

NANCY FLANAGAN KNAPP

Curriculum vitae

12/31/07

PROFESSIONAL EMPLOYMENT

Associate/Assistant Professor, Department of Educational Psychology and Instructional Technology, University of Georgia, 1994-present

Course coordinator and TA supervisor for introductory Educational Psychology course 1995 - present, enrollment approx. 1000 students per year.

Chair, State University System of Georgia committee to develop a statewide introductory course on Teaching and Learning (Ed. Psych.) for pre-service teachers; Coordinator of the resource bank and Professional development provider for all USG instructors of the new course. 2005-2007.

Instructor, Adult Basic Education, MidState Technical College, Stevens Point, WI, 1978-1989

Teacher, English and Speech, Janesville Craig Senior High & Delavan/Darien High School, 1974-1976

EDUCATION

Ph.D. in Educational Psychology, Michigan State University, 1994

Dissertation title: *Four readers on reading: Second-grade children in reform-based reading instruction*

M.A. in Teaching, Beloit College, 1975

B.A. in English with Honors, Beloit College, 1975

RESEARCH INTERESTS

Literacy instruction, difficulties & remedial interventions; educational psychology in teacher education and professional development; differentiating instruction for diverse students; teachers & motivation.

PUBLICATIONS

(in all cases, the first-listed author is senior)

Peer-refereed scholarly articles

**invited paper

Knapp, N. F. & Seifert, K. (November, 2005). Practicing what we teach: researching the teaching educational of psychology. *Teaching Educational Psychology*, 1(1) (an on-line, peer-reviewed journal: <http://www.coe.uga.edu/tep/>)

** Knapp, N. F. (2005). "They're not all like me!" The role of educational psychology in preparing teachers for diversity. *The Clearing House*, 78(5), 202-206.

Knapp, N. F. (2003). In defense of Harry Potter: An apologia. *School Libraries Worldwide*, 9(1), 78-93

Knapp, N. F. (2003). Educational psychology as policy science: the beginning of a conversation *Canadian Journal of Educational Policy and Administration*, 26 (an online, peer-reviewed journal: <http://www.umanitoba.ca/publications/cjeap>).

Knapp, N. F. (2003). Introduction to this issue: Educational psychology as policy science. *Canadian Journal of Educational Policy and Administration*, 26 (an online, peer-reviewed journal: <http://www.umanitoba.ca/publications/cjeap>).

Knapp, N. F. (2002). Tom and Joshua: Perceptions, conceptions, and progress in meaning-based reading instruction. *Journal of Literacy Research*, 34 (1), 59-98.

Flor, D. L. & Knapp, N. F. (2001). Transmission and transaction: Predicting adolescents' internalization of parental religious values. *Journal of Family Psychology*, 15(4), 627-645.

Hettinger, H. R. & Knapp, N. F. (2001). Lessons from J.P.: Supporting underachieving readers in the elementary classroom. *Reading Teacher*, 55(1), 26-29.

Hettinger, H. R. & Knapp, N. F. (2001) Potential, performance, and paradox: A case study of J.P., a verbally gifted, struggling reader. *Journal for Education of the Gifted*, 24(3), 248-289.

Knapp, N. F. & Grattan, K. W. (2001). Learning from students about learning to read. *Language and Literacy Spectrum*, 11, 40-51

Knapp, N. F. (2000). Constructivist assessment: Trying to practice what I teach in educational psychology. *Action in Teacher Education*, 21(4), 9-27.

Knapp, N. F. (1998). Telling data: "It sure looked nice!" *International Journal of Qualitative Studies in Education*, 11(4), 555-558.

Knapp, N. F. & Winsor, A. P. (1998). A reading apprenticeship for delayed primary readers. *Reading Research and Instruction*, 38(1), 13-29. (95% contribution)

Knapp, N. F. (1997). Interviewing Joshua: On the importance of leaving room for serendipity. *Qualitative Inquiry*, 3(3), 326-342.

