

## **CURRICULUM VITAE OF**

Allan Wigfield  
 Department of Human Development and Quantitative Methodology  
 College of Education  
 University of Maryland  
 College Park, MD 20742, USA

### **PERSONAL INFORMATION**

Current rank: Professor  
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### **ACADEMIC BACKGROUND**

#### Degrees:

- Ph.D. Educational Psychology (Human Development Area), University of Illinois, Urbana, IL 1982
- M. A. Educational Psychology, University of Illinois, Urbana, IL 1977
- B. A. Psychology (with high honors and distinction), University of Illinois, Urbana, IL 1974

### **PROFESSIONAL WORK EXPERIENCE**

- 2014- present Honorary Faculty Member, Department of Psychology, University of Heidelberg, Germany
- 2011-present Professor, Department of Human Development
- 2005-2011 Professor and Chair, Department of Human Development University of Maryland
- 1998-2005 Professor and Director of Graduate Studies, Department of Human Development, University of Maryland
- 1993-1998 Associate Professor, Department of Human Development, University of Maryland and Faculty Affiliate, Developmental Sciences Program
- 1998, Summer  
1995, Fall Invited Instructor, Department of Education, University of Trondheim, Trondheim Norway. On each occasion I taught a weeklong doctoral course on self-concept and motivation
- Jan. 1989-1993 Assistant Professor, Department of Human Development,

- University of Maryland
- 1985-1989 Research Investigator, Research Center for Group Dynamics, Institute for Social Research, University of Michigan.
- 1985-1989 Adjunct Assistant Professor, Combined Program in Education and Psychology, University of Michigan
- 1984-1985 Senior Research Fellow, Research Center for Group Dynamics, Institute for Social Research, University of Michigan.
- 1981-1983 Postdoctoral Fellow, Developmental Psychology, University of Michigan.
- 1982-1983 Research Associate, Institute for Child Behavior and Development, University of Illinois.
- 1975-1981 Research Assistant, Teaching Assistant, Department of Educational Psychology, Institute for Child Behavior and Development, University of Illinois.

#### **OTHER WORK EXPERIENCE**

- 1984-1985 Faculty member, Bush Program in Child Development and Social Policy, co-leader of a Bush Working Group studying race and sex equity issues in the school setting.

#### **HONORS, AWARDS, AND CITATIONS**

- 2019 Sylvia Scribner Award, Division C, American Educational Research Association
- 2016 University Graduate Mentor of the Year
- 2014-2017 University Honors Faculty Fellow, University of Maryland
- 2014 Appointed Honorary Faculty Member, University of Heidelberg, Germany
- 2009 Distinguished Alumni Award, College of Education, University Of Illinois
- 2008 Fellow, American Educational Research Association
- 2007 Fellow, Association for Psychological Science
- 2002 Distinguished Scholar – Teacher, University of Maryland
- 2001 Outstanding Service to the Schools Award, University of Maryland
- 1998 Vernon E. Anderson Distinguished Faculty Award, College of Education, University of Maryland
- 1997 Fellow, American Psychological Association (Division 15, Educational Psychology)
- 1992 AERA Division E (Counseling and Human Development) Human Development Research of the Year Award
- 1973 Phi Beta Kappa
- 1973 Psi Chi
- 1973-1974 Undergraduate Honors Program in Psychology, University of Illinois

1972-1974 University of Illinois James Scholar

Scholarships and fellowships:

1984-1985 NIMH Postdoctoral Fellowship, Department of Psychology,  
(Social Psychology Division), University of Michigan  
1981-1983 NIMH Postdoctoral Fellowship, Department of Psychology,  
(Developmental Psychology Division), University of Michigan  
1974-1976 University of Illinois Graduate Fellowship  
1973-1974 Illinois General Assembly Scholarship  
1969-1971 DeWitt Wallace Scholarship

**RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES**

EDITED BOOKS:

Wigfield, A. (Section Ed.) (2017). *Handbook of positive development of minority children and youth* (N. Cabrera and B. Leyendecker (Eds)). New York: Springer.

Guthrie, J. T., Wigfield, A., & Klauda, S. L. (Eds.) (2012). *Adolescents' engagement in academic literacy*. College Park: University of Maryland.

