. H. (1989). Self-efficacy and cognitive skill learning. In C. Ames & R. Ames (Eds.), *Research on motivation in education (vol. 3): Goals and cognitions*, (pp. 13-44). San Diego, CA: Academic Press.
- Schunk, D. H. (1987). Progress self-monitoring: Effects on children's self-efficacy and achievement. In W. R. Borg (Ed.), *Applying educational research: A practical guide for teachers (2nd ed.)*, (pp. 233-239). New York, NY: Longman.
- Schunk, D. H. (1987). Self-efficacy and motivated learning. In N. Hastings & J. Schwieso (Eds.), *New directions in educational psychology: 2. Behavior and motivation in the classroom*, (pp. 233-251). London, England: Falmer Press.
- Schunk, D. H. (1986). Children's social comparison and goal setting in achievement contexts. In L. G. Katz (Ed.), *Current topics in early childhood education (vol. 6)*, (pp. 62-84). Norwood, NJ: Ablex.
- Schunk, D. H. (1985). Social comparison, self-efficacy, and motivation. In M. K. Alderman & M. W. Cohen (Eds.), *Motivation theory and practice for preservice teachers (Teacher Education Monograph No. 4)*, (pp. 22-36). Washington, DC: ERIC Clearinghouse on Teacher Education.
- Schunk, D. H., & Carbonari, J. (1984). Self-efficacy models. In J. D. Matarazzo, J. A. Herd, N. E. Miller, & S. M. Weiss (Eds.), *Behavioral health: A handbook of health enhancement and disease prevention*, (pp. 230-247). New York, NY: Wiley.

Presentation of Refereed Papers

National

- Schunk, D. H., & Zimmerman, B. J. (2005, April). *Influencing children's self-efficacy and self-regulation of reading and writing through modeling*. Presented at American Educational Research Association, Montreal, Quebec.
- Schunk, D. H., & Pajares, F. (2004, April). *Self-efficacy in education: Issues and future directions*. Presented at American Educational Research Association, San Diego, CA.
- Schunk, D. H., & Ertmer, P. A. (1999, August). *Sustaining effort through goal and self-efficacy regulation*. Presented at American Psychological Association, Boston, MA.
- Schunk, D. H., & Ertmer, P. A. (1998, August). *Self-evaluation and self-regulated computer learning*. Presented at American Psychological Association, San Francisco, CA.

- Schunk, D. H. (1997, March). *Self-monitoring as a motivator during instruction with elementary school students*. Presented at American Educational Research Association, Chicago, IL.
- Ertmer, P. A., & Schunk, D. H. (1997, March). *Self-regulation during computer skills learning: The influence of goals and self-evaluation*. Presented at American Educational Research Association, Chicago, IL.
- Schunk, D. H. (1996, April). *Self-efficacy for learning and performance*. Presented at American Educational Research Association, New York, NY.
- Schunk, D. H. (1996, April). *Attributions and the development of self-regulatory competence*. Presented at American Educational Research Association, New York, NY.
- Schunk, D. H. (1995, August). *Development of strategic competence through self-regulation of attributions*. Presented at American Psychological Association, New York, NY.
- Schunk, D. H. (1995, April). *Learning goals and self-evaluation: Effects on children's cognitive skill acquisition*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H. (1995, April). *Self-monitoring of skill acquisition through self-evaluation of capabilities*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H., & Zimmerman, B. J. (1995, March). *Social origins of self-regulatory competence: The role of observational learning through peer modeling*. Presented at Society for Research in Child Development, Indianapolis, IN.
- Schunk, D. H. (1994, April). *Student motivation for literacy learning: The role of self-regulatory processes*. Presented at American Educational Research Association, New Orleans, LA.
- Schunk, D. H. (1994, April). *Motivating self-regulation of learning: The role of performance attributions*. Presented at American Educational Research Association, New Orleans, LA.
- Schunk, D. H. (1994, April). *Goal and self-evaluative influences during children's mathematical skill acquisition*. Presented at American Educational Research Association, New Orleans, LA.
- Schunk, D. H., & Swartz, C. W. (1993, April). *Goals and progress feedback: Effects on self-efficacy and writing achievement*. Presented at American Educational Research Association, Atlanta, GA.
- Schunk, D. H., & Rice, J. M. (1993, April). *Influence of strategy fading and progress feedback on children's reading comprehension and self-efficacy*. Presented at American Educational Research Association, Atlanta, GA.
- Schunk, D. H. (1993, April). *Enhancing strategy use: Influences of strategy value and goal orientation*. Presented at American Educational Research Association, Atlanta, GA.
- Schunk, D. H., & Swartz, C. W. (1992, April). *Goals and feedback during writing strategy instruction with gifted students*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H., & Rice, J. M. (1992, April). *Influence of reading comprehension strategy information on children's self-efficacy and skills*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H., & Swartz, C. W. (1991, April). *Process goals and progress feedback: Effects on children's self-efficacy and skills*. Presented at American Educational Research Association, Chicago, IL.
- Schunk, D. H., & Rice, J. M. (1990, April). *Goals and progress feedback during reading comprehension instruction*. Presented at American Educational Research Association, Boston, MA.
- Schunk, D. H. (1990, April). *Socialization and the development of self-regulated learning: The role of attributions*. Presented at American Educational Research Association, Boston, MA.
- Schunk, D. H. (1990, April). *Perceptions of efficacy and classroom motivation*. Presented at American Educational Research Association, Boston, MA.
- Schunk, D. H. (1989, March). *Attributions and perceptions of efficacy during self-regulated learning by remedial readers*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H., & Rice, J. M. (1988, August). *Learning goals during reading comprehension instruction*. Presented at American Psychological Association, Atlanta, GA.