Knapp, N. F. & Peterson, P. L. (1995). Teachers' interpretations of "CGI" after four years: Meanings and practices. *Journal for Research in Mathematics Education*, 26(1), 40-65.

Books

Knapp, N. F. (Author & Ed.) (in press for February, 2008). *Readings in Educational Psychology (2nd, expanded ed.)*. Boston, MA: Pearson.

Knapp, N. F. (Ed.) (2006). *Readings in Educational Psychology*. Upper Saddle River, NJ: Pearson.

Knapp, N. F. (1989). *Reader's choice: Discoveries*. Chicago: Contemporary Books.

Knapp, N. F. (1988). *Pre-GED science skills*. (reissued in 1989 as *Breakthroughs in science skills* .) Chicago: Contemporary Books.

Book chapters

Peterson, P. L. & Knapp, N. F. (1993). Inventing and reinventing ideas: Constructivist teaching and learning. In G. Cawelti (Ed.), *Challenges and achievements of American education: 1993 Yearbook of the Association for Supervision and Curriculum Development*, pp. 134-157. Alexandria, VA: ASCD.

Technical reports

Knapp, N. F. (2001). *Learning in the field: Impact of an early field experience on pre-service teachers' learning*. (Technical Report) Athens: University of Georgia, Contextual Teaching and Learning Project.

Knapp, N. F. (2001). *But what did they learn? Evaluating pre-service teachers' knowledge in context*. (Technical Report) Athens: University of Georgia, Contextual Teaching and Learning Project.

Knapp, N. F. (2000). *Making educational psychology meaningful across multiple contexts*. (Technical Report) Athens: University of Georgia, Contextual Teaching and Learning Project.

Knapp, N. F. & Peterson, P. L. (1993). *Understanding learners' understandings*. (Elementary Subject Center Series No. 97). East Lansing: Michigan State University, Center for the Learning and Teaching of Elementary Subjects.

Curricular materials

(All published in *Resources for Exploring Teaching and Learning*, an online compilation of peer-reviewed curricular resources for teaching educational psychology published by the University System of Georgia and available to college and university instructors across a five-state consortium.)

Knapp, N. F. (2006). Ameliorating the Effects of Poverty on Children's Development and Learning – What can we do? In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Dysfunctional Peer Interactions in an Elementary Classroom: A Problem-solving Exercise. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Inside the Teen Brain. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Looking at Your Family Culture. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Making Room for All Kinds of Temperament. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Piagetian theory & a child you know. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Reflection on Reciprocal Determinism. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Sharing Strategies, Becoming Strategic. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Teaching “Other People’s Children.” In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

Knapp, N. F. (2006). Thinking Piagetianly. In *Resources for Exploring Teaching and Learning*, Atlanta, GA: University System of Georgia.

MANUSCRIPTS IN PROGRESS

Harper, J. L., & Knapp, N. F. Anticipation: What rewards do pre-service teachers expect from teaching? (Manuscript in preparation for submission to *Journal of Teacher Education*, February, 2008)

Knapp, N. F. (under contract for 2008). Reading together: A summer program for delayed readers and their parents. To appear in J. Richards, & C. Lassonde, *Evidence-Based Quality After-School and Summer Literacy Programs: What Works and Why*. Newark: DE: International Reading Association.

Knapp, N. F. (under contract). Five students: cases for use. To appear in A. Woolfolk (2009). *Educational Psychology* (11th ed.). Boston: Allyn & Bacon.

Knapp, N. F., & Harper, J. L. Pre-service teachers’ theories of motivation. (Manuscript in preparation for submission to *Journal of Educational Psychology*, 2008—final data analysis in progress).

Knapp, N.F., & Choi, H. The Reading Attitude Survey: An initial validation study. (Manuscript in preparation).

