

**VITA**  
**PATRICIA ANN ALEXANDER**

Professor, Distinguished Scholar-Teacher  
Department of Human Development  
College of Education, University of Maryland  
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**PROFESSIONAL INTERESTS**

Academic Development  
Learning and Teaching  
Text Processing  
Individual Differences  
Epistemology

**EDUCATION**

B.A. Elementary Education, Bethel College, 1970  
M.Ed. Reading/Elementary and Early Childhood Education (Reading Specialist), James  
Madison University, 1979  
Ph.D. Reading, University of Maryland at College Park, 1981

**EDUCATIONAL EXPERIENCES**

Distinguished Scholar-Teacher, University of Maryland, 2000-2001  
Professor, Human Development, University of Maryland, 1995-present  
Professor, Educational Psychology and Educational Curriculum and Instruction,  
Texas A&M University, 1991-1995  
Associate Professor, Educational Curriculum and Instruction, Texas A&M University, 1986-  
1991  
Assistant Professor, Educational Curriculum and Instruction, Texas A&M University, 1981-  
1986  
Graduate Assistant, University of Maryland, College of Education, 1980-1981  
Instructor Part-time, Federal Grant, *Developing Career Awareness in Young Children*,  
University of Maryland, 1979-1980  
Instructor, Exceptional Students Reading and Mathematics Lab, Shenandoah County  
Public Schools, Virginia, 1977-1979

Language Arts and Reading Teacher, Grade 5, Woodstock Middle School, Shenandoah County  
Public Schools, Virginia, 1974-1977

Science Teacher, Grade 5, Woodstock Middle School, Shenandoah County Public Schools, Virginia, 1973-1974

Physical Science Teacher, Grades 7 and 8, St. Thomas More School, Arlington, Virginia, 1970-1971

### **INSTRUCTIONAL RESPONSIBILITIES**

Associate Director for Research, Gifted and Talented Institute, Texas A&M University, 1984-1992

Assistant Project Coordinator, Dean's Grant Project, College of Education, Texas A&M University, 1981-1984

Budget Supervisor, Federal Grant, *Adult Reading Academy Project*, University of Maryland, 1980-1981

### **PROFESSIONAL ASSOCIATIONS**

American Psychological Association

American Educational Research Association

International Reading Association

National Reading Conference

Society for the Scientific Study of Reading

European Association for Learning and Instruction

### **HONOR SOCIETIES**

National Society for the Study of Education

Phi Delta Kappa

Phi Kappa Phi

### **HONORS, AWARDS, AND LISTINGS**

Outstanding Scholarship Award, College of Education, University of Maryland, 200

Sylvia Scribner Award, Division C, American Educational Research Association, 2007

E. L. Thorndike Award for Career Achievement in Educational Psychology, Division 15, American Psychological Association, 2006

Visiting Scholar, University of Padua, Padua, Italy, 2006

Visiting Scholar, Universidad Autónoma de Madrid, Spain 2005

Fellow, University of Maryland Academy for Excellence in Teaching and Learning, 2002-present

Founding Council, University of Maryland Academy for Excellence in Teaching and Learning, 2000-2001

Oscar S. Causey Award for Outstanding Contributions, National Reading Conference, 2001

University Faculty Mentor of the Year, University of Maryland, 1999-2000  
Fellow, Division 15, Educational Psychology, American Psychological Association

Visiting Scholar, Centre for Mathematics and Science Education, Queensland University of Technology, Brisbane, Australia, July-August, 1999

Visiting Scholar, Department of Educational Studies, University of Utah, Salt Lake City, Utah, 1997

Speaker, George Graham Lecture in Reading, McGuffey Reading Center, University of Virginia October, 1996

Visiting Scholar, Centre for Mathematics and Science Education, Queensland University of Technology, Brisbane, Australia, August-September, 1996

Outstanding Alumnus, College of Education, University of Maryland, 1995

Who's Who Among American Educators, 1995

Visiting Instructor, Katong Convent School, Singapore, May 1995

Visiting Scholar, Faculty of Educational Science and Technology, University of Twente, Netherlands, January 1995

Award of Merit for Teaching, Gamma Sigma Delta, Honor Society of Agriculture, Texas A&M University Chapter, 1993

Texas A&M University, Former Students Faculty Distinguished Achievement Award in Research, 1992

Distinguished Research Fellow, College of Education, Texas A&M University, 1991-1995

Spencer Fellow of the National Academy of Education, 1987-1989

Texas A&M University, Former Students Faculty Distinguished Achievement Award in Teaching, 1987

Outstanding Research Award, Southwest Educational Research Association, 1987

University Nominee, Young Researcher Award, CSGS, 1985-1986

Recipient of the Instructional Research Laboratory, Research Achievement Award, 1984

College Representative, MSC Endowed Lecture Series, 1984

Outstanding New Faculty Award, Development Council, College of Education, 1983

Who's Who Among American Women, 1983

Outstanding Young Female Scholar, College of Education Nominee, Texas A&M University, 1982

Summa Cum Laude, B.A., Bethel College, 1970

Who's Who in American Colleges and Universities, 1969-1970

## **EDITORIAL AND REVIEW BOARDS**

Editor, *Contemporary Educational Psychology*, August 2003-present

Series Editor, *The Psychological Foundations of Teaching and Learning Series*, Lawrence Erlbaum Associates, 2004-present

Associate Editor, *American Educational Research Journal, Teaching, Learning, and Human Development Section*, 2008-2012

Co-Editor, *Contemporary Educational Psychology*, January 2001-August 2003

Editor, *Instructional Science*, 1995-2007

Senior Advisory Board, *Educational Psychology Review*, 2006-present

Editorial Board, *Reading Research Quarterly*, 1987-1991, 1994-present

Editorial Board, *Journal of Educational Psychology*, 1997-present

Editorial Board, *Journal of Literacy Research*, (formerly *Journal of Reading Behavior*), 1988-1992, 1994-present

Editorial Board, *Educational Researcher*, 2008-2012

Editorial Board, *Journal for the Society for the Scientific Study of Reading*, 1995-present

Editorial Board, *Educational Psychologist*, 1995-present

Editorial Board, *Mathematical Thinking and Learning*, 1997-present

Editorial Board, *Journal of Experimental Education*, 1998-present

Editorial Board, *Journal of Experimental Child Psychology*, 1999-present

Editorial Board, *Learning Disabilities Quarterly*, 1998-present

Editorial Board, *Metacognition and Learning*, 2005-present

Editorial Board, *Journal of Research on Educational Effectiveness*, 2008-2012

Associate Editor, *Instructional Science*, 1993-1995

Editorial Board, *American Educational Research Journal*, 1995-1998, 2004-2007

Editorial Board, *Contemporary Educational Psychology*, 1996-2001

Program Reviewer, *American Psychological Association, National Reading Conference, American Educational Research Conference, Southwest Educational Research Association*

Guest Reviewer, *Archives of Clinical Neuropsychology, Cognition and Instruction, Cognitive Psychology, Contemporary Psychology, Developmental Psychology, Discourse Processes, Early Child Development and Care, Educational and Psychological Measurement, Educational Psychology Review, Educational Researcher, Elementary School Journal, European Journal of Psychology in Education, Exceptional Children, Journal of Experimental Psychology: General, Journal of Higher Education, Learning and Instruction, Learning and Individual Difference, Merrill-Palmer Quarterly, Reading and Writing, Motivation and Emotion, Review of Educational Research, School Psychology in Education, Teaching and Teacher Education.*

## **ADMINISTRATIVE EXPERIENCE**

Convener, Educational Psychology Specialization, Department of Human Development, University of Maryland, September 1995-present

**Primary Responsibilities** – *Oversee the Educational Psychology Specialization, a top-ranked programs in the country; represent the concerns of the program to the broader educational community, and the university, and college leadership; organize and promote a colloquium series; work with specialization faculty and graduate students to assess programmatic needs; serve on relevant program and service committees.*

Interim Department Head, Educational Psychology, Texas A&M University, August 1993-August 1995

**Primary Responsibilities** - *Supervise 28 faculty, 7 staff, 250 graduate students and 150 undergraduate majors; Represent the issues and concerns of the department to college, university, and system leadership; Hire, retain, and evaluate faculty and staff; Manage an*

*annual budget of approximately \$2,000,000; Offer guidance to 5 academic programs, including 2 professionally accredited programs; Contribute to the development and implementation of policies and procedures within the college.*

Assistant Department Head, Educational Psychology, Texas A&M University, 1993

**Primary Responsibilities** - *Conduct evaluations of faculty teaching; Mediate and communicate faculty, staff, and student concerns; Substitute for the department head at official meetings and functions.*

Speaker, Faculty Senate Texas A&M University, 1991-1992

**Primary Responsibilities** - *Represent the interests and concerns of the approximately 2500 faculty of Texas A&M University to the university and system administration, the state legislators and policy makers; Advise the President and Provost on academic matters; Serve as faculty representative at various social and political functions.*

## **PUBLICATIONS**

### **Books**

Alexander, P. A., & Winne, P. H. (Eds.). (2006). *Handbook of educational psychology (Second edition)*. Mahwah, NJ: Lawrence Erlbaum Associates and Division 15 of the American Psychology Association.

Alexander, P. A. (2006). *Psychology in learning and instruction*. Columbus, OH: Prentice-Hall.

Murphy, P. K., & Alexander (2005). *Understanding how students learn: A guide for instructional leaders*. Thousand Oaks, CA: Corwin Press.

Garner, R., & Alexander, P. A. (Eds.). (1994). *Beliefs about text and about instruction with text*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Goetz, E. T., Alexander, P. A., & Ash, M. (1992). *Educational psychology: A classroom perspective*. Columbus, OH: Charles E. Merrill.

Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (Eds.) (1988). *Learning and study strategies: Issues in assessment, instruction, and evaluation*. San Diego: Academic Press.

Alexander, P. A., & Muia, J. (1982). *Gifted education: A comprehensive roadmap*. Rockville, MD: Aspen Systems.