- Schunk, D. H. (1988, April). *Perceived self-efficacy and related social cognitive processes as predictors of student academic performance*. Presented at American Educational Research Association, New Orleans, LA.
- Schunk, D. H. (1987, September). *Self-efficacy and cognitive achievement*. Presented at American Psychological Association, New York, NY.
- Schunk, D. H., & Hanson, A. R. (1987, August). *Self-modeling and cognitive skill learning*. Presented at American Psychological Association, New York, NY.
- Schunk, D. H., & Rice, J. M. (1987, April). *Strategy value information and children's reading comprehension*. Presented at American Educational Research Association, Washington, DC.
- Schunk, D. H. (1987, April). *Domain-specific measurement of students' self-regulated learning processes*. Presented at American Educational Research Association, Washington, DC.
- Schunk, D. H., Hanson, A. R., & Cox, P. D. (1986, August). *Peer models: Effects on children's achievement behaviors*. Presented at American Psychological Association, Washington, DC.
- Schunk, D. H., & Rice, J. M. (1986, April). *Comprehension strategy importance: Effects on remedial readers*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H., & Cox, P. D. (1986, April). *Strategy training and attributional feedback with learning disabled students*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H. (1986, April). *Self-regulation through overt verbalization during cognitive skill learning*. Presented at American Educational Research Association, San Francisco, CA.
- Schunk, D. H., & Rice, J. M. (1985, August). *Sequence effects of extended attributional feedback during reading instruction*. Presented at American Psychological Association, Los Angeles, CA.
- Schunk, D. H., & Hanson, A. R. (1985, April). *Influence of peer models on children's self-efficacy*. Presented at American Educational Research Association, Chicago, IL.
- Schunk, D. H., & Gunn, T. P. (1985, April). *Strategy and attributional effects on children's self-efficacy and skills*. Presented at American Educational Research Association, Chicago, IL.
- Schunk, D. H., & Rice, J. M. (1984, August). *Strategy self-verbalization: Effects on remedial readers' comprehension and self-efficacy*. Presented at American Psychological Association, Toronto, Ontario.
- Schunk, D. H., & Gunn, T. P. (1984, April). *Modeled importance of learning strategies and children's achievement behaviors*. Presented at American Educational Research Association, New Orleans, LA.
- Schunk, D. H. (1984, April). *Social comparison as a vicarious source of self-efficacy information*. Presented at American Educational Research Association, New Orleans, LA.
- Schunk, D. H. (1984, April). *Sequential attributional feedback: Differential effects on achievement behaviors*. Presented at, New Orleans, LA.
- Schunk, D. H. (1984, April). *Participation in goal setting among learning disabled children*. Presented at American Educational Research Association, New Orleans, LA.
- Schunk, D. H., & Rice, J. M. (1983, August). *Strategy verbalization effects on self-efficacy and listening comprehension*. Presented at American Psychological Association, Anaheim, CA.
- Schunk, D. H. (1983, August). *Influence of rewards and goals on children's self-efficacy and skills*. Presented at American Psychological Association, Anaheim, CA.
- Schunk, D. H., & Gunn, T. P. (1983, April). *Request-response strategies among elementary teachers and students*. Presented at American Educational Research Association, Montreal, Quebec.
- Schunk, D. H. (1983, April). *Self-efficacy enhancement through motivational and informational processes*. Presented at American Educational Research Association, Montreal, Quebec.
- Schunk, D. H. (1982, August). *Efficacy and skill development through social comparison and goal setting*. Presented at American Psychological Association, Washington, DC.
- Richards, C. P., Gaa J., Schunk, D., Liberman, D., & Omizo, M. O. (1982, March). *Aggression as a function of gender and sex role identity*. Presented at American Educational Research Association, New York, NY.
- Schunk, D. H., & Lilly, M. W. (1982, March). *Attributional and expectancy change in gifted adolescents*. Presented at American Educational Research Association, New York, NY.

- Schunk, D. H. (1982, March). *Progress-contingent rewards: Do they boost children's achievement?* Presented at American Educational Research Association, New York, NY.
- Schunk, D. H. (1981, August). *Development of children's achievement and interest through overt verbalization.* Presented at American Psychological Association, Los Angeles, CA.
- Schunk, D. H. (1981, April). *Effort attribution: The direction makes a difference.* Presented at American Educational Research Association, Los Angeles, CA.
- Schunk, D. H. (1980, September). *Proximal-goal facilitation of children's achievement and interest.* Presented at American Psychological Association, Montreal, Quebec.
- Richards, C. P., Gaa, J., Carbonari, J., & Schunk, D. H. (1980, September). *Originality as a function of anxiety, gender, and sex role identity.* Presented at American Psychological Association, Montreal, Quebec.
- Schunk, D. H. (1980, April). *Self-efficacy in achievement behavior.* Presented at American Educational Research Association, Boston, MA.

Regional

- Hudson, C. K., Schunk, D., Williams, R., & Frankiewicz, R. G. (1983, April). *Effects of goal setting on perceptions of self-efficacy and academic achievement in learning disabled children.* Presented at Southwestern Psychological Association, San Antonio, TX.
- Schunk, D. H. (1982, October). *Violence as a learned behavior.* Presented at Southwest Science Forum, Houston, TX.
- Schunk, D. H. (1980, February). *Applying motivation theories to individual differences in the classroom: A social learning perspective.* Presented at Southwest Educational Research Association, San Antonio, TX.

Presentation of Non-Refereed Papers

International

- Schunk, D. H. (1997, July). *Motivation and reading achievement: Developing efficacious readers.* Invited presentation at Reading on Track: Research Results for Teaching Reading, Palmerston North, New Zealand.

National

- Schunk, D. H. (1999, August). *Social-self interaction and achievement behavior.* Invited presentation at American Psychological Association, Boston, MA.
- Schunk, D. H. (1998, November). *Motivation and self-regulation among gifted learners.* Invited presentation at National Association for Gifted Children, Louisville, KY.
- Schunk, D. H. (1993, October). *Self-efficacy, motivation, and performance.* Invited presentation at Association for the Advancement of Applied Sport Psychology, Montreal, Quebec.
- Schunk, D. H. (1988, March). *Self-efficacy and cognitive achievement: Implications for students with learning problems.* Invited presentation at Austin Invitational Research Symposium on Learning Disorders, Austin, TX.
- Schunk, D. H. (1984, April). *Self-efficacy and classroom learning.* Invited presentation at American Educational Research Association, New Orleans, LA.
- Schunk, D. H. (1982, August). *Self-efficacy perspective on achievement behavior.* Invited presentation at American Psychological Association, Washington, DC.