PRESENTATIONS (**invited presentation)

National/international, peer-reviewed

Knapp, N. F., Choi, H., & Teitelbaum, D. (2007, November). *The Reading Attitude Survey: An initial validation study*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Knapp, N. F. (2007, April). *Learning about poverty through service: Pre-service teachers in an introductory educational psychology course*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL

Knapp, N. F. (2006, November). *Differentiating instruction for diverse literacy learners: An action-based professional development project*. Paper presented at the annual meeting of the National Reading Conference (NRC), Los Angeles, CA.

Knapp, N. F. (2006, April). *An exercise in social construction*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

Knapp, N. F. (2006, April). *Maureen, caught between*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

Knapp, N. F. (2006, April). *Some teachers on policy: It's effects on their teaching, their lives, and their students*. Annual meeting of the Invisible College of Research on Teaching, San Francisco, CA.

Knapp, N. F. (2005, November). *Reflective Journals: Making Use of the "Apprenticeship of Observation" in Preservice Teacher Education*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Knapp, N. F. (2005, October). *Transforming from student to teacher: Contributions of a self-designed outreach experience early in the teacher education program*. Paper presented at the fifth annual National Scholarship Outreach Conference, Athens, GA.

Knapp, N. F. (2005, April). *Added value: Pre-service teachers' learning from self-chosen early community experiences in an introductory educational psychology course*. Paper presented at the annual conference of the American Educational Research Association, Montreal, Canada.

Knapp, N. F. (2005, April). *Learning together: Struggling readers and pre-service teachers in a Reading Apprenticeship project*. Paper presented at the annual conference of the American Educational Research Association, Montreal, Canada.

Knapp, N. F. (2003, December). *Partners in reading, partners in learning: Project overview & evidence of success*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ. Part of a symposium I chaired and organized, *Partners in Reading, Partners in Learning: Children, Pre-service Teachers, and Researchers in a Reading Apprenticeship Project*.

Knapp, N. F. (2003, December). *What did they learn? Pre-service teachers' learning from an early field experience reading with struggling elementary readers using the Reading Apprenticeship intervention..* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ. Part of a symposium I chaired and organized, *Partners in Reading, Partners in Learning: Children, Pre-service Teachers, and Researchers in a Reading Apprenticeship Project*.

Knapp, N. F. (2003, April). *So how do they teach? Student perceptions of classes taught by novice teachers from a non-traditional teacher education program*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

Knapp, N. F. (2002, December). *Teaching without tracking: Strategies for supporting struggling readers in secondary content area learning*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Knapp, N. F. (2002, April). *Using the "Apprenticeship of Observation" in teacher education: A beginning*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Knapp, N. F. (2001, December). *Lee, who was a "good" reader*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Knapp, N. F. (2001, April). *Authentic learning contexts:" A place, an activity, or a state of mind?* Annual meeting of the Invisible College of Research on Teaching, Seattle, WA.

Knapp, N. F. (2001, April). *Pros and cons of early field experiences in teacher education*. Annual meeting of the Invisible College of Research on Teaching, Seattle, WA.

Knapp, N. F. (2001, April). *Learning in the field: Impact of an early field experience on pre-service teachers' learning*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Knapp, N. F. & Schell, J. (2001, April). *Psychological and sociological foundations of contextual teaching and learning*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Knapp, N. F. & Schell, J. (2001, March). *Contextual teaching and learning: Theoretical foundations for teaching practices*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Dallas, TX.

Knapp, N. F. (2000, November). *From the parent's perspective: A summer family reading apprenticeship program for delayed and novice readers*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

** Knapp, N. F. (2000, November). *Ethical issues in teaching young adult literature*. Part of an invited panel presentation, *Ethical Perspectives 2000*, at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Knapp, N. F. & Jordan, M. (2000, November). *Pre-service teachers' images of "really smart" people*. Paper presented at the annual meeting of the National Association for Gifted Children, Atlanta, GA.