Wentzel, K. R., & Wigfield, A. (Eds.) (2009). *Handbook of motivation at school*. New York: Taylor-Francis.

Guthrie, J. T., Wigfield, A., & Perencevich, K. (Eds.) (2004). *Motivating reading comprehension: Concept Oriented Reading Instruction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Wigfield, A., & Eccles, J. S. (Eds.) (2002). *Development of achievement motivation*. San Diego: Academic Press.

Guthrie, J. T., & Wigfield, A. (Eds.) (1997). *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.

EDITED SPECIAL ISSUES OF JOURNALS:

Wigfield, A., & Koenka, A. C. (Eds.) (in press). Motivation theory: Where we are and where we are going. Special issue, *Contemporary Educational Psychology*.

Wentzel, K. R., & Wigfield, A. (2007). *Motivational interventions that work*. Special issue, *Educational Psychologist*, 42, No. 4.

Wigfield, A., de Groot, E., & Zusho, A. (Eds.). (2005). *Paul R. Pintrich's contributions to educational psychology*. Special issue, *Educational Psychologist*, 40, 67-135.

Guthrie, J. T., & Wigfield, A. (1999). *How motivation fits into the science of reading*. Special issue, *Scientific Studies of Reading*, 3 No. 3.

Wigfield, A., & Guthrie, J. T. (1997). *Motivation for reading: Individual, home, textual, and classroom perspectives*. Special issue, *Educational Psychologist*, 32, No. 2.

Wigfield, A., & Eccles, J. S. (1995). *Middle grades schooling and early adolescent development, Part II*. Special issue, *Journal of Early Adolescence*, 15, No. 1.

Wigfield, A., & Eccles, J. S. (1994). *Middle grades schooling and early adolescent development, Part I*. Special issue, *Journal of Early Adolescence*, 14, No. 2.

#### CHAPTERS IN EDITED BOOKS:

Wigfield, A., & Eccles, J. S. (in press). 35 Years of research on students' subjective task values and motivation: A look back and a look Forward. To appear in A. Elliot (Ed.), *Advances in motivation science* (Vol. 7). New York: Elsevier.

Wigfield, A., & Ponnock, A. (in press). Expectancy – value theory and students with special cognitive and emotional needs. In A. Martin, R. A. Sperling, & K. J. Newton (Eds.), *Handbook of educational psychology and students with special needs*. New York: Routledge.

Wigfield, A., & Gladstone, J. (in press). How students' expectancies and values relate to their achievement in times of global change and uncertainty. In E. N. Gonida & M. Lemos (Eds.), *Motivation in education at a time of global change: Theory, research, and implications for practice* (Advances in motivation and achievement, Vol. 20). London: Emerald.

Wigfield, A., Turci, L., Cambria, J. & Eccles, J. S. (2019). Motivation in education. In R. Ryan (Ed.), *Oxford handbook of motivation* (2<sup>nd</sup> Ed.). New York: Oxford University Press.

Rosenzweig, E. Q., Wigfield, A., & Eccles, J. S. (2019). Expectancy-value theory and its relevance for student motivation and learning. In S. Hidi & K. A. Renninger (eds.), *Handbook of motivation and learning*. Cambridge, UK: Cambridge University press.

Tonks, S., Wigfield, A., & Eccles, J. S. (2018). Expectancy-Value theory in cross-cultural perspective: What have we learned in the last 15 years? In G. A. De Liem & D. McInerney (Eds.), *Recent advances in sociocultural influences on motivation and learning: Big theories revisited* (2<sup>nd</sup> Ed.). Greenwich, CT: Information Age Press.

Guthrie, J. T., & Wigfield, A., (2017). Literacy engagement and motivation: Rationale, research, teaching and policy. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English Language arts* (4<sup>th</sup> Edition).

Wigfield, A., Gladstone, J., & Turci, L. (2017). Development of children's ability beliefs and values and school-based interventions to improve them. In F. Guay, H. W. Marsh, R. G. Craven, & D. M. McInerney (Eds.), *International advances in self-research* (Vol. 6: Self: Driving positive psychology and well-being). Information Age Press.