### **Chapters in Edited Volumes**

- Alexander, P. A., & Fox, E. (in press). Adolescent reading. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of reading research, Vol. IV*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Fox, E., & Alexander, P. A. (in press). Text and reading comprehension. In S. E. Israel & G. G. Duffy (Eds.), *Handbook or research on reading comprehension*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Murphy, P. K., & Alexander P. A. (in press). Cherishing students' meanings while seeking change: Walking an ethical tightrope. In S. E. Israel & C. A. Lassonde (Eds.). *The Ethical Educator: Integrating ethics within the context of teaching and teacher research*. New York: Peter Lang Publishers Group.
- Maggioni, L., & Alexander, P. A. (in press). Knowledge domains and domain learning. In B. McGaw, P.L. Peterson, & E. Baker (Eds.), *International encyclopedia of education* (3<sup>rd</sup> ed.). Amsterdam, Netherlands: Elsevier.
- Alexander, P. A., & Fox, E. (in press). Reading in perspective. In M. J. Fresch (Ed.), *Fifty years of reading research: A historic look at current practices*. Newark, DE: International Reading Association.
- Murphy, P. K., & Alexander, P. A. (in press). The role of knowledge, beliefs, and interest in the conceptual change process: A meta-analysis and synthesis of the research. In S. Vosniadou (Ed.), *Handbook on conceptual change*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Alexander, P. A., Murphy, P. K., & Kulikowich, J. M. (in press). Expertise and adult development: New models and critical implications. In M. C. Smith & T. Reio (Eds.) *The handbook of research on adulthood: Adult development and learning*. New York: Routledge/Taylor and Francis Publishing Co.
- Murphy, P. K., & Alexander, P. A. (in press). Learning from text: The integral roles of knowledge and beliefs. In J. W. Guthrie (Ed.), *The encyclopedia of education*. New York: Macmillan.
- Alexander, P. A., & Buehl, M. M. (in preparation). Beliefs about learning in academic domains. In K. Wentzel & A. Wigfield (Eds.), *Handbook on motivation at school*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Alexander, P. A., & Sinatra, G. M. (2007). First steps: Scholars' promising movements into a nascent field of inquiry. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.) *Re-framing the conceptual change approach in learning and instruction* (pp. 221-236). Amsterdam: Elsevier.

- Murphy, P. K., Alexander, P. A., Greene, J. A., & Edwards, M. N. (2007). Epistemological threads in the fabric of conceptual change research. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.) *Re-framing the conceptual change approach in learning and instruction* (pp. 105-122). Amsterdam: Elsevier.
- Murphy, P. K., & Alexander, P. A. (2007). Contextualizing the learner-centered principles for teachers and teaching. In W. Hawley (Ed.), *The KEYS to effective schools: Educational reform as continuous improvement* (2<sup>nd</sup> ed., pp. 13-32). Washington, DC: National Education Association and Corwin Press.
- Alexander, P. A., & Winne, P. H. (2006). Afterword. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 981-984). Mahwah, NJ: Lawrence Erlbaum Associates.
- Winne, P. H., & Alexander, P. A. (2006). Foreword. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. xi-xii). Mahwah, NJ: Lawrence Erlbaum Associates.
- Alexander, P. A., & Riconscente, M. M. (2005) A matter of proof: Why achievement ? learning. In J. S. Carlson & J. R. Levin (Eds.), *The No Child Left Behind legislation: Educational research and federal funding* (pp. 27-36). Greenwich, CT: Information Age Publishers.
- Alexander, P. A., & Buehl, M. M. (2004). Seeing the possibilities: Constructing and validating new measures of mathematical and analogical reasoning for young children. In L. D. English (Ed.), *Mathematical and analogical reasoning of young learners* (pp. 23-45). Mahwah, NJ: Lawrence Erlbaum Associates.
- Buehl, M. M., & Alexander, P. A. (2004). Longitudinal and cross-cultural trends in young children's analogical and mathematical reasoning abilities. In L. D. English (Ed.), *Mathematical and analogical reasoning of young learners* (pp. 47-73). Mahwah, NJ: Lawrence Erlbaum Associates.
- Jetton, T. L., & Alexander, P. A. (2004). Domains, pedagogy, and literacy. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 15-39). New York: Guilford.
- Fives, H., & Alexander, P. A. (2004). How schools shape teacher motivations: Another piece in the achievement puzzle. In D. M. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning: Volume 4: Big theories revisited* (pp. 329-359). Greenwich, CT: Information Age Press.
- Alexander, P. A. (2004). A model of domain learning: Reinterpreting expertise as a multidimensional, multistage process. In D. Y. Dai & R. J. Sternberg (Eds.), *Interactive models* (pp. 271-298). Mahwah, NJ: Lawrence Erlbaum Associates.

Alexander, P. A., & Fox, E. (2004). Historical perspective on reading research and practice. In R. B. Ruddell & N. Unrau (Eds.), *Theoretical models and processes of reading* (5<sup>th</sup> ed., pp. 33-68). Newark, DE: International Reading Association.

- Alexander, P. A., & Jetton, T. L. (2003). Learning from traditional and alternative texts: New conceptualization for an information age. In A. Graesser, M. Gernsbacher, & S. Goldman (Eds.), *Handbook of discourse processes* (pp. 199-241). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kulikowich, J. M., & Alexander, P. A. (2003). Cognitive assessment. In L. Nadel (Ed.), *The encyclopedia of cognitive science* (Vol. 1: pp. 526-532). London: Nature Publishing Group.
- Alexander, P. A. (2002). Introduction: The landscape of literacy in seven portraits. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia: Volume One* (Portrait VII, pp. xxvii-xxx). New York: ABC-CLIO.
- Alexander, P. A., & Kulikowich, J. M. (2002). Commentary: Crossing lines. In R. Garner (Ed.), *Hanging out: Community-based after-school programs for children* (pp. 153-166). Westport, CT: Bergin & Garvey.
- Murphy, P. K., & Alexander, P. A. (2002). The learner-centered principles: Their value for teachers and teaching. In W. Hawley (Ed.), *The KEYS to effective schools: Educational reform as continuous improvement* (pp. 10-27). Washington, DC: National Education Association and Corwin Press.
- Alexander, P. A., & Jetton, T. L. (2000). Learning from text: A multidimensional and developmental perspective. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Vol. III* (pp. 285-310). Mahwah, NJ: Lawrence Erlbaum Associates.
- Alexander, P. A., & Fives, H. (2000). Achieving expertise in teaching reading. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp.285-308). New York: Guilford Press.
- Alexander, P. A., & Murphy, P. K. (1999). Learner profiles: Valuing individual differences within classroom communities. In P. L. Ackerman, P. C. Kyllonen, & R. D. Roberts (Ed.), *Learning and individual differences: Processes, traits, and content determinants* (pp. 413-431). Washington, DC: American Psychological Association.
- Alexander, P. A., & Murphy, P. K. (1999). What cognitive psychology has to say to school psychology: Shifting perspectives and shared purposes. In C. R. Reynolds & T. B. Gutkin (Eds.), *The handbook of school psychology* (3rd edition, pp. 167-193). New York: John Wiley & Sons.
- Alexander, P. A. (1998). The nature of disciplinary and domain learning: The knowledge, interest, and strategic dimensions of learning from subject-matter text. In C. Hynd (Ed.), *Learning from text across conceptual domains* (pp. 263-287). Mahwah, NJ: Lawrence Erlbaum Associates.

- Alexander, P. A. (1998). Positioning conceptual change within a model of domain literacy. In B. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change: Multiple ways to understand knowing and learning in a complex world* (pp. 55-76). Mahwah, NJ: Lawrence Erlbaum Associates.
- Alexander, P. A., & Murphy, P. K. (1998). The research base for APA's learner-centered principles. In N. M. Lambert & B. L. McCombs (Eds.), *Issues in school reform: A sampler of psychological perspectives on learner-centered schools* (pp. 25-60). Washington, DC: The American Psychological Association.
- Alexander, P. A., Garner, R., Sperl, C. T., & Chou, V. (1998). Fostering reading competence in students with learning disabilities. In B. Y. L. Wong (Ed.), *Learning about learning disabilities* (2<sup>nd</sup> ed., pp. 343-366). New York: Academic Press.
- Alexander, P. A. (1997). Mapping the multidimensional nature of domain learning: The interplay of cognitive, motivational, and strategic forces. In M. L. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement* (Vol. 10, pp. 213-250). Greenwich, CT: JAI Press.
- Alexander, P. A., White, C. S., & Daugherty, M. (1997). Children's use of analogical reasoning in early mathematics learning. L. English (Ed.), *Mathematical reasoning: Analogies, metaphors, and images* (pp. 117-147). Mahwah, NJ: Lawrence Erlbaum Associates.
- Alexander, P. A., & Dochy, F. J. R. C. (1994). Adults' views about knowing and believing. In R. Garner & P. A. Alexander (Eds.), *Beliefs about text and about instruction with text*. (pp. 223-244). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Kulikowich, J. M., & Alexander, P. A. (1994). Error patterns on cognitive tasks: Applications of polytomous item response theory and log-linear modeling. In C. Reynolds (Ed.), *Cognitive assessment: An interdisciplinary dialogue* (pp. 137-154). New York: Plenum.
- Alexander, P. A. (1992). A cognitive perspective on mathematics: Issues of perception, instruction, and assessment. In J. P. Ponte, J. F. Matos, J. M. Matos, & D. Fernandes (Eds.), *Mathematical problem solving and new information technologies* (pp. 61-76). New York: Springer-Verlag.
- Garner, R., Alexander, P. A., & Hare, V. C. (1991). Reading comprehension failure in children. In B. Wong (Ed.), *Learning and study strategies: Issues in assessment, instruction, and evaluation* (pp. 193-214). San Diego: Academic Press.
- Alexander, P. A., & Hare, V. C. (1989). Cognitive training: Implications for reading instruction. In J. N. Hughes & R. J. Hall (Eds.), *Handbook of cognitive behavioral approaches in educational settings* (pp. 220-246). New York: Guilford Publishing.

Schallert, D. L., Alexander, P. A., & Goetz, E. T. (1988). Implicit instruction of strategies for learning from text. In C. E. Weinstein, E. T. Goetz, & P. A. Alexander (Eds.), *Learning and study strategies: Issues in assessment, instruction, and evaluation* (pp. 193-214). San Diego: Academic Press.

### **Special Issue Editorships**

Alexander, P. A. (Ed.) (2003). Reconceptualizing expertise: New models, alternative perspectives, and promising results. *Educational Researcher*, 32(8).

Alexander, P. A. (Ed.) (2001). Persuasion in the classroom: Implications for theory, research, and practice. [Special Issue] *International Journal of Educational Research*.

Alexander, P. A. (Ed.) (2000). Motivation and the educational process: An exploration of key motivational constructs. [Special Issue]. *Contemporary Educational Psychology*, 25.

Harris, K., & Alexander, P. A. (Eds.) (1998). Integration, constructivist education. [Special Issue]. *Educational Psychology Review*, 10(2).

Alexander, P. A. (Ed.) (1996). The role of knowledge in learning and instruction [Special Issue]. *Educational Psychologist*, 31(2).

### **Special Issue Contributions and Invited Papers (Refereed)**

Alexander, P. A. (in press). Yes...but: Footnotes to sage advice. [Special Issue on the Development of Educational Psychologists] *Educational Psychology Review*.

Alexander, P. A. (in press). Charting the course for the teaching profession: The energizing and sustaining role of motivational forces. [Special Issue on Teaching Motivation] *Learning and Instruction*.

Harris, K. R., Alexander, P. A., & Graham, S. (in press). Defining strategy research: Michael Pressley's contributions and directions for future research [Special Issue on "Michael Pressley's contributions to educational psychology: Impact and future directions"] *Educational Psychologist*.