Knapp, N. F. & Carr, M. (2000, April). *But what did they learn? Evaluating the construction of pre-service teachers' knowledge in context*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Knapp, N. F. (1999, December). *"Reading the words" vs. "reading for meaning": An old debate from a younger perspective*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Knapp, N. F. (1999, April). *Making educational psychology meaningful across multiple contexts*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Crowder, K. C., Knapp, N. F., Schutz, P. A., & Hettinger, H. R. (1999, April). *"I don't wanna read": Understanding why a cognitive apprenticeship in reading failed*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA.

Knapp, N. F. (1999, April). *Images of "the caring teacher" in the writing of pre-service teachers*. Annual meeting of the Invisible College of Research on Teaching, Montreal, Canada.

Knapp, N. F. (1998, December). *The Reading Apprenticeship intervention and its effects on the reading skills and attitudes of delayed primary readers*. Part of a symposium I chaired and organized, *The Reading Apprenticeship: An individualized Vygotskian approach to remediating delayed primary readers*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX

** Brophy, J., Emihovich, C., Knapp, N., & Wittrock, M. (1998, April). *The future of research on teaching*. Invited panel at the 1998 annual meeting of the Invisible College of Research on Teaching, San Diego, CA.

Knapp, N. F. (1998, April). *The Child's Conception of Reading Interview: A concretized, qualitative instrument for investigating children's concepts of reading*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Knapp, N. F. (1998, April). *Family-based apprenticeships in reading: A Vygotskian approach to remediating delayed primary readers*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Knapp, N. F. & Knapp, C. J. (1997, December). *Writing with Chris: Exploring apprenticeship experiences in authorship with a reluctant writer*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Knapp, N. F., Winsor, A. P. & Caruthers, T. (1996, December). *A reading apprenticeship for delayed primary readers*. Paper presented at the annual meeting of the National Reading Conference. Charleston, NC.

Knapp, N. F. (1996, January). *Interviewing Joshua: On the importance of leaving room for serendipity*. Paper presented at the annual QUIG conference (an international meeting of qualitative researchers in education), Athens, GA.

Knapp, N. F. (1995, April). *Tom and Joshua: Two readers in reform-based reading instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Knapp, N. F. (1995, April). *Constructivist assessment: Another attempt to practice what I teach in educational psychology*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Knapp, N. F. & Grattan, K. (1994, December). *Learning from students about learning to read*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Knapp, N. F. & Brock, C. (1994, April). *Practicing what we teach: Teaching educational psychology to prospective teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Knapp, N. F. (1993, December). *Ability grouping in primary reading instruction*. Paper presented at the annual meeting of the National Reading Conference, Charleston, NC.

Knapp, N. F. (1993, December). *Through students' eyes: Views of reading and reform in Michigan*. Paper presented at the annual meeting of the National Reading Conference, Charleston, NC.

Gavelek, J. & Knapp, N. F. (1992, April). *Examining the discourse of conceptual change: The need for epistemic humility*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA

Knapp, N. F. & Peterson, P. L. (1991, April). *What does CGI mean to you? Teachers' ideas of a research-based intervention four years later*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Local, state and national workshop presentations

Knapp, N. F. (2007, November). *Teaching Educational Psychology from a Constructivist Stance*. Workshop for doctoral students, Department of Educational Psychology and Special Education, Georgia State University, Atlanta, GA.

Knapp, N. F. (2007, November). *Helping Children Learn (and Love) to Read*. Family Literacy Night, Clarke Middle School, Athens, GA.

Knapp, N. F. (2007, September). *Speaking as an Educational Psychologist* Presentation to the Regent University Psychology Club, Regent University, Virginia Beach, VA.

Knapp, N. F. (2007, February). *Exploring Teaching and Learning*. A two-day professional development workshop for all University of Georgia System faculty who will be teaching EDUC(EPsy) 2130. University System of Georgia, Board of Regents.

Knapp, N. F. (2005, March). *Motivating students in post-secondary education*. Workshop for the faculty of North Georgia Technical College, Clarkesville, GA.