- Wigfield, A., Rosenzweig, E. Q., & Eccles, J. S. (2017). Achievement values. In A. Elliot and C. S. Dweck (Eds.), *Handbook of competence and motivation* (2<sup>nd</sup> ed.) pp. 116-134). New York: Guilford.
- Wigfield, A., Muenks, K. R., & Rosenzweig, E. Q. (2016). Achievement motivation. In H. Miller (Ed), *Encyclopedia of theory in psychology* (Vol. 1, pp. 1-4). Thousand Oaks, CA: Sage.
- Wigfield, A., & Rosenzweig, E. Q. (2016). Motivation and cognition. In H. Miller (Ed.), *Encyclopedia of theory in psychology* (Vol. 2, pp. 569-573). Thousand Oaks, CA: Sage.
- Wigfield, A., Tonks, S., & Klauda, S. L. (2016). Expectancy-value theory. In K. R. Wentzel & D. Miele (Eds.), *Handbook of motivation in school* (2<sup>nd</sup> ed., pp. 55-74). New York: Routledge.
- Wigfield, A, Eccles, J. S., Fredricks, J., Simpkins, Roeser, R., & Schiefele, U. (2015). Development of achievement motivation and engagement. In R. Lerner (Series ed.) and M. Lamb (Vol. Ed.), *Handbook of child psychology and developmental science* (7<sup>th</sup> ed., vol. 3, pp. 657-700). New York: Wiley.
- Wigfield, A., Muenks, K., & Rosenzweig, E. (2015). Children's motivation in school. In C. Rubie-Davis (Ed.), *The social psychology of the classroom international handbook*. London: Routledge.
- Wigfield, A., Mason-Singh, A., Ho, A., & Guthrie, J. T. (2014). Intervening to improve children's reading motivation and comprehension: Concept Oriented Reading Instruction. In S. Karabenick and T. Urdan (Eds.), *Advances in motivation and achievement* (Vol. 18: Motivation interventions). Bingley UK: Emerald Group Publishing.
- Klauda, S. L., Wigfield, A., & Cambria, J. (2012). Struggling readers' information text comprehension and motivation in early adolescence. In J. T. Guthrie, A. Wigfield, A., & S. L. Klauda (Eds.), *Adolescents' engagement in academic literacy*. College Park: University of Maryland.
- Wigfield, A., Cambria, J., & Ho, A. (2012). Motivation for reading information texts. In J. T. Guthrie, A. Wigfield, A., & S. L. Klauda (Eds.), *Adolescents' engagement in academic literacy*. College Park, MD: University of Maryland.
- Wigfield, A., Cambria, J., & Eccles, J. S. (2012). Motivation in education. In R. C. Ryan (Ed.), *Oxford handbook of motivation* (pp.463-478). New York: Oxford University Press.
- Wigfield, A., Klauda, S. L., & Cambria, J. M. (2012). Development of self-regulatory processes. In D. H. Schunk & B. J. Zimmerman (Eds.), *Handbook of self-regulation of learning and performance*. New York: Taylor & Francis.
- Guthrie, J. T., Wigfield, A., & You, W. (2012). Instructional contexts for engagement and achievement in reading. In S. Christensen, A. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement*. New York: Springer Science.