Research Grants

Funded-External

- 2004 - "Exploring Teaching as a Profession (ETP): A Program for Early Recruitment and Retention of Undeclared Majors," July 1, 2002-June 30, 2004, Z. Smith Reynolds Foundation, (\$ 66,000).
- 1993 - "J. Minor Gwynn Research Grant," Self-efficacy among Preservice Teachers, University of North Carolina-Chapel Hill (School of Education), (\$ 3,500).
- 1990 - "Research Council Grant," Strategy Verbalization and Feedback During Children's Reading Comprehension Instruction; May 1, 1990-April 30, 1992, University of North Carolina-Chapel Hill, (\$ 1,500).
- 1989 - "Seed Grant," Self-efficacy and the Development of Children's Writing Skills; April 15, 1989-April 30, 1990, University of North Carolina-Chapel Hill (School of Education), (\$ 4,000).

- 1989 - "Self-efficacy and the Development of Children's Writing Skills," July 1, 1989-December 31, 1990, The Spencer Foundation, (\$ 7,500).
- 1987 - "Research Council Grant," Self-modeling and Children's Cognitive Skill Learning; December 1, 1987-November 30, 1989, University of North Carolina-Chapel Hill, (\$ 1,500).
- 1985 - "Social and Developmental Psychology Program," Modeling and Children's Self-efficacy; October 1, 1985-March 31, 1988, National Science Foundation, (\$ 44,980).
- 1984 - "Limited Grant-in-Aid," Transfer and Maintenance of Learning Strategies among Remedial Readers; 1984-1985, University of Houston, (\$ 720).
- 1984 - "ADAMHA Small Grant," Self-efficacy Operation in Learning Disabled Children; January 1, 1984-June 30, 1985, National Institute of Mental Health, (\$ 20,036).
- 1984 - "Research Grant," Modeled Influences on Children's Self-efficacy; December 1, 1984-May 31, 1987, The Spencer Foundation, (\$ 23,600).
- 1983 - "Limited Grant-in-Aid," Self-regulatory Mechanisms in Self-efficacy and Language Skill Development; 1983-1984, University of Houston, (\$ 768).
- 1983 - "Presidential Discretionary Grant," Self-efficacy Induction through Modeling; August 17, 1983-August 31, 1984, The Spencer Foundation, (\$ 3,928).
- 1982 - "Limited Grant-in-Aid," Self-efficacy in Language Competency Development; 1982-1983, University of Houston, (\$ 742).
- 1982 - "Faculty Research Opportunities Grant," Attributional Preference and Feedback Influences on Children's Achievement Behaviors; 1982-1983, University of Houston (College of Education), (\$ 375).
- 1982 - "New Research Opportunities Program," Achievement Cognitions and the Development of Children's Perceived Efficacy and Competencies; September 1, 1982-August 31, 1983, University of Houston, (\$ 5,490).
- 1981 - "Research Initiation Grant," The Influence of Training Progress Effort Attribution on Children's Achievement and Self-perceived Competency; 1980-1981, University of Houston, (\$ 4,194).
- 1981 - "Faculty Research Opportunities Grant," Student and Teacher Perceptions of Classroom Requests; 1980-1981, University of Houston (College of Education), (\$ 500).
- 1981 - "Limited Grant-in-Aid," Student and Teacher Perceptions of Classroom Requests; 1981-1982, University of Houston, (\$ 700).
- 1981 - "Faculty Research Opportunities Grant," Effects of Attributional Feedback on Children's Perceived Efficacy and Achievement; 1981-1982, University of Houston (College of Education), (\$ 375).
- 1980 - "Limited Grant-in-Aid," Research Collaboration, University of Houston, (\$ 500).
- 1980 - "ADAMHA Small Grant," Interest Development through Competency Information; December 1, 1980-July 31, 1982, National Institute of Mental Health, (\$ 13,945).
- 1980 - "Applied Social and Behavioral Science Research Initiation Grant," Development of Children's Arithmetic Self-efficacy: The Roles of Overt Verbalization and Goal Setting; October 1, 1980-September 30, 1982, National Science Foundation, (\$ 22,703).

Funded-Internal

- 1997 - "International Travel Grant," Keynote address at the conference, "Reading on Track: Research Results for Teaching Reading"; Massey University, New Zealand, Purdue University Research Foundation, (\$ 1,246).
- 1993 - "J. Minor Gwynn Travel Grant," Research Collaboration with Dr. Albert Bandura, University of North Carolina-Chapel Hill (School of Education), (\$ 487).
- 1988 - "Research Grant," Transfer of Comprehension Strategy Used by Remedial Readers; 1988-1990, Donald D. Hamill Foundation, (\$ 3,000).

Research Reports

- Crawford, W. J., Gage N. L., Corno, L., Stayrook, N. G., & Mitman, A. L. (1978). *An experiment on teacher effectiveness and parent-assisted instruction in the third grade (vols. 1-3)*.
- Gage, N. L., Schunk, D. H., & Mitman, A. L. (1977). *A systematic teacher training model: Part 2. The practice component of teacher education*.
- Gage, N. L., Mitman, A. L., & Schunk, D. H. (1977). *Paradigms: An annotated bibliography with special reference to research on teaching*.