Knapp, N. F. (2005, 2003). *How to help kids learn to read: A summary for volunteers and family members*. Workshops for the Athens Clarke County Council on Aging.

Knapp, N. F. (2000, June). *Building curricula with arts and sciences faculty*. Conference on Revisioning Career and Technical Teacher Education, U.S. Department of Education, Washington, D.C.

Knapp, N. F., Pate, E., & Schell, J. (2000, March). *Using contextual learning strategies across the curriculum*. Third annual TECHPREP Conference, Georgia Department of Education, Atlanta, Georgia.

Schell, J. & Knapp, N. F. (2000, February). *Contextual teaching and learning in preservice teacher education*. Second TEACHNET conference, University of Wisconsin - Madison.

Knapp, N. F. (1999, May). *Summer Family Reading Apprenticeship*. Workshop for parents at the Clarke County Library (in cooperation with the Clarke County School District), Athens, GA.

Knapp, N. F. & Hettinger, H. (1998, October). *Family-Based Reading Apprenticeships*. Cleveland Road Elementary School Family Reading Night, Athens, GA.

GRANTS

Effects of Participation in a Reading Apprenticeship on Students' Attitudes Toward Reading, in School and Out. Principal investigator: Nancy F. Knapp. 2007 University of Georgia SEGUE grant, \$2892.

Developing Teachers' Abilities to Differentiate Instruction to Meet the Needs of Diverse Learners in Literacy. Principal investigator: Nancy F. Knapp. 2005-2006 Teacher Quality grant, \$31, 283.

Developing Teachers' Abilities to Differentiate Instruction to Meet the Needs of Diverse Learners in Literacy. Principal investigator: Nancy F. Knapp. 2004-2005 Teacher Quality grant, \$30, 446.

Evidence-Based Technology Enhanced Alternative Curriculum, Funded Participating Faculty. Principal Investigator: Art Recesso. 2003-2006 U. S. D. O. E. grant, \$1.096, 959 total.

Early Community Experiences in EPSY 2020L. Principal investigator: Nancy F. Knapp. University System of Georgia G-STEP continuation grant, \$1200.

Early Community Experiences in EPSY 2020L. Principal investigator: Nancy F. Knapp. University System of Georgia G-STEP grant, \$2000.

Learning to Teach to Diversity. Principal investigator: Nancy F. Knapp. 2002-2003 Eisenhower "seed money" grant. Approx. \$9000.

Business to Teaching, Funded Participating Faculty. Principal Investigator: Michael J. Padilla. 2000-2003 Georgia Board of Regents grant, approx. \$2,300,000 total.

Contextual Teaching and Learning: Evaluating a Pre-service Teacher Development Project, Funded Participating Faculty. Principal Investigator: Richard Lynch. 2002 U.S.D.O.E. continuation grant, approx. \$300,000 total.

Contextual Teaching and Learning: Pre-service Teacher Development Project, Funded Participating Faculty. Principal Investigator: Russell Yeany. 1998-2001 U.S.D.O.E. grant, approx. \$1,800,000 total.

Reading Apprenticeship On-Line. Principal investigator: Nancy F. Knapp. 2000 College of Education summer outreach support grant, approx. \$4000.

A Family Reading Apprenticeship Program. Principal investigator: Nancy F. Knapp. 1999 College of Education summer outreach support grant, approx. \$4000.