- Wigfield, A., Ho, A., & Mason-Singh, A. (2011). Achievement motivation. In B. Brown & M. Prinstein (Eds.), *Encyclopedia of adolescence. Vol. 1. Normative processes in development* (pp. 10-19). London: Elsevier.
- Guthrie, J. T., Taboada, A., & Wigfield, A. (2011). Alignment of cognitive processes in reading with motivations for reading. In D. Lapp, J. Flood, D. Hartman, & L. Morrow, (Eds.), *Handbook of research on teaching the English language arts* (3<sup>rd</sup> Ed, pp. 125-131). New York: Routledge.
- Wigfield, A., & Cambria, J. M. (2010). Expectancy-value theory: Retrospective and prospective. In S. Karabenick & T. Urda (Eds.), *Advances in motivation and achievement* (Vol. 16, pp. 35-70). New York: Emerald Group.
- Wigfield, A., & Guthrie, J. T. (2010). The impact of Concept-Oriented Reading instruction on students' reading motivation, reading engagement, and reading comprehension. In J. Meece & J. S. Eccles (Eds.), *Handbook on schools, schooling, and human development*. Mahwah, NJ: Erlbaum.
- Wigfield, A., & Cambria, J. M. (2009). Achievement motivation. In I. Weiner & E. Craighead (Eds.), *Corsini's Encyclopedia of Psychology* (4<sup>th</sup> Ed.). New York: John Wiley.
- Wigfield, A., Tonks, S., & Klauda, S. L. (2009). Expectancy – value theory. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 55-76). New York: Taylor Francis.
- Wigfield, A., Eccles, J. S., Schiefele, U., & Roeser, R. (2008). Development of achievement motivation. In W. Damon & R. M. Lerner (Eds.), *Child and adolescent development: An advanced course* (pp. 406-434). New York: Wiley.
- Wigfield, A., Hoa, L. W., & Klauda, S. L. (2008). The role of achievement values in the self-regulation of achievement behaviors. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 169-195). Erlbaum.
- Wigfield, A., Byrnes, J. B., & Eccles, J. S. (2006). Adolescent development. In P. A. Alexander & P. Winne (Eds.), *Handbook of educational psychology* (2<sup>nd</sup> edition, pp. 87-113). Mahwah, NJ: Erlbaum.
- Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R., & Davis-Kean, P. (2006). Development of achievement motivation. In W. Damon and N. Eisenberg (Eds.), *Handbook of child psychology* (6<sup>th</sup> edition, Vol. 3, pp. 933-1002). New York: Wiley.
- Eccles, J. S., Roeser, R., Vida, M., Fredricks, J. & Wigfield, A. (2006). Motivational and achievement pathways through middle childhood. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp. 325-355). New York: Psychology Press.
- Eccles, J. S., O'Neill, S. A., & Wigfield, A. (2005). Ability self-perceptions and subjective task values in adolescents and children. In K. A. Moore & L. H. Lippman (Eds.), *What do*

*Children need to flourish? Conceptualizing and measuring indicators of positive development* (pp. 237-249). New York City, New York: Springer Science.

- Wigfield, A., & Lutz, S. (2005). Reading instruction in sociocultural context: Impact on reading comprehension and engagement. In D. McInerney & S. Van Etten (eds.), *Research on sociocultural influences on motivation and learning. Volume 5: Curriculum and teaching from a sociocultural perspective*. Greenwich, CT: Information Age Press.
- Wigfield, A., & Wagner, A. L. (2005). Competence, motivation, and identity development during adolescence. In A. Elliott and C. Dweck (Eds.), *Handbook of competence and motivation* (pp. 222-239). New York: Guilford Press.
- Guthrie, J. T., & Wigfield, A. (2004). Roles of motivation and engagement in reading comprehension assessment. In S. Paris & S. Stahl (Eds.), *Assessing children's reading comprehension*. Mahwah NJ: Erlbaum.
- Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (2004). Scaffolding for children's motivation development in reading. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), *Motivating reading comprehension: Concept Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.
- Wigfield, A. (2004). Motivation for reading in early adolescents and adolescents. In D. S. Strickland and D. Alvermann (Eds.), *Bridging the achievement gap: Improving literacy learning for pre-adolescent and adolescent learners (Grades 4–12)*. Newark, DE: International Reading Association
- Wigfield, A., & Tonks, S. (2004). The development of motivation for reading. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), *Motivating reading comprehension: Concept Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.
- Wigfield, A., Tonks, S., & Eccles, J. S. (2004). Expectancy – value theory in cross-cultural perspective. In D. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning volume 4: Big theories revisited* (pp. 165-198). Greenwich, CT: Information Age Press.
- Eccles, J. S., Wigfield, A., & Byrnes, J. B. (2003). Cognitive development in adolescence. In I. B. Weiner (Series Ed.) and R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Volume Eds.), *Handbook of psychology (Volume 6, Developmental psychology)*, pp. 325-350). New York: John Wiley & Sons.
- Eccles, J. S., & Wigfield, A. (2002). Development of academic achievement motivation. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (pp. 14-20). Oxford, UK: Pergamon Press.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.
- Wigfield, A., & Eccles, J. S. (2002). Introduction. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 1-11). San Diego: Academic Press.