Dissertation

Self-efficacy in Achievement Behavior (1980)

SERVICE:

Service to the University

Departmental assignments:

Chair:

1994-1995 through 2000-2001: Purdue University (Department of Educational Studies); Undergraduate Academic Affairs Committee
1993-1994 through 2000-2001: Purdue University (Department of Educational Studies); Strategic Planning Committee
1993-1994 through 2000-2001: Purdue University (Department of Educational Studies); Primary (Promotion) Committee
1993-1994 through 1995-1996: Purdue University (Department of Educational Studies); Resources Committee
1985-1986: University of Houston (Dept. of Educational Psychology); Educational Psychology Wing
1984-1985: University of Houston (Dept. of Educational Psychology); Examinations Committee
1983-1984: University of Houston (Dept. of Educational Psychology); Admissions Committee
1979-1980 through 1980-1981: University of Houston (Dept. of Educational Psychology); Teaching Fellow Hiring Committee

Member:

1983-1984 through 1984-1985: University of Houston (Dept. of Educational Psychology); PhD Committee
1982-1983 through 1985-1986: University of Houston (Dept. of Educational Psychology); Admissions Committee
1982-1983 through 1984-1985: University of Houston (Dept. of Educational Psychology); Recruitment Committee
1982-1983 through 1983-1984: University of Houston (Dept. of Educational Psychology); Examinations Committee
1981-1982: University of Houston (Dept. of Educational Psychology); Counseling Psychology Committee
1981-1982: University of Houston (Dept. of Educational Psychology); Budget Reduction Committee
1979-1980: University of Houston (Dept. of Educational Psychology); Human Subjects Committee
1979-1980 through 1980-1981: University of Houston (Dept. of Educational Psychology); Scheduling Committee
1979-1980 through 1980-1981: University of Houston (Dept. of Educational Psychology); Budget Committee

College/School assignments:

Administration:

2003-2004: University of North Carolina at Greensboro; Search Committee: Executive Director of SERVE
1997-1998 through 2000-2001: Purdue University (School of Education); Elementary & Secondary Teacher Education Reform Initiative: Leader; Block 2 (Learning and Individual Differences)

Chair:

2005-2006: Executive Council
1988-1989 through 1992-1993: University of North Carolina at Chapel Hill (School of Education); Human Subjects Committee

1987-1988: University of North Carolina at Chapel Hill (School of Education); Visiting Scholars Committee

1983-1984: University of Houston (College of Education); Subcommittee on Faculty Research Opportunities Grants

Member:

2005-2006: Faculty Senate

1994-1995 through 1996-1997: Purdue University (School of Education); Professional Studies Committee

1993-1994: University of North Carolina at Chapel Hill (School of Education); Search Committee: School Psychology Faculty Position

1993-1994 through 2000-2001: Purdue University (School of Education); Professional Development Schools Steering Committee

1993-1994 through 2000-2001: Purdue University (School of Education); Leadership Team

1993-1994 through 2000-2001: Purdue University (School of Education); Area (Promotion) Committee

1993-1994 through 1994-1995: Purdue University (School of Education); Joint Task Force to Review Research & Foundations Reqs.

1991-1992: University of North Carolina at Chapel Hill (School of Education); Promotion and Tenure Committee

1991-1992 through 1992-1993: University of North Carolina at Chapel Hill (School of Education); Secondary Curriculum Committee

1987-1988: University of North Carolina at Chapel Hill (School of Education); Search Committee: Temporary Position in Reading

1987-1988: University of North Carolina at Chapel Hill (School of Education); Search Committee: Clinical Position in Special Education

1987-1988: University of NC at Chapel Hill (School of Education); Research & Evaluation Assistantship Committee

1987-1988: University of North Carolina at Chapel Hill (School of Education); Middle Grades Search Committee

1987-1988: University of North Carolina at Chapel Hill (School of Education); Ed.D/Ph.D. Committee

1986-1987: University of NC at Chapel Hill (School of Education); Writing Across the Curriculum Committee

1986-1987: University of North Carolina at Chapel Hill (School of Education); Search Committee: Director of the Mathematics and Science Education Center

1985-1986: University of Houston (College of Education); Promotion and Tenure Committee

1984-1985: University of Houston (College of Education); Salary Review Committee

1984-1985: University of Houston (College of Education); Research Institute Planning Committee

1983-1984: University of Houston (College of Education); Task Force on Statistics and Research Courses

1983-1984 through 1984-1985: University of Houston (College of Education); Research Committee

1982-1983: University of Houston (College of Education); Salary Review Committee

1982-1983: University of Houston (College of Education); Promotion and Tenure Committee

1979-1980: University of Houston (College of Education); Task Force on Faculty Growth and Development

1979-1980 through 1982-1983: University of Houston (College of Education); Undergraduate Studies Committee

1979-1980 through 1982-1983: University of Houston (College of Education); Professional Development Committee

Other Institutional Service Activities:

1998-1999: Purdue University (School of Education); Session on Motivation, 4H Roundup: Presenter

1994-1995: Purdue University (School of Education); Session on Motivation, 4H Roundup: Presenter

University assignments:

Chair:

- 1992-1993: University of North Carolina at Chapel Hill; Academic Affairs Institutional Review Board
- 1985-1986: University of Houston; Committee for the Protection of Human Subjects
- 1984-1985: University of Houston; Committee for the Protection of Human Subjects: Vice-Chair

Member:

- 2005-2006: University of North Carolina at Greensboro; Faculty Senate: Deans' Council Representative
- 2002-2003: University of North Carolina at Greensboro; Search Committee: Associate Provost for International Programs
- 2002-2003: University of North Carolina at Greensboro; Committee on the Future of International Programs
- 2002-2003 through 2004-2005: University of North Carolina at Greensboro; Advisory Committee on International Programs
- 2001-2002: University of North Carolina at Greensboro; Deans' Council Subcommittee: Writing Across the Curriculum/Speaking Across the Curriculum
- 2001-2002: University of North Carolina at Greensboro; Search Committee: Dean of the Division of Continual Learning
- 2001-2002: University of North Carolina at Greensboro; McIver and Holderness/Weaver Awards Committee
- 1997-1998 through 2000-2001: Purdue University; Phi Beta Kappa--Purdue Chapter: Secretary
- 1996-1997 through 2000-2001: Purdue University; Use of Human Subjects in Research Committee
- 1994-1995 through 1996-1997: Purdue University; University Senate Steering Committee
- 1994-1995 through 1996-1997: Purdue University; University Senate
- 1991-1992: University of North Carolina at Chapel Hill; Academic Affairs Institutional Review Board
- 1985-1986: University of Houston; University Safety Committee
- 1985-1986: University of Houston; Ad Hoc Research Awards Committee
- 1981-1982 through 1983-1984: University of Houston; Committee for the Protection of Human Subjects

State-wide assignments:

Member:

- 2004-2005: University of North Carolina (System); State Board of Education Task Force on Teacher Retention
- 2003-2004 through 2004-2005: University of North Carolina (System); Pre-major Agreement in Education Committee
- 2002-2003 through 2004-2005: University of North Carolina (System); North Carolina Teacher Academy Board of Trustees

Service to the Profession

Academic Conference: Discussant

- 2005: American Education Research Association, "Innovations in Self-efficacy Research" (April), Montreal, Quebec (National).
- 2004: American Educational Research Association, "Remembering Paul R. Pintrich: A Legacy of Research on Goals, Self-Regulation, and Epistemological Thinking" (April), San Diego, CA (National).
- 2003: American Educational Research Association, "Unraveling the Role of Self-Efficacy Beliefs in Academic Self-Regulation" (April), Chicago, IL (National).
- 2000: American Educational Research Association, "Self-Efficacy: Issues in Assessment and Prediction" (April), New Orleans, LA (National).
- 1997: American Educational Research Association, "Classroom Research in Motivation and Self-Regulation" (March), Chicago, IL (National).

- 1995: Mid-Western Educational Research Association, 'Students' Perceptions of Parenting, Teaching, and Schools: Profiles and Directions for Student Success' (October), Chicago, IL (Regional).
- 1995: American Educational Research Association, "Developmental Changes in Goal Orientation and Motivation" (April), San Francisco, CA (National).
- 1993: American Educational Research Association, "Motivational Beliefs: Student, Teacher, and Parent Perspectives" (April), Atlanta, GA (National).
- 1992: American Educational Research Association, "Perspectives on the Integration of Motivational and Cognitive Models for Understanding 'At Risk' Students" (April), San Francisco, CA (National).
- 1991: American Educational Research Association, "Student Attributions and Success and Failure Perceptions" (April), Chicago, IL (National).
- 1986: American Educational Research Association, "Stretching the Boundaries of Self-Efficacy Research" (April), San Francisco, CA (National).
- 1986: American Educational Research Association, "Motivation and Learning" (April), San Francisco, CA (National).
- 1986: American Educational Research Association, "Assessing Reading and Writing" (April), San Francisco, CA (National).
- 1984: Southwest Educational Research Association, 'Professional Publications' (January), Dallas, TX (Regional).
- 1984: Southwestern Psychological Association, 'Cognitive Psychology' (April), New Orleans, LA (Regional).
- 1983: Southwest Educational Research Association, 'Cognitive Psychology' (January), Houston, TX (Regional).
- 1982: Southwest Educational Research Association, 'Comprehension: Reading and Writing' (February), Austin, TX (Regional).
- 1982: Southwestern Psychological Association, 'General Psychology' (April), Dallas, TX (Regional).
- 1981: Southwest Educational Research Association, 'Classroom Management and Instruction' (January), Dallas, TX (Regional).
- 1981: Southwestern Psychological Association, 'Cognitive Development' (April), Houston, TX (Regional).

Board Member: PRJ Editorial Review Board

- 2003-2005: Child Development (National).
- 1990-2005: Educational Psychology Review (National).
- 1988-2005: Educational Psychologist (National).
- 1986-2002: Journal of Educational Psychology (National).
- 1997-2001: The Professional Educator (National).
- 1997-2001: Contemporary Educational Psychology (National).
- 1996-2001: Mid-Western Educational Researcher (National).
- 1996-1998: Learning Disability Quarterly (National).
- 1986-1998: Journal of Adolescent Research (National).
- 1990-1996: Journal of Learning Disabilities (National).
- 1994-1995: Learning Disabilities: Research and Practice (National).
- 1988-1990: Journal of Experimental Education (National).

Chair: Committee / Task Force

- 1999-2000: American Psychological Association-Division 15 (Educational Psychology), Chair of Nominations Committee (National).
- 1988-1990: American Educational Research Association (Motivation in Education Special Interest Group) (National).
- 1986-1989: American Psychological Association--Division 15 (Educational Psychology), Chair of Dissertation Recognition Award Committee (National).

Chair: Conference / Track / Program

- 2000: American Psychological Association, "Presidential Address" Division 15 (Educational Psychology) (August); Session Chair, Washington, DC (National).
- 2000: American Educational Research Association, "Self-Concept Research and Interventions" (April); Session Chair, New Orleans, LA (National).

- 1999-2000: American Educational Research Association 2000 Convention, Program Co-Chair; Division C Section 5 (Cognitive, Social, Developmental, and Motivational Processes) (National).
- 1999: American Psychological Association, "Richard E. Snow Awards for Early Contributions in Educational Psychology" (August); Session Chair, Boston, MA (National).
- 1998: American Psychological Association, "Self-Regulation of Learning: Applications Across Domains" (August); Session Chair, San Francisco, CA (National).
- 1998: American Psychological Association, "Richard E. Snow Award for Early Contributions in Educational Psychology" (August); Session Chair, San Francisco, CA (National).
- 1997: American Psychological Association, "Reflections on Division 15 History: A Conversation with Past Presidents" (August); Session Chair, Chicago, IL (National).
- 1997: American Educational Research Association, "Self-Monitoring During Instruction: Self-Regulatory and Motivational Influences" (March); Session Chair, Chicago, IL (National).
- 1997: American Educational Research Association, "Motivational Orientations and Achievement: Developmental Change and Environmental Influence" (March); Session Chair, Chicago, IL (National).
- 1997: American Educational Research Association, "Classroom Research in Motivation and Self-Regulation" (March); Session Chair, Chicago, IL (National).
- 1996-1997: American Psychological Association 1997 Convention, Division 15 (Educational Psychology), Program Co-Chair (National).
- 1996: American Educational Research Association, "Self-Regulation in Education: Future Directions in Research and Applications" (April); Session Chair, New York, NY (National).
- 1996: American Educational Research Association, "Development of Self-Regulatory Competence: Cognitive and Motivational Influences" (April); Session Chair, New York, NY (National).
- 1995-1996: American Educational Research Association 1996 Convention, Program Co-chair of Division C Section 4 (Learner Characteristics) (National).
- 1995: American Educational Research Association, "Learner Perceptions of Self-Regulatory Competence: From Self-Schemas to Self-Efficacy" (April); Session Chair, San Francisco, CA (National).
- 1990: American Educational Research Association, "Strategies to Enhance Motivation: Research and Teacher-Student Perceptions" (April); Session Chair, Boston, MA (National).
- 1990: American Educational Research Association, "Perspectives on Student Motivation" (April); Session Chair, Boston, MA (National).
- 1988: American Educational Research Association, "Motivation and Individual Differences" (April); Session Chair, New Orleans, LA (National).
- 1986-1988: American Educational Research Association (Motivation in Education Special Interest Group) (National).
- 1987: American Educational Research Association, "Student Beliefs and School Achievement" (April); Session Chair, Washington, DC (National).
- 1986: American Psychological Association, "College-Level Academic Learning" (August); Session Chair, Washington, DC (National).
- 1985: American Educational Research Association, "Cognitive Development: Reasoning, Problem Solving, and Learning Strategies" (April); Session Chair, Chicago, IL (National).
- 1984: American Psychological Association, "Content-Specific Educational Research" (August); Session Chair, Anaheim, CA (National).
- 1984: American Psychological Association, "Attributions Related to School Achievement" (August); Session Chair, Toronto, Ontario (National).