Alexander, P. A. (2007). Commentary: Bridging the cognitive and sociocultural approaches in conceptual change research: Unnecessary foray or unachievable feat. [Special Issue on "Bridging the cognitive and sociocultural approaches in research on conceptual change"] *Educational Psychologist*, 42(1), 67-73..

- Buehl, M. M., & Alexander, P. A. (2006). Examining the dual nature of epistemological beliefs. [Special Issue on "Beliefs about knowledge and knowing"] *International Journal of Educational Research*, 45, 28-42.
- Alexander, P. A. (2006). What would Dewey say? Channeling Dewey on the issue of the specificity of epistemic beliefs. *Educational Psychology Review*, 18, 55-65
- Alexander, P. A. (2005). Teaching towards expertise. [Special Monograph on Pedagogy—Learning for teaching] *British Journal of Educational Psychology*. Monograph Series II, 3, pp. 29-45.
- Alexander, P. A. (2005). *The path to competence: A lifespan developmental perspective on reading*. [White paper commissioned by the National Reading Conference]. Oak Creek, WI: National Reading Conference.  
<http://www.nrconline.org/publications/ThePathToCompetence.pdf>
- Maggioni, L., Alexander, P. A., & VanSledright, B. (2004). At the crossroads: The development of epistemological beliefs and historical thinking, *European Journal of School Psychology*, 2(1-2), 169-197.
- Alexander, P. A. (2004). In the year 2020: Envisioning the possibilities for educational psychology. *Educational Psychologist*, 39(3), 149-156.
- Alexander, P. A. (2004). Rethinking schooling as academic development. *Mid-Western Educational Researcher*, 17(1), 15-20.
- Alexander, P. A. (2004). The human factor. *Electronic Journal of Educational Psychology*. [Special Issue on the "Contributions of Paul R. Pintrich to Educational Psychology."], 3(1), 197-202.  
<http://www.investigacion-psicopedagogica.org/revista/articulos/3/>
- Alexander, P. A. (2003). Can we get there from here? Introduction to the special issue on expertise. *Educational Researcher*, 32(8), 3-4.
- Alexander, P. A. (2003). The development of expertise: The journey from acclimation to proficiency. *Educational Researcher*, 32(8), 10-14.
- Alexander, P. A. (2003). Coming home: Educational psychology's philosophical pilgrimage [Special Issue on "Rediscovering the philosophical roots of educational psychology"]. *Educational Psychologist*, 38(3), 129-132.
- Alexander, P. A. (2001). Persuasion: Rethinking the nature of change in students' knowledge and beliefs: Introduction to special issue on persuasion. *International Journal of Educational Research*, 35, 629-631.

- Alexander, P. A., Sperl, C. T., & Buehl, M. M. (2001). The persuasiveness of persuasive discourse. *International Journal of Educational Research*, *35*, 651-674.
- Buehl, M. M., & Alexander, P. A. (2001). Examining beliefs about academic knowledge: Domain general or domain specific? *Educational Psychology Review*, *13*, 385-418.
- Fives, H., & Alexander, P. A. (2001). Teaching as persuasion: A case in point. *Theory into Practice*, *40*, 242-248.
- Jetton, T. L., & Alexander, P. A. (2001). The assessment of interest and the content area literacy environment: Challenges for research and practice. *Educational Psychology Review*, *13*, 303-318.
- Alexander, P. A. (2000). Humble beginnings: Ambitious ends [Prologue to Special Issue on Motivation and the Educational Process]. *Contemporary Educational Psychology*, *25*, 1-2.
- Alexander, P. A., & Wade, S. E. (2000). Contexts that promote interest, self-determination, and learning: Lasting impressions and lingering questions. [Commentary to Special Issue]. *Computers in Human Behavior*, *16*, 349-358.
- Murphy, P. K., & Alexander, P. A. (2000). A motivated look at motivational terminology. [Special Issue]. *Contemporary Educational Psychology*, *25*, 3-53.
- Alexander, P. A., & Buehl, M. M. (1999). An Escherian perspective: The recursive nature of reading research. *Issues in Education*, *5*, 37-43.
- Alexander, P. A., & Murphy, P. K. (1999). Nurturing the seeds of transfer: A domain-specific perspective. *International Journal of Educational Research*, *31*, 561-576.
- Alexander, P. A., Graham, S., & Harris, K. (1998). A perspective on strategy research: Progress and prospects. [Special Issue] *Educational Psychology Review*, *10*, 129-154.
- Harris, K., & Alexander, P. A. (1998). Integrated, constructivist education: Challenge and reality. [Editorial introduction]. *Educational Psychology Review*, *10*, 115-127.
- Alexander, P. A. (1997). Knowledge-seeking and self-schema: A case for the motivational dimensions of exposition. [Special Issue]. *Educational Psychologist*, *32*, 83-94.
- Alexander, P. A. (1996). The past, present, and future of knowledge research: A reexamination of the role of knowledge in learning and instruction [Editor's notes]. *Educational Psychologist*, *31*(2), 89-92.

Alexander, P. A. (1995). Superimposing a situation-specific and domain-specific perspective on an account of self-regulated learning [Special issue] *Educational Psychologist*, *30*, 189-193.

Alexander, P. A., & Kulikowich, J. M. (1994). Learning from physics text: A synthesis of recent research. *Journal of Research in Science Teaching* [Special Issue on Print Based Language Arts and Science Learning], *31*, 895-911.

### **Refereed Journal Articles and Refereed Conference Proceedings**

Alexander, P. A. (2006). Evolution of a learning theory: A case study. *Educational Psychologist*, *41*(4), 257-264.

Maggioni, L., Riconscente, M., & Alexander, P. A. (2006). Perceptions of knowledge and beliefs among undergraduate students in Italy and in the United States. *Learning and Instruction*, *16*, 467-491.

Alexander, P. A. (2006). The path to competence: A lifespan developmental perspective on reading. *Journal of Literacy Research*, *37*, 413-436.

Buehl, M. M., & Alexander, P. A. (2005). Motivation and performance differences among domain-specific epistemological belief profiles. *American Educational Research Journal*, *42*, 697-726.

Alexander, P. A., Sperl, C. T., Buehl, M. M., Fives, H., & Chiu, S. (2004). Modeling domain learning: Profiles from the field of special education. *Journal of Educational Psychology*, *96*, 545-557.

Murphy, P. K., & Alexander, P. A. (2004). Persuasion as a dynamic, multidimensional process: A viewfinder for individual and intraindividual differences. *American Educational Research Journal*, *41*, 337-363.

Alexander, P. A. (2003). Profiling the developing reader: The interplay of knowledge, interest, and strategic processing. In C. M. Fairbanks, J. Worthy, B. Maloch, J. V. Hoffman, D. L. Schallert (Eds.), *The Fifty-first Yearbook of the National Reading Conference* (pp. 47-65). Oak Creek, WI: National Reading Conference.

Alexander, P. A., Fives H., Buehl, M. M., & Mulhern, J. (2002). Teaching as persuasion. *Teaching and Teacher Education*, *18*, 795-813.

Buehl, M. M., Alexander, P. A., & Murphy, P. K. (2002). Beliefs about schooled knowledge: Domain specific or domain general. *Contemporary Educational Psychology*, *27*, 415-449.

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### **Monographs, Book Reviews, and Technical Reports**

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Alexander, P. A., Parsons, J. L., & Nash, W. R. (1996). *Toward a theory of creativity*. Washington, DC: National Association for Gifted Children.

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### **Editorials, Invited Papers (NonRefereed), and Other Projects**

- Alexander, P. A., & Fox, E. (in press). Reading. In H. L. Swanson (Ed.), *Encyclopedia of special education*. New York: John Wiley & Sons.

Alexander, P. A., & Fox, E. (in press). Reading disorders. In H. L. Swanson (Ed.), *Encyclopedia of special education*. New York: John Wiley & Sons.

Alexander, P. A., & Fox, E. (in press). Reading remediation. In H. L. Swanson (Ed.), *Encyclopedia of special education*. New York: John Wiley & Sons.

Alexander, P. A. (2004). *Facilitating effective learning for all students: Module A*. (Video course). Los Angeles, CA: Canter & Associates.

Alexander, P. A. (1994, November). *Motivation, situation, information, and initiation: Ingredients for academic success*. Newsletter for the American Educational Research Association Special Interest Group on Text, Technology, and Learning Strategies.

Alexander, P. A. (1992, March). *Seeking resolution*. Editorial for the Bryan/College Station Eagle.

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Alexander, P. A. (1991, September). *The value of higher education*. Editorial for the Bryan/College Station Eagle.

Alexander, P. A. (1990, Spring). More effective units for gifted and talented students. *Tempo*, 10, 10-11.

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Alexander, P. A. (1984). *Final Report: Dean's Grant Project*. (OE Grant No. G008101963).

Alexander, P. A. (1983, January). A New Year's resolution (Guest Editorial). *Teacher Education Program Follow-Up Studies Newsletter*.

Alexander, P. A. (1981). *Predictive accuracy of third and fifth graders across linguistic and nonlinguistic comprehension measures: The relationship between performance on graduated passage questions under listening and reading conditions and the Standard Progressive Matrices*. Unpublished doctoral dissertation. University of Maryland.

## PRESENTATIONS

### International/National Keynotes and Invitational Talks

Alexander, P. A. (2006, November). *Rethinking reading development: Implications for literacy teaching and learning*. Keynote at the Utah Council of the International Reading Association, Salt Lake City, UT.

Alexander, P. A. (2006, August). *Evolution of a learning theory: A case study*. Invited Address for the 2006 E.L. Thorndike Award for Career Achievement in Educational Psychology, to be presented at the annual meeting of the American Psychological Association annual meeting, New Orleans, LA.

Alexander, P. A., & P. K. Murphy (2006, July) How educational factors enhance or inhibit domain learning: A case for academic development. In P. L. Ackerman (Chair), *Determinants of the acquisition of domain knowledge*. Invited symposium presented at the 26th International Congress of Applied Psychology, Athens, Greece.

Alexander, P. A. (2006, March). *Developing literate competence in knowledge domains: Toward the improvement of secondary school teaching and learning*. Plenary at the Adolescent Literacy Symposium, University of Michigan, Ann Arbor, MI.

Alexander, P. A. (2005, November). *UnIntelligent design: Questions of truth, knowledge, and beliefs*. Keynote to the Southwestern Consortium for Innovations in Psychology in Education. Las Vegas, NV.

Alexander, P. A. (2005, November) (Panelist). *What is good literacy instruction, and whose job is it?* Toward a More Literate Nation Meeting of the Alliance for Excellent Education, Washington, DC.

Alexander, P. A. (2005, August) (Discussant). *American psychological foundation Esther Katz Rosen symposium: Unwanted gifts—Roadblocks to success in developing academic—Artistic giftedness*. Annual meeting of the American Psychological Association, Washington, DC.