- Wigfield, A., & Eccles, J. S. (2002). The development of competence beliefs and values from childhood through adolescence. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 92-120). San Diego: Academic Press.
- Wigfield, A., & Eccles, J. S. (2002). Children's motivation during the middle school years. In J. Aronson (Ed.), *Improving academic achievement: Contributions of social psychology* (pp. 159-184). San Diego: Academic Press.
- Wigfield, A., Battle, A., Keller, L., & Eccles, J. S. (2002). Sex differences in motivation, self-concept, career aspirations, and career choice: Implications for cognitive development. In A. McGillicuddy-DelLisi & R. DeLisi (Eds.), *Biology, society, and behavior: The development of sex differences in cognition* (pp. 93-124). Greenwich, CT: Ablex.
- Wigfield, A., & Tonks, S. (2002). Adolescents' expectancies for success and achievement task values. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents* (pp. 53-82). Greenwich, CT: Information Age Publishing.
- Eccles, J. S., & Wigfield, A. (2000). Schooling's influences on motivation and achievement. In S. Danziger & J. Waldfogel (Eds.), *Securing the future: Investing in children from birth to college* (pp. 153-181). New York: Russell Sage Foundation.
- Eccles, J. S., & Wigfield, A. (2000). Adolescence: Social patterns, achievement, and problems. In A. E. Kazdin (Ed.), *Encyclopedia of psychology* (Vol. 1, pp. 46-52). London: Oxford University Press.
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (3rd. ed., pp. 403-422). New York: Longman.
- McClendon, C., Nettles, S., & Wigfield, A. (2000). Fostering resilience in high school classrooms: A study of the PASS program (Promoting Achievement in School Through Sport). In M. Sanders (Ed.), *Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents*. Mahwah, NJ: Erlbaum.
- Wigfield, A. (2000). Facilitating young children's motivation to read. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers* (pp. 140-158). New York: Guilford.
- Eccles, J. S., Roeser, R. W., Wigfield, A., & Freedman-Doan, C. (1999). Academic and motivational pathways through middle childhood. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues*. Garland Press.
- Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In W. Damon (Series Ed.) & N. Eisenberg (Volume Ed.) *Handbook of child psychology* (5th ed., Vol. III, pp. 1017-1095). New York: Wiley.
- Wigfield, A., Eccles, J. S., & Rodriguez, D. (1998). The development of children's motivation in school contexts. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of research in*



- education* (Vol. 23, pp. 73-118). Washington, DC: American Educational Research Association.
- Eccles, J. S., & Wigfield, A. (1997). Early adolescent development. In J. Irvin (Ed.), *What current research says to the middle level practitioner*. Columbus, OH: National Middle School Association.
- Guthrie, J. T., & Wigfield, A. (1997). Reading engagement: A rationale for theory and teaching. In J. T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.
- Wigfield, A. (1997). Children's motivation for reading and reading engagement. In J. T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.
- Wigfield, A., Eccles, J. S., & Pintrich, P. (1996). Development between the ages of 11 and 25. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology*. New York: Macmillan.
- Oldfather, P., & Wigfield, A. (1996). Children's motivations for literacy learning. In L. Baker, P. Afflerbach, & D. Reinking (Eds.), *Developing engaged readers in school and home communities*. Hillsdale, NJ: Erlbaum.
- Wigfield, A. (1994). The role of children's achievement values in the self-regulation of their learning outcomes. In D. H. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 101-124). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Wigfield, A. (1993). Why should I learn this? Adolescents' achievement values for different activities. In P. R. Pintrich & M. L. Maehr (Eds.), *Advances in motivation and achievement* (Vol. 8, pp. 99-138). Greenwich, CT: JAI Press.
- Eccles, J., S., Arbretton, A., Buchanan, C. M., Jacobs, J., Harold, R., Mac Iver, D., Midgley, C., Reuman, D., & Wigfield, A., (1993). School and family effects on the ontogeny of children's interests, self-perceptions, and activity choices. In J. Jacobs (Ed.), *Nebraska symposium on motivation 1992*. Lincoln, NE: University of Nebraska Press.
- Wigfield, A., & Harold, R. (1992). Teacher beliefs and students' achievement self-perceptions: A developmental perspective. In D. Schunk and J. Meece (Eds.), *Student perceptions in the classroom: Causes and consequences* (pp. 95-121). Hillsdale, NJ: Erlbaum.
- Wigfield, A., & Eccles, J. S. (1990). Test anxiety in the school setting. In M. Lewis and S. Miller (Eds.), *Handbook of developmental psychopathology* (pp. 237-250). New York: Plenum Press.
- Eccles, J., Flanagan C., Goldsmith, R., Jacobs, J., Jayaratne, T., Wigfield, A., & Yee, D. (1987). Parents as socializers of achievement attitudes. In J. Z. Daniels and J. B. Kahle (Eds.), *Contributions to the Fourth GASAT conference*. (Vol. IV, pp. 1-12). Ann Arbor: University of Michigan Press.