GRADUATE STUDENT ADVISEMENT & COMMITTEES

Major Professor

Laura Bannister	Ph.D., in progress
Jennifer Harper,	M.A., 2006; Ph.D. in progress
Alison Harbin	M.A., in progress
Kai Abdullah-Cooper	M.Ed., in progress
Nicole Barned	M.Ed., in progress
Shanaal Smothers	M.Ed., in progress
Elizabeth Foster	Ed.S., 2007
Allyson Harper	M.Ed., 2007
Deborah Teitelbuam	Initial Ph.D. advisor only, 2006-2007
Whitney Bacon,	M.Ed., 2006
Rachel Stubbs	M.Ed., 2006
Elizabeth Clark	M.Ed., 2005
Mary Ann Horne	M.A., 2005; Ph.D. program 2005-2007
Linda Winter	Ph.D., 2004
Robin Capozzoli	Ed.S., 2004
Yue He	M.Ed., 2004
Anna Ivey	M.Ed., 2004
Brian Oglesbee	M.Ed., 2004
Ambika Jack	M.Ed., 2003
Colleen Brown	M.Ed., 2003
Susan Garber	M.A., 2001
Hillary Hettinger	M.A., 2000
Kirsten Crowder	M.A., 1999
Molly Rahiya	M.Ed., 1999
Robert Calloway	M.Ed., 1997
Jennifer Somerindyke	M.A., 1997

Committee member

Kanita DuCloux	Ph.D., in progress
Linda Hekimoglu	Ph.D., in progress
Jane Tillitski	Ph.D., in progress
Janneke Counts	Ph.D., 2007
Barbara Dusterhoff	Ed. S., 2007.
Beth Meisinger,	Ph.D., 2006
Katherine Dodd	M.A., 2006
Stuart Greer	M.A., 2006
Ashley Owens	M.Ed., 2002; Ph.D., 2005
Teresa Pawlik	Ph.D., 2005
Matthew Quirk	M.A., 2002; Ph.D., 2005
Stanley Tucker	Ph.D., 2004
Brandon Kyser	Ed.S., 2004
Laurie Luckmann	Ed.S., 2004
Jennifer Siczko	M.A., 2004

Lisa Swor	Ph.D., 2002
Joseph Bell	M.Ed., 2001
David Charak	Ph.D., 2000
David Gavisk	Ph.D., 2000
Eulouise Williams	Ph.D., 2000
Robbie Henderson	Ph.D., 1999
Linda McGinn-Combs	Ph.D., 1999
Douglas Flor	Ph.D., 1998
Pat McDonald	Ph.D., 1998
Rachel Hinnent	M.Ed., 1998

COURSES TAUGHT (individual independent studies, masters and doctoral research numbers not included)

(individual independent studies, masters and doctoral research courses not included)

EPSY 2130: Exploring Teaching and Learning (*formerly EPSY 2020: Learning and Development in Education*) (annually, 1995-present, except 2005, 2007)

EPSY 2130L (*formerly EPSY 2020L*. Service learning lab attached to EPSY 2130/EPY 2020). (every Fall & Spring term, 2004-present)

EPSY 4000/6000, Indep. Study in Ed. Psych.: Teaching Delayed Primary Readers (1998, 1999)

EPSY 6010: Foundation of Human Development For Education (*previously EPY 401/601: Psychology of Early Childhood*) (1-2 sections annually, 1995-present)

EPSY 6470: Special topics in Educational Psychology: Differentiating Instruction for Diverse learners in Literacy (2002, 2005,)

EPSY 7650: Applied Project in Educational Psychology: Taking Action to Differentiate instruction (2002, 2005)

EPSY 8160, Special Topics in Educational Psychology: Vygotsky and Dewey (1998)

EPSY/READ 8170: Psychology of Reading (biannually, 1996-present)

EPSY 8750: Practicum in College Teaching (annually, 2001-present)

EPY 899, Research Seminar: Post-secondary Teaching, Educational Psychology (1995-1996)

AWARDS AND HONORS

D. Keith Osborn Award for Teaching Excellence, College of Education, University of Georgia, 2007.

Award Certificate for contributing the to Career Development of UGA students,
University of Georgia, 2006

Award Certificate for contributing the to Career Development of UGA students,
University of Georgia, 2005

Outstanding Teaching Award, College of Education, University of Georgia, 2003.

Outstanding Teaching Faculty Award, University of Georgia, 2003.

Elected to Phi Beta Kappa, Beloit College chapter, 1975.