- Alexander, P. A. (2005, April). *The nuts and bolts of academic publishing: A how-to for graduate students and new faculty*. Division C Graduate Student Committee presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (2005, April). (Panelist). *Fight, flight, or fraternization: The role of research in federal education policy making*. Division C Invited session at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (2004, September). *Teaching for expertise*. Invited presentation at the British Journal of Educational Psychology Current Trends Conference, Leeds, England.
- Alexander, P. A. (2004, August) (Panelist). *Perspectives on giftedness: Voices from APA Divisions*. Esther Katz Rosen symposium presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Murphy, P. K., & Alexander, P. A. (2004, May). Epistemological threads in the fabric of conceptual change studies. In M. Limón & L. Mason (Chairs), *Changes in epistemological beliefs and effects of epistemological beliefs on conceptual change*. Invited symposium presented at the 4<sup>th</sup> European Symposium on Conceptual Change: Philosophical, Historical, Psychological, and Educational Approaches, Delphi, Greece.
- Alexander, P. A. (2004, May) (Panelist). *Learning science with models as interaction between content, mathematical, epistemological, and metacognitive knowledge and Conceptions of learning and teaching at university: Relationships with study strategies and understanding*. Discussion of keynotes presented by M. Wiser and N. Entwistle at the 4<sup>th</sup> European Symposium on Conceptual Change: Philosophical, Historical, Psychological, and Educational Approaches, Delphi, Greece.
- Alexander, P. A. (2004, April). *Tests, lies, and videotapes: Exposing educational mythology*. Division C Vice-Presidential Address presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (2003, October). *Rethinking schooling as academic development*. Keynote address presented at the annual meeting of the Mid-Western Educational Research Association, Columbus, OH.
- Alexander, P. A. (2003, August). *Expertise and academic development: A new perspective on a classic theme*. Keynote address presented at the 10<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction, Padua, Italy.
- Alexander, P. A. (2002, December). *Profiling the developing reader: The interplay of knowledge, interest, and strategic processing*. The Oscar Causey Research Award Presentation to the National Reading Conference, Miami, FL.

- Alexander, P. A. (2002, November). *Strategies: What are they and how do they develop?* Presentation at the International Research Conference on First and Second Language Literacy Strategies, College Park, MD.
- Alexander, P. A. (Presenter/Honoree) (2002, April). *Reach for the stars*. Invited session of the Basic Research in Reading and Literacy SIG presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (2002, January). *The struggling adolescent reader: A new perspective on an enduring problem*. Keynote presented at the Adolescent Literacy Workshop sponsored by the National Institute of Child Health and Human Development.
- Alexander, P. A. (2001, August). *In the year 2020: Envisioning the possibilities for educational psychology*. Presidential Address, Division 15, presented at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Participant) (1999, April). *State of the art session for Division C: Learning and instruction*. Presidential Panel presented at the annual meeting of the American Educational Research Association, Montreal.
- Alexander, P. A. (1998, April). Knowledge seeking: Toward a new model of domain learning. In G. Sinatra (Chair), *New models and metaphors for conceptualizing knowledge*. Invited address at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (1997, December). *Knowledge and literacy: A transgenerational perspective*. Invited address presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Alexander, P. A. (1997, March). Unleashing individual differences in classroom instruction: Developing learner competence. In B. Stevens (Chair), *Individual differences and classroom instruction: Myths and realities*. Invited symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (1996, August). *Wedding domain knowledge to motivation and strategic processing: Connubial bliss or conceptual blunder?* Invited address presented at the annual meeting of the American Psychological Association, Division 15, Toronto.
- Alexander, P. A. (1996, June). *Enriching the dialogue between cognition and multicultural education: Shared themes of knowledge, conceptualization, complexity, situativity, and individuation*. Invited address presented at the National Conference on Achieving Academic Excellence in Our Multicultural School, Washington, DC.

- Alexander, P. A. (1995, January). *Domain learning: Mapping the multidimensional landscape*. Invited Presidential Address. Annual meeting of the Southwest Educational Research Association, Dallas, TX.
- Alexander, P. A., & Murphy, P. K. (1994, April). The research base for APA's Learner Centered Principles. In B. McCombs (Chair), *Taking research on learning seriously: Implications for teacher education*. Invited symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (1994, April). *Learning strategies, multiple intelligence, social constructivism... What is a teacher to do?* Invited Vice-Presidential Conversation (Division K) presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., & Kulikowich, J. M. (1992, April). Learning from physics text: An interaction of subject-matter knowledge and personal interest. In S. Goldman (Chair), *Text design and learning strategies in the content areas*. Invited symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A. (1991, August). *Studying in the 21st century: A conversation among colleagues*. Invited Panel Discussion (Division 15). Annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (1991, April). *A cognitive perspective on mathematics: Issues of perception, instruction, and assessment*. Invited address at the NATO Advanced Research Workshop on Information Technologies and Problem Solving Research, joint sponsored by Portugal's Department of Education and the University of Lisbon.
- Alexander, P. A. (1988, March). *Analogical reasoning: It's not just for the gifted*. Keynote address to the Texas State Council of the International Reading Association, Fort Worth, TX.
- Schallert, D. L., Alexander, P. A., & Goetz, E. T. (1984, October). *Implicit instruction in strategies for learning from text*. Paper presented at the Learning and Study Strategies Invitational Conference, Texas A&M University, College Station, TX.

### **International/National/Regional Conferences**

- Alexander, P. A., & Dinsmore, D. L. (2007, August). Re-conceptualizing conceptual change: What expertise development has to contribute. In G. Petersson & X. Vamvakoussi (Chair), *Reframing the conceptual change approach in learning and instruction*. Symposium presented at the biennial meeting of the European Association for Learning and Instruction, Budapest, Hungary.

- Alexander, P. A. (Discussant). (2007, August). *Developing potentials for mathematics learning through metacognition*. Symposium presented at the biennial meeting of the European Association for Learning and Instruction, Budapest, Hungary.
- Alexander, P. A. (2007, August). Learning and teaching in postindustrial societies: New twist on an old plot. In H. Teglassi (Chair), *Reaching across the academic and socioemotional divide—Cross-disciplinary dialogue*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Discussant). (2007, August). *Scholarship of teaching and learning in psychology—Current status, future directions*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Chair and Organizer). (2007, April). *Fragile understanding: When good ideas go bad*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (Discussant). (2007, April). Teaching and learning and teachers' epistemic beliefs: The promise, problems, and puzzlers. In F. C. Haerle (Chair), *Teachers' personal epistemology and its impact on teaching and learning*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Maggioni, L., Alexander, P. A., & Costich, C. (2007, April). Teaching history using multiple sources: Exploring shifts and pedagogical implications of teachers' epistemic stances. In P. A. Alexander (Chair), *Fragile understanding: When good ideas go bad*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Fox, E., Dinsmore, D. L., & Alexander, P. A. (2007, April). Situational success at reading challenging texts: Exposing the fragile understanding of college students. In P. A. Alexander (Chair), *Fragile understanding: When good ideas go bad*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (Chair). (2007, April). *The roles of perception, cognition, emotion, and social factors in academic development*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Kulikowich, J. M., Edwards, M. N., & Alexander, P. A. (2007, April). Intentionality to learn: Methodological considerations. In P. A. Alexander (Chair), *The roles of perception, cognition, emotion, and social factors in academic development*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.

- Alexander, P. A. (Discussant). (2006, November). In the mind of the beholder: Resolving the skill/strategy conundrum. In P. A. Afflerbach (Chair), *The reading skill and reading strategy definition problem*. Symposium presented at the annual meeting of the National Reading Conference, Los Angeles.
- Alexander, P. A., Chambliss, M. J., & Price, J. (2006, April). Ontological and epistemological threads in the fabric of pedagogical research. In G. Natriello (Chair), *Promoting the public good through investigations of teaching: Challenges and possibilities*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Maggioni, L., VanSledright, B., & Alexander, P. A. (2006, April). *Walking on the borders: A measure of epistemic cognition in history*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A. (Chair). (2005, August). *Road to domain expertise—Texts, situations, technology, and methodology*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A. (Discussant). (2005, August). *Teaching as persuasion—Is the metaphor viable?* Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alexander, P. A. (2005, April). *Publishing, reviewing, and editing articles in educational psychology II: Comments from the editors*. Roundtable presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (Discussant). (2005, April). *Bridging the cognitive and sociocultural approaches in research on conceptual change: Unnecessary foray or unachievable feat*. In L. Mason (Chair), *Bridging the cognitive and sociocultural approaches in research on conceptual change*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Alexander, P. A. (Panelist). (2005, April). *Beyond cognitivism: Where are we now?* Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Murphy, P. K., Alexander, P. A., Greene, J. A., & Edwards, M. N. (2005, April). Epistemological threads in the fabric of conceptual change. In J. A. Gushka (Chair), *Examining the hinge: The influence of epistemological beliefs in conceptual change*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

- Alexander, P. A. (Discussant). (2004, August). *Strategy renaissance: Promoting reading comprehension in the 21<sup>st</sup> century*. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Fives, H., & Alexander, P. A. (2004, August). *Modeling teachers' efficacy, knowledge, and pedagogical beliefs*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Buehl, M. M., & Alexander, P. A. (2004, August). *Motivation and performance differences among domain-specific epistemological belief clusters*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Alexander, P. A. (Discussant). (2004, May). *Methodological issues in studying conceptual change*. Paper session presented at the 4<sup>th</sup> European Symposium on Conceptual Change: Philosophical, Historical, Psychological, and Educational Approaches, Delphi, Greece.
- Alexander, P. A. (Discussant) (2004, April). *Methodological considerations in testing a model of academic development*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (2004, April). *One project's tale: Problems inherent in studying teaching*. Structured poster session presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (2004, April). Coming home: Educational psychology's philosophical pilgrimage. In P. K. Murphy (Chair) *Rediscovering the philosophical roots of educational psychology*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Fives, H., & Alexander, P. A. (2004, April). How schools shape teacher motivation: Another piece of the achievement puzzle. In S. E. Van Etten (Chair), *Sociocultural influence on motivation and learning: Big theories Revisited Part B*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (Discussant). (2004, April). *The case for learner-centered practices across the K-12 and college levels*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Fox, E., & Alexander, P. A. (2004, April). A developmental model of interest, knowledge, and strategy use in text comprehension. In C. M. Kardash (Chair), *The role of affect in text processing/comprehension: Implications for theory, research, and practice*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.