Eccles, J., & Wigfield, A. (1985). Teacher expectations and student motivation. In J. B. Dusek (Ed.), *Teacher expectancies* (pp. 185-226.) Hillsdale, NJ: Erlbaum.

Wigfield, A., & Braskamp, L. (1985). Age and personal investment in work. In D. Kleiber and M. L. Maehr (Eds.), *Advances in motivation and achievement* (Vol. IV, pp. 297-331). Greenwich, CT: JAI Press.

Wigfield, A., & Asher, S. T. (1984). Social and motivational influences on reading. In P. D. Pearson, R. Barr, M. Kamil, and P. Mosenthal (Eds.), *Handbook of reading research* (pp. 423-452). New York: Longman.

Asher, S. R., & Wigfield, A. (1981). Training referential communication skills. In W. P. Dickson (Ed.), *Children's oral communication skills* (pp. 105-126.) New York: Academic Press.

#### OVERVIEWS AND COMMENTARIES FOR SPECIAL ISSUES OF JOURNALS

Wigfield, A., & Wentzel, K. (2007). Introduction to motivation at school: Interventions that work. In K. R. Wentzel & A. Wigfield (Eds.), *Motivational interventions that work*. Special issue, *Educational Psychologist*, 42, 191-196..

Wentzel, K., & Wigfield, A. (2007). Motivational interventions that work: Themes and remaining issues. In K. R. Wentzel & A. Wigfield (Eds.), *Motivational interventions that work*. Special issue, *Educational Psychologist*, 42, 261-271..

Wigfield, A., Zusho, A., & De Groot, E. V. (2005). Introduction: Paul R. Pintrich's contributions to educational psychology: An enduring legacy. In A. Wigfield, E. de Groot, & A. Zusho. (Eds.), *Paul R. Pintrich's contributions to educational psychology*. Special issue, *Educational Psychologist*, 40, No. 2.

Guthrie, J. T., & Wigfield, A. (1999). Motivation and reading: An overview. In J. T. Guthrie & A. Wigfield (Eds.), *How motivation fits into the science of reading*. Special issue, *Scientific Studies of Reading*, 3 No. 3.

Wigfield, A., & Guthrie, J. T. (1997). Motivation for reading: An overview. In A. Wigfield & J. T. Guthrie (Eds.), *Motivation for reading: Individual, home, textual, and classroom perspectives*. Special issue, *Educational Psychologist*, 32, No. 2.

Wigfield, A., & Eccles, J. (1994). Middle grades schooling and early adolescent development: An introduction. In A. Wigfield & J. S. Eccles (Eds.), *Middle grades schooling and early adolescent development, Part I*. Special issue, *Journal of Early Adolescence*, 14, No. 2.