Editor: Special Issue of a PRJ

- 1989-1990: Journal of Educational Psychology, Special Section on Motivation and Efficacy (National).

Member: Committee/Task Force

- 2003-2005: American Psychological Association--Division 15 (Educational Psychology), Member of Richard Snow Award for Early Contributions (National).
- 2001-2002: American Psychological Association-Division 15 (Educational Psychology), Member of Nominations Committee (National).

- 1996-2000: American Psychological Association--Division 15 (Educational Psychology), Member of Edward L. Thorndike Award Committee (National).
- 1996-2000: American Psychological Association--Division 15 (Educational Psychology), Member of Executive Committee (National).
- 1990: American Psychological Association--Division 15, Member of Dissertation Recognition Award Committee (National).
- 1985-1986: American Educational Research Association (Motivation in Education Special Interest Group), Member of Newsletter Committee (National).
- 1985-1986: American Psychological Association--Division 15, Member of Dissertation Recognition Award Committee (National).
- 1984-1985: Southwest Educational Research Association, Member of Nominating/Tellers Committee (National).
- 1982-1985: American Psychological Association--Division 15, Member of Graduate Student Committee (National).

Officer: Organization / Association

- 1998-1999: American Psychological Association--Division 15 (Educational Psychology), President (National).
- 1997-1999: American Educational Research Association, Division C (Learning and Instruction), Secretary (National).

Other Professional Service Activities

- 2005: (AERA) Motivation in Education Special Interest Group, Reviewer of Convention Program Proposals (National).
- 2005: American Educational Research Association (AERA), Reviewer of Convention Program Proposals (National).
- 2004: American Psychological Association, Reviewer of Convention Program Proposals (National).
- 2003: American Educational Research Association (AERA), Reviewer of Convention Program Proposals (National).
- 2002: American Educational Research Association, 'Self-Regulation of Thought, Motivation, and Behavior: A Decade of Progress' (April); Invited Participant, New Orleans, LA (National).
- 2002: (AERA) Motivation in Education Special Interest Group, Reviewer of Convention Program Proposals (National).
- 2001: American Psychological Association, Reviewer of Convention Program Proposals (National).
- 2000: American Psychological Association, Reviewer of Convention Program Proposals (National).
- 2000: American Educational Research Association (AERA), Reviewer of Convention Program Proposals (National).
- 1999-2000: American Psychological Association, 'Graduate Student Breakfast Chat with Division 15 Presidents' (August); Invited Participant, Washington, DC (National).
- 1999-2000: Mid-Western Educational Research Association, Reviewer of Convention Program Proposals (Regional).
- 1995-1999: (AERA) Motivation in Education Special Interest Group, Reviewer of Convention Program Proposals (National).
- 1998: American Educational Research Association, 'Panel of Authors from the Educational Psychology Handbook' (April); Invited Participant, San Diego, CA (National).
- 1998: American Educational Research Association, 'A Motivated Look at Motivation Terminology: What Educators Need to Know about Key Motivational Constructs' (April); Invited Participant, San Diego, CA (National).
- 1998: American Psychological Association, Graduate Student Breakfast Chat with Division 15 Presidents; Invited Participant, San Francisco, CA (National).
- 1997-1998: American Psychological Association, Reviewer of Convention Program Proposals (National).
- 1996-1998: American Educational Research Association (AERA), Reviewer of Convention Program Proposals (National).

- 1997: American Educational Research Association, 'Current Directions in Motivation Research and Theory: What Questions are Left to Ask?' (March); Invited Participant, Chicago, IL (National).
- 1997: American Psychological Association, 'Teacher Efficacy: A Forum to Explore Theory, Research, and Applications' (August); Invited Participant, Chicago, IL (National).
- 1997: American Psychological Association, 'Meet the Educational Researchers: Conversation with Graduate Students' (August); Invited Participant, Chicago, IL (National).
- 1997: Society for Research on Adolescence, Reviewer of Convention Program Proposals (National).
- 1997: International Congress of Applied Psychology, Reviewer of Convention Program Proposals (International).
- 1996: American Educational Research Association, 'Students' Goals and Intentions' (April); Invited Participant, New York, NY (National).
- 1996: American Educational Research Association, 'Making the Transition from Student to Scholar' (April); Invited Participant, New York, NY (National).
- 1995: American Educational Research Association, 'Graduate Student Conversation with a Motivation Researcher' (April); Invited Participant, San Francisco, CA (National).
- 1995: American Psychological Association, Reviewer of Convention Program Proposals (National).
- 1994: American Educational Research Association, 'Student Perceptions in the Classroom' (April); Invited Participant, New Orleans, LA (National).
- 1994: Mid-Western Educational Research Association, "Motivation Issues in Education" (October); Invited Participant, Chicago, IL (Regional).
- 1991-1994: American Educational Research Association (AERA), Reviewer of Convention Program Proposals (National).
- 1993: American Educational Research Association, 'An Informal Conversation with Educational Researchers' (April); Invited Participant, Atlanta, GA (National).
- 1990-1992: (AERA) Motivation in Education Special Interest Group, Reviewer of Convention Program Proposals (National).
- 1990-1991: American Psychological Association, Reviewer of Convention Program Proposals (National).
- 1990: Graduate Record Examinations (Education Test), Writer of Test Items (International).
- 1988-1989: American Educational Research Association (AERA), Reviewer of Convention Program Proposals (National).
- 1981-1986: American Educational Research Association (AERA), Reviewer of Convention Program Proposals (National).
- 1985: Graduate Record Examinations (Education Test), Writer of Test Items (International).
- 1982-1985: (AERA) Motivation in Education Special Interest Group, Reviewer of Convention Program Proposals (National).
- 1984: Mental Measurements Yearbook (Buros Institute), Reviewer of Tests (National).
- 1983-1984: (AERA) Language Development Special Interest Group, Reviewer of Convention Program Proposals (National).
- 1981-1984: Southwest Educational Research Association, Reviewer of Convention Program Proposals (Regional).
- 1981-1984: American Psychological Association, Reviewer of Convention Program Proposals (National).
- 1980-1983: Southwestern Psychological Association, Reviewer of Convention Program Proposals (Regional).