- Buehl, M. M., & Alexander, P. A. (2004, April). *Modeling the relations between students' domain-specific epistemological beliefs, motivation, and task performance*. Poster presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (2003, August). The influence of domain epistemology within the framework of developing expertise. In M. Limon (Chair), *The generality-specificity issue on conceptual change: Influence of domain epistemology in conceptual change research*. Symposium presented at the 10<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction, Padova, Italy.
- Buehl, M. M., & Alexander, P. A. (2003, April). Testing the waters: Examining the relationship between domain-specific epistemological beliefs and motivation. In M. Limon (Chair), *Beliefs about knowledge and knowing: are they domain general, domain specific, or context specific?* Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Reid-Rodenberg, B., Holliday, W. G., & Alexander, P. A. (2003, April). *The effects of seductive details on middle-school students' learning from an activities-based science lesson*. Poster presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (2002, April). Unveiling educational beliefs: Treasure trove or Pandora's box? In M. M. Buehl (Chair), *What is the value of understanding beliefs? An exploration of beliefs related to academic achievement*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Discussant). (2002, April). *Parental influences on students' learning and achievement*. Paper session presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Chair/Discussant). (2002, April). *Interest and reading comprehension*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Panel Member). (2002, April). *Everything you wanted to know but were afraid to ask: Publishing and authorship*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Chiu, S., & Alexander, P. A. (2002, April). *The instructional effects of child-centered and didactic approaches on kindergartners' social and cognitive competence: An application of ECLS-K*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- Chiu, S., & Alexander, P. A. (2002, April). *The longitudinal relationship between kindergartners' social and cognitive competence: An application of ECLS-K*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Murphy, P. K., & Alexander, P. A. (2002, April). Chasing a phantom? Examining the trend toward domain specificity in educational research and practice. In R. Calfee (Chair), *Examining the contents and processes of reading and content domain understanding*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Discussant). (2001, April). *Understanding epistemology: How and why does it influence teaching and learning*. Symposium presented at the annual meeting of the American Educational Research Association, Seattle.
- Alexander, P. A., & King, J. R. (Moderators). (2001, April). *The media and educational research: What we know versus what the public hears*. Panel discussion presented at the annual meeting of the American Educational Research Association, Seattle.
- Alexander, P. A. (Chair/Discussant). (2001, April). *The epistemological beliefs of students and teachers: Current themes and future directions*. Symposium presented at the annual meeting of the American Educational Research Association, Seattle.
- Alexander, P. A. (Chair). (2001, April). *Epistemological beliefs and learning: What do we know and how do we know it?* Symposium presented at the annual meeting of the American Educational Research Association, Seattle.
- Fives, H., Alexander, P. A., & Buehl, M. M. (2000, December). Teaching as persuasion: Approaching classroom discourse as refutational text. In J. Holschuh (Chair), *The role of beliefs in teaching and learning*. Symposium presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Alexander, P. A. (Chair). (2000, April). *Development of mathematical and analogical reasoning in young children: An interdisciplinary and cross-cultural exploration*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., English, L. D., Buehl, M. M., Chui, S., Kramer, C., & Christensen, C. (2000, April). Seeing the possibilities: Constructing and validating new measures of mathematical and analogical reasoning for young children. In P. A. Alexander (Chair), *Development of mathematical and analogical reasoning in young children: An interdisciplinary and cross-cultural exploration*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.

- Buehl, M. M., & Alexander, P. A. (2000, April). *Practically speaking: Understanding the role of epistemological beliefs in students' domain interest and academic pursuits*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., Fives, H., & Buehl, M. M. (2000, April). A case in point: Putting the new metaphor into practice. In P. K. Murphy (Chair), *Teaching as persuasion: A new metaphor for a new decade*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Chiu, S., & Alexander, P. A. (2000, April). *The motivational function of preschoolers' private speech*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A. (Chair). (1999, April). *Seeking common ground: Exploring the bonds between conceptual change and persuasion theory and practice*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal.
- Alexander, P. A. (Chair/Discussant). (1999, April). *The role of positionality in assessing historical significance: Theoretical perspectives and recent research from the U. S., New Zealand, and Northern Ireland*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal.
- Buehl, M. M., & Alexander, P. A. (1999, April). Beliefs and schooled knowledge: Domain-specific or domain general? In G. Sinatra (Chair), *Knowing and believing: Epistemological influences on teaching and learning*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal.
- Alexander, P. A., Buehl, M. M., Sperl, C. T., Kramer, C., Chiu, S., & Tron, M. (1999, April). *Confronting the issues: A closer look at the persuasion process*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal.
- Alexander, P. A. (Discussant). (1998, December). *Determining, inquiring, and reconciling: Elementary students' uses and understandings of text in content areas*. Paper presented at the National Reading Conference, Austin, TX.
- Buehl, M., Sperl, C. T., Alexander, P. A., & Murphy, P. K. (1998, December). *Profiling persuasion*. Paper presented at the National Reading Conference, Austin, TX.
- Alexander, P. A., & Murphy, P. K. (1998, August). *Transfer: Recent findings and future perspectives*. Symposium presented at the 24<sup>th</sup> International Congress of Applied Psychology, San Francisco.

- Alexander, P. A. (Discussant). (1998, August). *Qualitative research methodology in the study of educational psychology*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco.
- Alexander, P. A. (Chair/Organizer). (1998, April). *A motivated look at motivation terminology: What educators need to know about key motivational constructs*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A. (Discussant). (1998, April). *Comprehension instruction*. Paper session presented at the annual meeting of the American Educational Research Association, San Diego.
- Alexander, P. A., Murphy, P. K., Sperl, C. T., & Buehl, M. M. (1998, April). *The persuasiveness of persuasive discourse: The interplay of learner and text*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Jetton, T. L., & Alexander, P. A. (1998, April). *Teachers' views of discussion: Issues of control, time, and ability*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Murphy, P. K., & Alexander, P. A. (1998, April). *Using the Learning and Study Strategies Inventory—High School version with Singaporean females: Examining the psychometric properties*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Murphy, P. K., Alexander, P. A., Buehl, M. M., & Sperl, C. T. (1998, April). *Reading persuasive text: Profiling intraindividual differences*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, San Diego.
- Alexander, P. A., Murphy, P. K., Buehl, M. M., & Sperl, C. T. (1997, December). *Persuasive texts: Who is really persuaded and why?* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Alexander, P. A. (Discussant). (1997, August). *Learning tasks and task demands: Presentation, representation, and differences*. Symposium presented at the annual meeting of the European Association for Research in Learning and Instruction, Athens, Greece.
- White, C. S., Alexander, P. A., & Daugherty, M. (1997, August). *The relationship between young children's analogical reasoning and mathematical learning*. Paper presented at the annual meeting of the European Association for Research in Learning and Instruction, Athens, Greece.

- Alexander, P. A., & Murphy, P. K. (1997, March). Unraveling the complexities of academic performance: A test of the cognitive and motivational dimensions of domain learning. In P. Ackerman (Chair), *Knowledge structures: Acquisition, retention, and adult expertise*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (1997, March). A case for the motivational nature of exposition: Contrasting information-finding with knowledge-seeking. In S. Stahl (Chair). *Constructive and cognitive engagement with expository texts*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A., Murphy, P. K., & Sperl, C. T. (1997, March). *Measuring emerging competence through analogies: A new perspective on an old acquaintance*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A. (Discussant). (1997, March). *Maximizing student involvement in the classroom through discussions and performance-based assessments*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.
- Alexander, P. A., & Murphy, P. K. (1997, March). *What counts?: The predictive powers of subject-matter knowledge, interest, and strategic processing in expository text comprehension*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago.
- Alexander, P. A. (Panelist). (1996, April). *The state of strategy research: Is this old territory or are there new frontiers?* Symposium presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (1996, April). A review of knowledge research: Guiding premises and looming issues. In P. A. Alexander (Chair), *The past, present, and future of knowledge research: A re-examination of the role of knowledge in learning and instruction*. Symposium presented at the annual meeting of the American Educational Research Association, New York.
- Alexander, P. A. (Panelist). (1996, April). *High-school students' learning and study strategies: Cross-cultural perspectives*. Symposium presented at the annual meeting of the American Educational Research Association, New York.
- Murphy, P. K., Alexander, P. A., & Guan, J. (1996, April). *Teachers' and students' conceptions of knowledge and beliefs: A cross-cultural perspective*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Murphy, P. K., Alexander, P. A., & Guan, J. (1996, April). The learning and study strategies of highly able Singaporean females. In M. Tallent-Runnels (Chair), *High-school students' learning and study strategies: Cross-cultural perspectives*. Symposium presented at the annual meeting of the American Educational Research Association, New York.

Alexander, P. A. (1995, December). The role of interest and importance in the processing of text. In R. Reynolds (Chair), *Past, present, and future questions concerning the influence of interest on learning*. Symposium presented at the annual meeting of the National Reading Conference, New Orleans.

Alexander, P. A. (1995, April). Stages and phases of domain learning: The dynamics of subject-matter knowledge, strategy knowledge, and motivation. In R. Garner (Chair), *Toward a multidimensional model of domain learning*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

Alexander, P. A. (Panelist). (1995, April). *Why do innovations come and go (mostly go)?* Panel discussion presented at the annual meeting of the American Educational Research Association, San Francisco.

Jetton, T. L., & Alexander, P. A. (1995, April). *The nature of scientific discourse: The academic and social texts that are constructed through the discourse in a science classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Jetton, T. L., Kulikowich, J. M., & Alexander, P. A. (1995, April). The interplay of subject-matter knowledge, strategic processing, and motivation in the domain of human immunology. In R. Garner (Chair), *Toward a multidimensional model of domain learning*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

Kulikowich, J. M., & Alexander, P. A. (1995, April). *Testing a model of domain learning through the use of cluster analytic techniques*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Murphy, P. K., & Alexander, P. A. (1995, April). A developmental study of domain learning. In R. Garner (Chair), *Toward a multidimensional model of domain learning*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

Murphy, P. K., & Alexander, P. A. (1995, April). *Educational foundations: Practitioners' perceptions of the interrelationship of philosophy, psychology, and education*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Knight, S. L., & Alexander, P. A. (1994, July). *Investigating bilingual readers' strategic processing of English and Spanish text*. Paper presented at the 23rd International Congress of Applied Psychology, Madrid.

Alexander, P. A. (Discussant). (1994, April). *Beliefs about text*. Symposium presented at annual meeting of the American Educational Research Association, New Orleans.

Jetton, T. L., & Alexander, P. A. (1994, April). *Instructional importance: What teachers value and what students learn*. Paper presented at annual meeting of the American Educational Research Association, New Orleans.

Jetton, T. L., & Alexander, P. A. (1994, April). *The effects of reading and composing analogies on the comprehension of scientific exposition*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Alexander, P. A. (Discussant). (1993, August). *Domain-specific and domain-transcending prior knowledge and interest in learning*. Symposium presented at the 5th European Conference for Research on Learning and Instruction, Aix-en-Provence, France.

Kulikowich, J. M., Jetton, T. L., & Alexander, P. A. (1993, August). *An interdomain examination of students' comprehension performance for expository text*. Paper presented at the 5th European Conference for Research on Learning and Instruction, Aix-en-Provence, France.