EDITORIAL ACTIVITIES

Founding Co-editor, *Teaching Educational Psychology*, on-line, peer-reviewed journal of the Teaching Educational Psychology SIG of the American Educational Research Association (<http://www.coe.uga.edu/tep/>) (2004-present)

Editor/coordinator, *Resources for Exploring Teaching and Learning* (an online compilation of peer-reviewed curricular resources for teaching educational psychology published by the University System of Georgia and available to college and university instructors across a five-state consortium) (2006-2007)

Guest editor, Educational Psychology as a Policy Science--A Conversation. Special issue of the *Canadian Journal of Educational Policy and Administration* (an online peer-reviewed journal: <http://www.umanitoba.ca/publications/cjeap>). 2003.

Editorial Advisory Board, *Journal of Literacy Research*, 1999-present

Editorial reviewer for:

New Educational Psychology text in development (author undisclosed) (2007).
Hoboken: NJ: John Wiley & Sons,

New Educational Psychology text in development (authors undisclosed) (2007).
Boston: McGraw-Hill.

Ormrod, J. E. (1998, 1999). *Educational psychology, Developing Learners (2nd & 3rd ed.)*. New Jersey: Merrill/Prentice Hall.

Santrock, J. W. (2000, 2004). *Educational psychology (1st & 2nd ed.)*. Boston: McGraw-Hill.

Seifert, K. (1999). *Constructing a psychology of teaching and learning*. New York: Houghton-Mifflin.

Sternberg, R. & Williams, W. (2002). *Educational psychology*. New York: Addison-Wesley Longman.

Woolfolk, A. E. (2001, 2004, 2006, 2009). *Educational psychology*, (8th-11th ed.). Boston: Allyn & Bacon.

PROFESSIONAL SERVICE & LEADERSHIP

American Educational Research Association

Member, Relating Research to Practice Award Committee, 2003-2005.
Chair, Teaching Educational Psychology Special Interest Group (SIG), 2000-2001
Program Chair, Teaching Educational Psychology SIG, 1999 & 2000
Graduate Student Coord., Teaching Educational Psychology SIG, 1993-1995.
Proposal reviewer, Divisions C, G, K, 1994-present.

National Reading Conference

Area 12 co-chair, 2006, 2007, & 2008 annual meeting programs
Chair, Committee on Ethics, 2001-2003
Proposal reviewer, 1995-present

UNIVERSITY/COLLEGE/DEPARTMENTAL SERVICE & LEADERSHIP

Faculty Senate, College of Education, University of Georgia, 2006-present. Steering committee member, 2007-2008.

Student Appeals Committee, College of Education, University of Georgia, 2006-present.

Chair, Appeals Committee, Department of Educational Psychology and Instructional Technology, College of Education, University of Georgia, 2006-present.

Chair, Committee on Faculty Workload, Department of Educational Psychology and Instructional Technology, College of Education, University of Georgia, 2006-present.

Supervisor of Educational Psychology Teaching Assistants, Department of Educational Psychology and Instructional Technology, 1995-present.

Faculty Leadership Team, Carnegie Initiative on the Doctorate, Department of Educational Psychology and Instructional Technology, 2003-2007.

Faculty Senate Nominations Committee, College of Education, University of Georgia, 2003-2004.

University of Georgia Libraries Committee, College of Education Representative, 2002-2004.

University of Georgia Curriculum Committee, College of Education Representative,
1997-1999.

Chair, Subcommittee on Implementation of the Multicultural Requirement, 1999.
Chair, Subcommittee on Entry Requirements for Majors & Restricted Majors,
1999.

Undergraduate Curriculum Committee, College of Education, University of Georgia,
2000-2002.

COMMUNITY SERVICE & LEADERSHIP

Developer and Director, Reading Apprenticeship Program, which has served over 200
delayed readers and their families in Athens-Clarke County to date.

School Improvement Team, Cleveland Road Elementary School, Athens, GA. 2004-
2005.

Professional Development Planning Committee, Clarke County School District, Athens,
GA. 2003-2004.