Reviewer - Book / Textbook

- 1988-2005: Textbooks and Book Chapters (In General) (National).
- 1995: Encyclopedia of Psychology (National).
- 1994: American Psychological Association, Book in series on educational psychology in the classroom (National).
- 1992: Handbook of Educational Psychology (National).
- 1992: Encyclopedia of Human Behavior (National).
- 1985: Advances in Health Promotion and Education (National).

Reviewer - Grant Proposal Related to Expertise

- 1998: Research Council of Canada (International).

1997-1998: Spencer Foundation (National).
1993: Spencer Foundation (National).
1990: Research Council of Canada (International).
1984-1986: National Science Foundation (National).
1982-1984: University of Houston Research Initiation Grants (Local).
1982: National Science Foundation (National).
1982: National Institute of Mental Health (National).
1980-1982: University of Houston Research Enabling Grants (Local).

Reviewer: Ad Hoc Reviewer for a Journal

2005: Review of Educational Research (National).
2005: Psychological Science (National).
2005: British Journal of Educational Psychology (National).
2003-2005: Psychological Reports (National).
2003-2005: Journal of Educational Psychology (National).
2003: Review of Educational Research (National).
2003: Journal of Personality and Social Psychology (National).
2003: European Journal of Psychology of Education (International).
2003: British Journal of Educational Psychology (National).
2001-2003: Psychological Bulletin (National).
2001-2002: American Educational Research Journal (National).
2001: Social Behavior and Personality (National).
2000-2001: Educational Assessment (National).
2000: Learning Environments Research (National).
2000: Journal of Early Adolescence (National).
2000: Developmental Psychology (National).
1999: Psychological Bulletin (National).
1999: Psychological Reports (National).
1999: Journal of Research on Adolescence (National).
1999: International Journal of Psychology (International).
1999: Teaching and Teacher Education (National).
1998: Review of Educational Research (National).
1998: Journal of Special Education (National).
1998: Educational Research and Evaluation (National).
1998: Developmental Psychology (National).
1997-1998: Journal for Research in Mathematics Education (National).
1997: Merrill-Palmer Quarterly (National).
1995-1997: Journal of Early Adolescence (National).
1995-1997: Contemporary Educational Psychology (National).
1996: Learning and Instruction (National).
1996: Journal of Personality and Social Psychology (National).
1996: Gifted and Talented International (International).
1996: American Educational Research Journal (National).
1995: Journal of Research in Science Teaching (National).
1995: Child Development (National).
1994: Psychological Bulletin (National).
1994: Journal of Personality and Social Psychology (National).
1994: Journal of Applied Sport Psychology (National).
1994: Gifted International (International).
1994: Applied Cognitive Psychology (National).
1994: American Educational Research Journal (National).
1992-1994: Journal for Research in Mathematics Education (National).
1992-1993: Journal of Early Adolescence (National).
1992: Review of Educational Research (National).
1992: Journal of Social and Clinical Psychology (National).
1992: International Journal of Sport Psychology (International).
1992: Contemporary Educational Psychology (National).
1992: American Educational Research Journal (National).
1991: Journal of Special Education (National).
1991: Journal of Reading Behavior (National).

1991: Journal of Experimental Child Psychology (National).
1990: Journal of Teacher Education (National).
1990: Elementary School Journal (National).
1989: Psychological Reports (National).
1989: Perceptual and Motor Skills (National).
1988-1989: Journal of Learning Disabilities (National).
1988-1989: American Educational Research Journal (National).
1986-1989: Journal for Research in Mathematics Education (National).
1988: Review of Educational Research (National).
1988: Journal of Social and Clinical Psychology (National).
1987-1988: Personality and Social Psychology Bulletin (National).
1987-1988: Educational Psychologist (National).
1986-1988: Educational Researcher (National).
1987: Journal of Special Education (National).
1987: Journal of Research in Personality (National).
1987: Early Child Development and Care (National).
1987: Child Development (National).
1986: Journal of Learning Disabilities (National).
1986: Journal of Adolescent Research (National).
1986: American Educational Research Journal (National).
1985-1986: Review of Educational Research (National).
1983-1986: Journal of Educational Psychology (National).
1985: Educational Psychologist (National).
1984: Personality and Social Psychology Bulletin (National).
1984: Human Learning (National).
1984: American Educational Research Journal (National).
1983-1984: Journal of Personality and Social Psychology (National).
1983: Elementary School Journal (National).
1983: Educational Researcher (National).
1982-1983: Cognitive Therapy and Research (National).
1982: Journal of Classroom Interaction (National).