Alexander, P. A., Kulikowich, J. M., & Jetton, T. L. (1993, April). Subject-matter knowledge: The influences of situation and motivation. In D. Shell (Chair), *Subject-matter knowledge: Interdomain, multidimensional analysis of individual differences*. Symposium presented at the annual meeting of the American Educational Research Association, Atlanta.

Alexander, P. A., Jetton, T. L., & Kulikowich, J. M. (1993, April). Interdomain knowledge: A within-subject examination of comprehension and interest in the fields of human immunology and physics. In D. Shell (Chair), *Subject-matter knowledge: Interdomain, multidimensional analysis of individual differences*. Symposium presented at the annual meeting of the American Educational Research Association, Atlanta.

Kulikowich, J. M., Alexander, P. A., & Jetton, T. L. (1993, April). *How students talk about importance and interest: An interdomain exploration of scientific exposition*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Jetton, T. L., Alexander, P. A., & Kulikowich, J. M. (1993, April). *Competent processing of scientific exposition: The contributions of knowledge, interest, and situation*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

- Alexander, P. A., Jetton, T. L., White, S. H., Parsons, J. L., Liu, H-C, & Cotropia, K. K. (1992, December). *Young children's creative solutions to realistic and fanciful story problems*. Paper presented at the annual meeting of the National Reading Conference, San Antonio.
- Alexander, P. A. (Facilitator). (1992, December). *Dialogue on strategic behavior research: How important is domain-specific knowledge?* Innovative session presented at the annual meeting of the National Reading Conference, San Antonio.
- Alexander, P. A. (Discussant). (1992, December). *How text design influences communication between readers and writers*. Symposium presented at the annual meeting of the National Reading Conference, San Antonio.
- Jetton, T. L., Alexander, P. A., & White, S. H. (1992, December). *Motivating from without: The effect of including personally-involving information in content area texts*. Paper presented at the annual meeting of the National Reading Conference, San Antonio.
- Alexander, P. A., & Kulikowich, J. M. (1992, July). *The relationship of subject-matter knowledge to interest and recall*. Paper presented at the XXV International Congress of Psychology, Brussels.
- Alexander, P. A. (Discussant). (1992, April). *Beyond prior knowledge: Issues in comprehension, learning, and conceptual change*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A., Jetton, T. L., & Woehler, C. (1992, April). *Contrasting instructional and structural importance: The seductive effects of teacher questions*. Paper presented at annual meeting of the American Educational Research Conference, San Francisco.
- Alexander, P. A., Kulikowich, J. M., & Schulze, S. K. (1992, April). *The influence of topic knowledge, domain knowledge, and interest on the comprehension of scientific exposition*. Paper presented at the annual meeting of the American Educational Research Conference, San Francisco.
- Kulikowich, J. M., & Alexander, P. A. (1992, April). *The influence of content area and strategy knowledge on students' correct and incorrect analogy solutions*. Paper presented at the annual meeting of the American Educational Research Conference, San Francisco.
- Alexander, P. A., Kulikowich, J. M., & Schulze, S. (1991, December). *Effects of domain and topic knowledge on interestingness and recall*. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA.

Garner, R., & Alexander, P. A. (1991, April). Skill, will, and thrill: The role of interest in text comprehension. In M. C. Smith & S.E. Peterson (Chairs), *What do we know about adults' reading skills: The state of our knowledge and directions for new research*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago.

Alexander, P. A. (Discussant). (1990, April). *Knowledge in text processing*. Paper session presented at the annual meeting of the American Educational Research Association, Chicago.

Alexander, P. A. (1990, April). *Categorizing learner responses on domain-specific analogy tests: A case for error analysis*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Alexander, P. A., Garner, R., Gillingham, M. G. (1990, April). *The role of interest in learning from text*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Kulikowich, J. M., & Alexander, P. A. (1990, April). *Application of a General Euclidean Model to validate hierarchically-constructed achievement tests*. Paper presented at the annual meeting of the American Education Research Association, Boston.

Alexander, P. A. (Discussant). (1990, April). *Can a logic of discovery define strategic knowledge*. Symposium presented at the annual meeting of the American Educational Research Association, Boston.

Willson, V. L., Alexander, P. A., Kulikowich, J. M., & Pate, P. E. (1990, April). *Structural and developmental components of information processing of items of the Ravens Progressive Matrices test*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Alexander, P. A., Schallert, D. L., & Hare, V. C. (1989, December). *Coming to terms with the terminology of knowledge*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Pate, P. E., Alexander, P. A., & Kulikowich, J. M. (1989, October). *Assessing the effects of training social studies content and analogical reasoning processes on sixth- graders' domain-specific and strategic knowledge*. Paper presented at the annual meeting of the National Middle School Association, Toronto.

Alexander, P. A., & White, C. S. (1989, July). *Analogical reasoning in young children*. Paper presented at the First European Congress of Psychology, Amsterdam.

- Garner, R., Gillingham, M. G., Sanders, S., Alexander, P. A., & Shah, A. (1989, March). Distinguishing important and unimportant information in expository text. In U. Schiefele (Chair), *Domain specificity, interests, and interestingness: Implications for the study of learning and development*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.
- Kulikowich, J. M., Pate, P. E., & Alexander, P. A. (1989, March). *The attitudes of education majors toward the teaching of domain-specific and strategic knowledge*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Willson, V. L., Alexander, P. A., Goetz, E. T., & Kulikowich, J. M. (1989, April). *The effect of training content knowledge and strategic knowledge on analogical reasoning and domain knowledge structure*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco.
- Alexander, P. A. (1988, December). Training in analogical reasoning: What is the effect of text comprehension? In D. A. Hayes (Chair), *Instruction in analogy: Analogy in instruction*. Symposium presented at the annual meeting of the National Reading Conference, Tucson, AZ.
- Alexander, P. A., Judy, J., & Kim, Y. H. (1988, April). Domain-specific and strategic knowledge: A review of the literature. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., & Pate, P. E. (1988, April). Effects of training content knowledge and problem-solving strategies on students' performance of science and analogy tests. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Goetz, E. T., Kulikowich, J. M., Alexander, P. A., & Cooper, L. R. (1988, April). Investigating the effects of domain-specific and strategic knowledge on sixth- graders' and college students' performance on two analogy tests. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Bacharach, N. L., & Alexander, P. A. (1988, April). *An observational study of second- and third-grade teachers' utilization of basal readers with average and above-average readers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- Kulikowich, J. M., & Alexander, P. A. (1988, April). *Using a cognitive-information processing response model to measure domain knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- White, C. S., & Alexander, P. A. (1988, April). *Effects of age, vocabulary knowledge, gender, socioeconomic status, and ethnicity on young children's analogy performance*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Willson, V. L., Kulikowich, J. M., Alexander, P. A., & Farrell, D. (1988, April). A cognitive theory for test design: Implications for assessing domain-specific and strategic knowledge. In R. Garner (Chair), *The interaction of domain-specific and strategic knowledge in academic performance*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Alexander, P. A., Kulikowich, J. M., Willson, V. L., & Goetz, E. T. (1987, December). *An information-processing approach to assessing domain-specific and strategic knowledge on vocabulary and analogy tests*. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL.
- Alexander, P. A. (1987, October). *The assessment of domain-specific and strategic knowledge*. Paper presented at the meeting of the National Academy of Education, University of California, Los Angeles.
- Alexander, P. A., Wilson, A. F., White, C. S., Willson, V. L., Tallent, M. K., & Shutes, R. E. (1987, April). *Effect of teacher training on children's analogical reasoning performance*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Dufner, H. A., & Alexander, P. A. (1987, April). *Effects of training in problem solving on the abilities of gifted fourth graders: A comparison of the Future Problem Solving and Instrumental Enrichment programs*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Gillingham, M. G., Garner, R., Alexander, P. A., Hare, V. C., & Rabinowitz, M. (1987, April). *Developmental differences in knowledge of text structure*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Judy, J. E., Alexander, P. A., & Willson, V. L. (1987, April). *Effects of two instructional approaches and peer tutoring on gifted and nongifted sixth-graders' analogy performance*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

- Tallent, M. E., Alexander, P. A., White, C. S., & Willson, V. L. (1987, January). *Young children's analogical reasoning: Effects of teacher training on children of differing age, SES, gender, and race*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas.
- Wilson, A. F., & Alexander, P. A. (1987, January). *Effects of two levels of teacher training on students' performance of a verbal analogy task*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas.
- Lupkowski, A., Alexander, P. A., Bryant, M. A., & Hengst, L. L. (1986, November). *Texas A&M Gifted and Talented Institute summer preschool program*. Paper presented at the annual meeting of the National Association of Gifted Children, Las Vegas.
- White, C. S., Alexander, P. A., & Orth, L. (1986, November). *Problem solving and the preschool gifted child*. Paper presented at the annual meeting of the National Association for Gifted Children, Las Vegas.
- Alexander, P. A., Willson, V. L., White, C. S., Fuqua, J. D., Clark, G. D., & Wilson, A.F. (1986, April). *Longitudinal study of four- and five-year olds' analogical reasoning ability*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Garner, R., Alexander, P. A., Slater, W., Hare, V. C., Smith, T., & Reis, R. (1986, April). *Children's knowledge of structural properties of text*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- White, C. S., & Alexander, P. A. (1986, April). *Effects of training on four-year-olds' ability to solve geometric analogy problems*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Willson, V. L., Alexander, P. A., White, C. S., Fuqua, J. D., Clark, G. D., & Wilson, A. F. (1986, April). *Form and presentation variation in a test of geometric analogies*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Alexander, P. A., White, C. S., Haensly, P. A., & Crimmins-Jeanes, M. (1985, December). *Analogical reasoning training: A developmental study of the impact on text comprehension*. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL.
- Alexander, P. A., Willson, V. L., White, C. S., & Fuqua, J. D. (1985, March). *Geometric analogy reasoning in young children*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

- Fuqua, J. D., Alexander, P. A., & White, C. S. (1985, March). *Research in reasoning—Implications for primary language arts instruction*. Paper presented at the annual meeting of the National Council for Teachers of English, Houston.
- White, C. S., Alexander, P. A., Willson, V. L., & Fuqua, J. D. (1985, February). *Young children's ability to perform geometric analogy problems*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin.
- Haensly, P., Goetz, E. T., & Alexander, P. A. (1985, February). *Moving generative activities in college classes*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.
- Schallert, D. L., Alexander, P. A., & Goetz, E. T. (1984, December). *What do instructors and authors do to influence the textbook-student relationship?* Paper presented at the annual meeting of the National Reading Conference, Chicago.
- White, C. S. & Alexander, P. A. (1984, October). *Effects of training in analogical reasoning on fourth-graders' performance on analogy and comprehension tasks*. Paper presented at the annual meeting of the College Reading Association, Washington, D.C.
- Alexander, P. A., Garner, R., & Hare, V. C. (1984, April). The effects of time, access and question type on response accuracy and frequency of lookbacks in older, proficient readers. In E.T. Goetz (Chair), *Moving through text: Investigations of reading time, and sequence*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- Winograd, P. A., Hare, V. C., Garner, R., Alexander, P. A., & Haynes, J. (1984, April). When lookbacks fail. In E.T. Goetz (Chair), *Moving through text: Investigations of reading time, and sequence*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans.
- White, C. S., Alexander, P. A., & Fuqua, D. (1984, February). *Reasoning ability in young children*. A paper presented at the annual Research in Action Conference, Lubbock, TX.
- Alexander, P. A. (Chair/Discussant). (1984, January). *Reading research*. Symposium presented at the annual meeting of the Southwest Educational Research Association, Dallas.
- Goetz, E. T., Alexander, P. A., & Burns, C. (1983, December). *Elaborative strategies: Promises and dilemmas or classroom instruction*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (ERIC #ED 243-073).
- Alexander, P. A., Marek, M., & Schroer, N. (1983, November). *Music: the 4th R*. Paper presented at the annual meeting of the National Association for Gifted Children, Philadelphia.

Alexander, P., Goetz, E. T., Palmer, D., & Mangano, N. (1982, December). The effects of an externalized studying procedure on the performance of adult readers. In E.T. Goetz (Chair), *The effects of induced strategic behaviors on discourse processing*. Symposium presented at the annual meeting of the National Reading Conference, Clearwater, FL.

Alexander, P., White, C. S., & Mangano, N. (1982, December). *Examining the effects of direct instruction in analogical reasoning on reading comprehension*. Paper presented at the annual meeting of the National Reading Conference, Clearwater, FL.

Alexander, P. (1982, October). *Exploring the relationship between linguistic and non-linguistic comprehension*. Paper presented at the annual meeting of the College Reading Association, Philadelphia.

Alexander, P. (1982, October). *Non-linguistic reasoning in gifted readers: Theoretical and practical significance*. Paper presented at the annual meeting of the National Association for Gifted Children, New Orleans.

Alexander, P. (1982, February). *Studying behaviors in adult, proficient readers*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

Alexander, P. (1981, December). When are qualitative research methods useful in reading-related research. In B. Kapinus (Chair), *Application of field methodology to reading research*. Symposium presented at the annual meeting of the National Reading Conference, Dallas.

Alexander, P. (1981, April). The portrayal of the culturally diverse in books for the young. In J. Madison (Chair), *The image of the exceptional child in children's literature: Accurate or distorted*. Symposium presented at the annual meeting of the International Reading Conference, New Orleans.

Alexander, P. (1980, October). Cognitive theory and the gifted learner: Construct clarification. In *Research trends: Implications for the special learner*. Symposium presented at the annual meeting of the College Reading Association, Baltimore, MD.

Alexander, P., & Muia, J. (1980, February). *The gifted and reading research*. Paper presented at the meeting of the Virginia State Reading Conference, Williamsburg, VA.

Alexander, P., & Muia, J. (1980, February). *Reaching the gifted child*. Paper presented at the annual meeting of the Southeastern Regional Conference of the International Reading Association, Nashville, TN.

Alexander, P., & Muia, J. (1979, December). *Reading and the gifted child: What the research tells us*. Paper presented at the annual meeting of the National Reading Conference, San Antonio,

TX.

Alexander, P. (1979, November). Locating and nurturing gifted potential among the culturally diverse. In J. Muia (Chair), *Unmined gold: A search for the gifted child*. Paper presented at the annual meeting of the College Reading Association, Boston.

## FUNDED PROPOSALS

Senior Personnel. *Assessing the impact of early specialization on learning and development in engineering student project teams*. Co-PIs Linda Schmidt, Paige Smith, and Janet Schmidt. Project funded by the National Science Foundation's Course, Curriculum, Laboratory Improvement Program.

Evaluation Consultant with Bruce VanSledright. *Program evaluation for Baltimore County School System Teaching American History Grant Program* (#U215X050138), joint project with the Baltimore County Public School System, United States Department of Education, September 1, 2005 to June 30, 2008 (\$98,000 contract)

Evaluation Consultant with Bruce VanSledright. *Program evaluation for Anne Arundel Schools Teaching American History Program* (#U215X040006), joint project with the Anne Arundel Public School System. United States Department of Education. September 1, 2004 to June 30, 2008. (\$99,450 contract).

Evaluation Consultant with Bruce VanSledright. *The corps of historical discovery* (#S215X010242), joint project of Montgomery County Public Schools in partnership with the Paul Peck Humanities Institute at Montgomery College and the Smithsonian Institute. United States Department of Education. October 1, 2001 to September 30, 2004. (\$48,000 evaluation contract per year).

Senior Researcher. *High quality teaching of foundational skills in mathematics and reading* (#0115389). National Science Foundation Interdisciplinary Educational Research Initiative (IERI), September 1, 2001 to August 31, 2006. Co-Principal Investigators, Linda Valli and Robert Croninger (\$4,500,000).

Senior Researcher. *High quality teaching of foundational skills in mathematics and reading, planning grant* (#0089243). National Science Foundation Interdisciplinary Educational Research Initiative (IERI), July 1, 2000 to June 30, 2001. Co-Principal Investigators, Linda Valli and Robert Croninger (\$102,000).

English, L. D., & Alexander, P. A. *A longitudinal and cross-cultural study of the analogical and mathematical reasoning patterns of young children*. Australian Research Council. (multi-year, approximately \$117,000)

Stuessy, C., Alexander, P. A., Kulm, G., & McBride, R. *Teachers as research partners: Teaching a*

- problem-solving curriculum model that integrates mathematics and science*. National Science Foundation. (multi-year, approximately \$1,055,320)
- Nash, W. R., & Alexander, P. A. *Identifying creatively gifted young children from economically disadvantaged backgrounds*. Department of Education, Jacob Javits Grant. (multi-year, approximately \$600,000)
- Alexander, P. A. *Interaction of domain-specific and strategic knowledge in academic performance*. Spencer Fellowship funded by the National Academy of Education. (two-year, \$25,000)
- Alexander, P. A. *Interaction of domain-specific and strategic knowledge in academic performance*. Funded by College of Education, Organized Research Fund.
- Goetz, E. T., Alexander, P., & Haensly, P. *Elaborative strategy-use in large college classes*. Funded by the Center for Teaching Excellence, Texas A&M University.
- Thomas, M. P. Jr. *Learning and study strategies*. Funded by the Army Research Institute for the Behavioral and Social Sciences. Served as consultant. (\$26,000)
- Alexander, P. A. *Analogical reasoning abilities of young children*. Funded by the Office of University Research, Texas A&M University.
- Alexander, P., & Mangano, N. *The effect of direct instruction in analogous reasoning on the reading comprehension of children*. Funded by the Office of University Research, Texas A&M University.
- Alexander, P., Garner, R., & Hare, V. C. *Training and maintenance of lookback strategies in less proficient readers*. Funded by the Office of University Research, Texas A&M University.

## **ADVISORSHIPS**

- White, C. S. *Effects of training on four-year-olds' performance of geometric analogy tasks*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1985). Assistant Professor, University of Georgia, Athens, GA. Current: Professor, George Mason University, VA.
- Wilson, A. F. *The effects of three levels of professional development training in analogical reasoning on fourth-grade students' performance of analogy tasks*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1986). Curriculum Coordinator, Reading/Language Arts, Alamance County School District, Alamance, NC. Current: Retired.



- Bacharach, N. L. *An observational study of second and third grade teachers' utilization of basal readers with average and above-average readers*. Unpublished doctoral dissertation, College Station, TX: Texas A&M University, College of Education (Completed May 1987). Assistant Professor, Syracuse University, Syracuse, NY. Current: Professor, St. Cloud University, St. Cloud, MN.
- Judy, J. E. *Effects of two instructional approaches and peer tutoring on gifted and nongifted sixth graders analogy performance*. Unpublished doctoral dissertation, College Station, TX: Texas A&M University, College of Education (Completed August 1987). Visiting Professor, California State Polytechnic University, Pomona, CA. Current: Retired
- Bryant, M. A. *Differentiated curriculum: Real help for the classroom teacher*. Unpublished masters thesis, College Station, TX: Texas A&M University, College of Education (Completed August 1987).
- Dufner, H. A. *Effects of training in problem solving on the problem-solving abilities of gifted fourth graders: A comparison of the Future Problem Solving and Instrumental Enrichment programs*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1988). Assistant Superintendent, Weslaco Independent School District, Weslaco, TX. Adjunct Faculty, Texas A&I University, Edinburg, TX.
- Clark, G. D. *An observational study of teachers' explanations during reading instruction*. Unpublished doctoral dissertation, College Station, TX: Texas A&M University, College of Education (Completed May 1988). Regional Manager, Digital Corporation, Austin, TX.
- Kazak Weber, C. L. *Relationships of characteristics of teachers of the gifted and their students' perceptions of classroom climate*. Doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1989). Coordinator, Gifted and Talented Program, Cleveland, OH.
- Pate, P. E. *Immediate, and delayed effects of training on the interaction of domain-specific and strategic knowledge*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1989). Assistant Professor, University of Georgia, Athens, GA. Current: Associate Professor, University of Texas, San Antonio.
- Wilson, J. *Effects of visual and verbal information on reading comprehension and writing production of kindergarten and first-grade students*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1989). Assistant Professor, University of Alabama, Tuscaloosa, AL. (deceased)

- Knueven, R. *The development of a cognitive process-oriented coordination model*. Unpublished masters thesis. College Station, TX: Texas A&M University, College of Education (Completed December 1988).
- Kulikowich, J. M. (co-chair). *Application of latent trait and multidimensional scaling models to cognitive domain-specific tests*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed August 1990). Assistant Professor, University of Connecticut, Storrs, CT. Current: Professor, Penn State, State College, PA.
- White, F. *Adult literacy: Effects of a developmental reading program for Black college students attending a traditional Black college*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education (Completed December 1989). Assistant Professor, Jarvis College, Hawkins, TX.
- Woehler, C. A. *The evaluation of a computer-assisted reading program for at-risk students*. Unpublished record of study. College Station, TX: Texas A&M University, College of Education (Completion May 1994). Curriculum Director Navasota Independent School District.
- Torregrossa, G. K. *A comparison of student electronic vs. traditional physical science curriculum*. Unpublished masters thesis. College Station, TX: Texas A&M University, College of Education. (Completion December 1994).
- Jetton, T. L. *Teachers' and students' understanding of scientific exposition: How importance and interest influence what is discussed and what is assessed*. Unpublished doctoral dissertation. College Station, TX: Texas A&M University, College of Education. (Completion December 1994). Assistant Professor, University of Utah, Salt Lake City, UT. Current: Burrell Endowed Professor, Central Michigan University, Mt. Pleasant, MI.
- White, S. H. *An examination of the effects of mixed-aged grouping on learning map reading skills*. Unpublished doctoral dissertation. (Completion May 1995). College Station, TX: Texas A&M University. Assistant Professor, University of Kansas, Lawrence, KS. Current: Associate Professor, University of Kansas, Lawrence, KS.
- McGonagill, B. K. *Defining, developing, and modeling interdisciplinary curriculum*. Unpublished record of study. College Station, TX: Texas A&M University, College of Education (Completion May 1995). Gifted Specialist, Virginia Department of Education, Richmond, VA.
- Chiu, S. *Exploring preschoolers' mastery motivation*. Unpublished masters thesis. College Park, MD: University of Maryland, College of Education (Completion May 1999).