Service to the Community

Member of a Committee

1999-2001: Town and Gown Society, Lafayette, IN
1995-1997: Jefferson High School, Vision Committee, Lafayette, IN

Positions Held in Civic Organizations

2000: Girls' Softball, Vice President; West Lafayette (IN) Little League
1997-2000: Girls' Softball, Coach; West Lafayette (IN) Little League
1998-1999: Happy Hollow Elementary School Parent Council, Secretary; West Lafayette, IN
1997-1998: Cumberland Elementary School Parent Council, Secretary; West Lafayette, IN

Speech / Presentation at a Community Meeting

1997: 'Motivating Children for School Achievement'; Kathryn Weil Center, Presenter;
Lafayette, IN; October 1997

Faculty Development

Instructional-Related Conference

2004: "Deans' Leadership Conference". Chapel Hill, NC.
1997: "Committee on Institutional Cooperation, Academic Leadership Program"; University of Wisconsin. Madison, WI.
1997: "Committee on Institutional Cooperation, Academic Leadership Program"; Purdue University. West Lafayette, IN.
1997: "Committee on Institutional Cooperation, Academic Leadership Program"; Michigan State University. East Lansing, MI.
1996: "Committee on Institutional Cooperation, Academic Leadership Program"; Purdue University. West Lafayette, IN.

- 1996: "Committee on Institutional Cooperation, Academic Leadership Program"; Michigan State University. East Lansing, MI.
- 1996: "Committee on Institutional Cooperation, Academic Leadership Program"; University of Wisconsin. Madison, WI.
- 1996: "Interpersonal Skills". West Lafayette, IN.
- 1996: "The Seven Habits of Highly Effective People: The Principle-Centered Approach". San Antonio, TX.
- 1995: "Handling Difficult People". West Lafayette, IN.

Other Professional Development

- 1994: "President's Conference on the New Agenda"; Pennsylvania State University. Philadelphia, PA.

Research-Related Conference/Seminar

- 2004: "Closing the Achievement Gap"; North Carolina Department of Public Instruction. Greensboro, NC.
- 1996: Organizer; "Motivation in the Classroom"; Purdue University. West Lafayette, IN.
- 1996: "First Things First". West Lafayette, IN.
- 1995: "Cultivating Collaboration--Professional Development Schools"; Purdue University. West Lafayette, IN.
- 1994: "Executive Renewal". Williamsburg, VA.

International

- 1997 - Schunk, Dale , "Motivation and Reading Achievement: Developing Efficacious Readers," *Reading on Track: Research Results for Teaching Reading* , held in Palmerston North, New Zealand, July 1997.

Honors-Awards-Grants

Honors:

- 2000: Community Honor Roll, West Lafayette (IN) School Corporation.
- 1990: Who's Who in the World.
- 1990: Who's Who in the South and Southwest.
- 1990: Who's Who in American Education.
- 1988: Who's Who Among Human Service Professionals.
- 1988: Personalities of the South.
- 1986: Who's Who in the World.
- 1986: Who's Who in the South and Southwest.
- 1986: Who's Who in Frontiers of Science and Technology.
- 1986: Personalities of America.
- 1986: Who's Who Among Human Service Professionals.
- 1986: Personalities of the South.
- 1985: Two Thousand Notable Americans.
- 1985: Personalities of America.
- 1985: Directory of Distinguished Americans.
- 1985: Dictionary of International Biography.
- 1984: Who's Who in the World.
- 1984: Who's Who in the South and Southwest.
- 1984: Who's Who in Frontiers of Science and Technology.
- 1974: Joint Service Commendation Medal, U.S. Forces Europe.
- 1974: High Honors, Boston University.
- 1968: Bronze Tablet, High Honors, Phi Beta Kappa, Phi Kappa Phi, University of Illinois.

Awards:

- 1997: Fulbright Distinguished American Scholar Award, New Zealand-United States Educational Foundation.
- 1995: Distinguished Service Award, Purdue University School of Education.
- 1989: Albert J. Harris Research Award, International Reading Association.
- 1982: Early Contributions Award, American Psychological Association, Division 15-- Educational Psychology.

Other Activities

Other

- 1998: Invited Symposium: 'Motivation and Self-Regulation in Gifted Students' (October); Graduate School, City University of New York
- 1997: Invited Symposium: 'Issues in Self-Regulation Research and Teaching' (November); Graduate School, City University of New York
- 1997: Invited Symposium: 'Self-Evaluation and Self-Regulated Learning' (July); College of Education, University of Auckland, Auckland, New Zealand
- 1997: Invited Symposium: 'Conversation on Motivation' (March); College of Education, University of Texas, Austin
- 1997: Invited Symposium: 'Self-Evaluation and Self-Regulated Learning' (January); School of Education, Purdue University, West Lafayette, IN
- 1997: Invited Symposium: 'Self-Evaluation and Self-Regulated Learning' (July); Ministry of Education, Wellington, New Zealand
- 1996: Invited Symposium: 'Self-Regulation and Motivation' (March); College of Education, University of Texas, Austin
- 1996: Invited Symposium: 'The Future of Self-Regulation Research' (April); College of Education, Indiana University, Bloomington
- 1996: Invited Symposium: 'Self-Evaluation and Self-Regulated Learning' (October); Graduate School, City University of New York
- 1995: Invited Symposium: 'Current Research in Self-Regulation' (March); College of Education, University of Texas, Austin
- 1995: Invited Symposium: 'Motivation Conversation' (April); College of Education, Indiana University, Bloomington
- 1994: Invited Symposium: 'Self-Monitoring of Progress: The Role of Self-Evaluation' (August); College of Education, University of Texas, Austin
- 1992: Invited Symposium: 'Self-Regulatory Function of Goals and Progress Feedback' (September); College of Education, University of Texas, Austin
- 1991: Invited Symposium: 'Self-Regulatory Processes During Academic Learning' (November); Graduate School, City University of New York
- 1990: Invited Symposium: 'Self-Efficacy and Academic Learning' (October); College of Education, University of Texas, Austin
- 1990: Invited Symposium: 'Patterns of Thinking' (October); Graduate School of Education, Harvard University, Cambridge
- 1987: Invited Symposium: 'Self-Efficacy and Cognitive Achievement' (October); School of Education, University of Michigan, Ann Arbor
- 1986: Invited Symposium: 'Self-Efficacy and School Learning' (November); Graduate School, City University of New York
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