- Murphy, P. K. *Toward a model of persuasion*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion May 1998). Assistant Professor, The Ohio State University, Columbus, OH. Current: Associate Professor, Penn State, State College, PA. Received Dissertation of the Year Award from the American Psychological Association, Division 15, Educational Psychology. Finalist for Dissertation of the Year Award from the International Reading Association. Richard E. Snow Early Career Award 2005, American Psychological Association, Division 15 (Educational Psychology).
- Chiu, S. *Exploring kindergartners' social, emotional, and motivational self-regulation: Bridging the gap between social and cognitive competence*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion August 2001). Assistant Professor and Director of Continuing Education, National Taichung Teachers' College, Taiwan.
- Sperl, C. *Museums as informal learning environments for families that include children with and without learning disabilities: exploring children's knowledge and interest and family interaction patterns*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education (Completion December 2002). Special Education Specialist, Montgomery County Public Schools.
- Kramer, C. *The influence of collaboration on children's source monitoring judgments*. Unpublished doctoral dissertation. College Park, MD. University of Maryland, College of Education. (Completion August 2003). Instructor Montgomery Community College, MD.
- Buehl, M. M. *At the crossroads of cognition and motivation: Modeling the relationships between students' domain-specific epistemological beliefs, achievement motivation, and task performance*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion August 2003). Assistant Professor, University of Memphis, Memphis, TN. Current: Assistant Professor, George Mason University, Fairfax, VA.
- Fives, H. *Exploring the relationship of teachers' efficacy, knowledge, and pedagogical beliefs: A multimethod study*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion August 2003). Assistant Professor, Texas Tech University, Lubbock, TX. Current: Assistant Professor, Montclair State University, Montclair, NJ.
- Yeager, J. *Getting into character: The contribution of theater to the development of self-concept in college students*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College Park, MD. (Completion August 2004). Assistant Professor, Towson University, Towson, MD.

- Sran, D. *Preconscious influences on complex decision making and reasoning about policy issues*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion May 2005). Public Policy Director Cesar Chavez Public Charter High School
- Lawson, S. *Achievement goal orientations in physical rehabilitation*. Unpublished doctoral dissertation. College Park, MD: University of Maryland, College of Education. (Completion May 2005). Assistant Professor, Towson University, Towson, MD.
- Jones, K. K. *Beyond a relational understanding of fractions: Elements of instruction that contribute to preservice teachers' knowledge and motivation*. Unpublished doctoral dissertation. College Park, MD. University of Maryland, College of Education. (Completion May 2006). Assistant Professor, Temple University, Philadelphia, PA.
- Gavins, M. V. (co-chair). *IEP development as a function of pedagogical expertise in special education teachers*. Unpublished doctoral dissertation. College Park, MD. University of Maryland, College of Education (Completion March 2007). Assistant Professor and Director of Special Education, Pfeiffer University, Misenheimer, NC.
- Riconscente, M. M. *School-related apathy in 8th-and 10th-grade students: A mixed-methods exploration of definitions, construct independence, correlates, and grade-level differences*. Unpublished doctoral dissertation. College Park, MD. University of Maryland, College of Education (Completion August 2007). Assistant Professor, University Southern California, Los Angeles, CA.
- Maggioni, L. *Studying epistemic cognition in the history classroom: Cases of teaching and learning to think historically*. Unpublished doctoral dissertation. College Park, MD. University of Maryland, College of Education (Expected completion December 2007).
- Winters, F. I. *Peer collaboration in the science classroom: The role of questions and regulatory processes in conceptual knowledge learning*. Unpublished doctoral dissertation. College Park, MD. University of Maryland, College of Education (Expected completion December 2007).

## **COMMITTEE MEMBERSHIPS**

### **National Research and Policy Organizations**

- Review Committee, PRAXIS II, Educational Testing Service, Princeton, NJ  
Advance Placement Course Design Review Committee, College Board Organization, New York, NY  
Steering Committee for the 2007 National Assessment of Educational Progress (Reading)

American Institutes for Research and the National Assessment Governing Board  
Test Development Committee for the 2007 National Assessment of Educational Progress  
(Reading)  
Educational Testing Service, Princeton, NJ  
Vocabulary Subgroup for the 2007 National Assessment of Educational Progress

### **National Professional Societies**

American Psychological Association  
Immediate Past-President, Division 15, 2001-2002  
President, Division 15, 2000-2001  
President-Elect, Division 15, 1999-2000  
Membership Co-Chair, Division 15, 1997  
Division 15 Liaison, Board of Educational Affairs, 1997-2000

American Educational Research Association  
Chair, Division C Election Committee, 2004-2006  
Mentoring Committee for New Vice-Presidents, 2004-2005  
Vice-President, Division C, 2002-2004  
Incoming Vice-President Elect, Division C, 2001-2002  
Program Chair, Division C, 2001  
Co-Coordinator, Division C Graduate Student Seminar, 2000  
Chair, Nominations Committee, 1994-1995  
Section Chair, Division C, Section 3, 1993-1994

International Reading Association  
Selection Committee for *Reading Research Quarterly* Editors, 2005-2006  
Society for the Scientific Study of Reading,  
Secretary, 1998-2000

National Reading Conference  
Student Outstanding Research Award Committee, 1999-2001  
Publications Committee, 1994  
Oscar Causey Award Committee, 2003-2004  
Edward Fry Book Award Committee, 2005-2006

College Reading Association  
Research Commission, 1984-1986

### **State and Regional Societies and Organizations**

Executive Committee, Southwest Educational Research Association  
President, 1988-1989  
Program Co-Chair, 1988  
President-Elect, 1987-1988

Member-at-Large, 1985-1987  
Program Chair, 1986

**State Educational Committees**

Texas Education Agency, Commissioner's Advisory Committee for Research and Evaluation, 1990-1992

Texas Higher Education Coordinating Board Advisory Committee on Women and Minority Faculty and Professional Staff, 1994-1996

**University****University of Maryland**

Distinguished Scholar-Teacher Selection Committee, 2007

Individual Studies Program Review Board, 2007-2009

Beyond the Classroom Director Search Committee, 2005-2006

University Medal Selection Committee, 2004-2005

Mentoring Committee, 2004-2005

Academic Planning Advisory Council, 2003 to 2005

Kirwan Undergraduate Education Award Committee, 2003

Faculty Advisory Board, Critical Thinking and Analytical Reasoning among Undergraduate Students: A Pilot Study at the University of Maryland, 2002

University of Maryland Faculty Senate Task Force on Appointment, Promotion and Tenure, 2001-2005

Founding Council, University of Maryland's Academy for Excellence in Teaching and Learning, 2001-2002

University Appointment, Promotion and Tenure Committee  
Chair, 1999

Member, 1998-1999

College of Education, Dean's Search Committee, 1998

Graduate Research Committee, 1996-1998

**Texas A&M University**

Chair, Provost Search Committee, 1994-1995

Honorary Degree Committee, 1993-1995

Faculty Club, Texas A&M University

Executive Board, Member, 1992-1994

President, Executive Board, 1993-1994

President's Ad Hoc Advisory Committee on the Corps of Cadets, 1992-1993

President's Committee for a Discrimination-Free Campus, 1990-1995

Knight Commission Task Force, 1991

Koriyama Policy Council, 1991

Library Task Force, 1991

University Self-Study Committee, 1991-1993

Search Committee-Executive Director University Relations, 1991  
Galveston Integration Committee, 1991  
Ad Hoc Committee on Discrimination and Sexual Harassment-Grievance Procedures,  
1991-1995  
Faculty Affairs Council, 1986-1989  
Committee for External Funding 1988-1990  
Committee of Principal Investigators, 1987-1990  
Chancellor's Committee to Study Child Care Facilities, 1988  
Ad Hoc Committee on Policies for Selection and Review of Administrators, 1989-1990  
Search Committee for the Associate Provost for Faculties, 1990  
Faculty Senate, 1987-1994  
    Member, Academic Affairs Committee, 1987-1988  
    Chair, Subcommittee of Academic Affairs for Program Review of the General  
        Studies Program, 1989  
    Member, Core Curriculum Oversight Subcommittee, 1988-1990  
    Member, Executive Committee, 1989-1991  
    Chair, Executive Committee, 1991-1992  
    Chair, Subcommittee on the Status of Women, 1989-1991

## College

### **College of Education, University of Maryland**

Mathematics Education Search Committee, 2005-2006  
College of Education Honors Program Committee, 2005-present  
Center for Young Children (CYC) Expansion Study Commission, 2002  
Search Committee, Chair of the Department of Human Development, 2001-2004  
College of Education, Blue Ribbon Committee, 2000-2004  
Search Committee, Chair of the Department of Educational Counseling and Personnel Services,  
2000-2001  
Faculty Development Committee, 1999-2004  
TESOL Search Committee, 1999-2000  
Committee for the Review of the EDCI Chair, 1997-1998  
Distinguished Teacher Award Committee, 1996-1997  
Internal Program Review Committee, 1996-1997  
Committee for the Review of the EDHD Chair, 1996-1997  
Graduate Committee, 1995-1997  
Reading Education Search Committee, 1995-1996  
Ad Hoc Committee to Develop Modes of Inquiry Course, 1995-1997  
Committee on the Interdisciplinary Graduate Concentration in School Change, 1995-  
1997

### **College of Education, Texas A&M University**

Research Council, 1990-1995  
Steering Committee for Fostering Inquiry, 1982-1987  
    Chair, Program Committee 1982-1984  
Faculty Advisory Council  
    Chair, 1987-88  
    Co-Chair, 1986-1987  
    Member-at-Large, 1985-1988  
    Chair, Evaluation and Merit Committee  
    Member, Dean's Research Committee  
Interdisciplinary Planning Committee  
    Co-Chair, 1981-1984  
    Chair, Task Force on Faculty Involvement, 1983-1984  
Academic Planning Process Committee  
Evaluating Professional Education and Teacher Performance Committee  
Reading and Language Arts Inquiry Committee  
Computer Technology Inquiry Committee, College of Education  
Member, Committee for Development of the 5-Year Computer Plan