#### JOURNAL ARTICLES:

\* refereed articles

+ solicited articles

- +Eccles, J. S., & Wigfield, A. (in press). Expectancy-value theory: Current status, current controversies, and a look ahead. *Contemporary Educational Psychology*.
- \*Gaspard, H., Lauermann, F., Rose, N., Wigfield, A., & Eccles, J. S. (in press). Profiling the cross-domain development of students' motivations: Joint trajectories of students' ability self-concepts and values in math and language arts. *Child Development*.
- \*Rosenzweig, E. Q., Wigfield, A., & Hulleman, C. S. (2019). More useful, or not so bad? Examining the effects of utility value and cost reduction interventions in college physics. *Journal of Educational Psychology*. Advance online publication. doi:10.1037/edu0000370
- Rosenzweig, E. Q., Hulleman, C. S., Barron, K. E., Kosovich, J. J., Priniski, S. J., & Wigfield, A. (2019). The promises and pitfalls of adapting utility value interventions for online mathematics courses. *Journal of Experimental Education*, 87(2), 332-352.
- Rosenzweig, E. Q., Wigfield, A., Gaspard, H., & Guthrie, J. S. (2018). How do perceptions of importance support from a reading intervention affect students' motivation, engagement, and comprehension? *Journal of Research in Reading*, 41(4), 625-641.
- \*Steinmayr, R., Weidinger, A., & Wigfield, A. (2018). Are "gritty" students more successful in school? On the relative importance of grit for school achievement. *Contemporary Educational Psychology*.
- \*Gaspard, H., Wigfield, A., Jiang, Y., Nagengast, B., Trautwein, U., & Marsh, H. W. (2018). Dimensional comparisons: How academic track students' achievements are related to their expectancy and value beliefs across multiple domains. *Contemporary Educational Psychology*, 52, 1-14.
- \*Muenks, K., Yang, J. S., & Wigfield, A. (2018). Associations between grit, motivation, and achievement in high school students. *Motivation Science*, 4, 158-176.
- \*Muenks, K., Wigfield, A., & Eccles, J. S. (2018). I can do this! The development and calibration of children's expectations for success and competence beliefs. *Developmental Review*, 48, 24-39.
- \*Muenks, K., Wigfield, A., & Yang, J. S. (2017). Associations between grit, motivation, and achievement in high school students. *Motivation Science*, 4, 158-176.
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## COLUMNS

Wigfield, A. (1997). Children's reading motivations. *NRRC News*.

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## PROFESSIONAL PRESENTATIONS

### **International and National Invited Addresses and Panels**

- Wigfield, A., (2016, October). *Expectancy-value theory*. Keynote address delivered at the LEAD Retreat, University of Tubingen.
- Wigfield, A., (2016, August). *Development of children's expectancies and values and interventions to improve them*. Keynote address, International Conference on Motivation, Thessaloniki, Greece.
- Wigfield, A., (2016, June). *Expectancies, values, performance, and choice: Research findings and personal reflections*. Invited inaugural lecture, University of Heidelberg, Heidelberg, Germany.
- Wigfield, A., (2016, April). *Taking research on the development of children's motivation into the classroom*. Invited address, College of Education, Ohio State University, Columbus, OH.
- Wigfield, A., (2015, November). *Development of children's motivation*. Invited address, University of Moscow, Russia (delivered via Skype)
- Wigfield, A., (2015, August). *Development of children's competence beliefs and values and school-based interventions to improve them*. Keynote address given at the 8<sup>th</sup> SELF conference, Kiel, Germany.
- Wigfield, A. (2014, November). *Development of achievement-related expectancies*. Invited address given at a conference on Persistence of Expectations, Psychology Department, University of Marburg, Germany.
- Wigfield, A. (2013, July). *The influence of Concept Oriented Reading Instruction on elementary and middle school students' reading motivation and comprehension*. Keynote address presented at the Social Psychology of Education Conference, Auckland, NZ.
- Wigfield A., (2010, May). *Intervening to foster children's motivation in reading and school*. Invited address presented at the Conference of Learning and the Brain, Washington, DC.
- Wigfield, A. (2010, April). *Development of children's motivation and classroom interventions to foster it*. Invited address presented at Duke University Department of Psychology, Durham, NC.
- Wigfield A., (2010, January). *Intervening to enhance children's motivation and achievement in elementary and middle school classrooms*. Invited address presented at the Florida State Reading Research Center, Florida State University, Tallahassee, Fl.
- Wigfield, A. (2009, October). *Reversing the declines in children's motivation: An example from the domain of reading*. Invited address presented at the inaugural bMRI Symposium on Motivation (Motivation and education: Past, present, and future), Seoul Korea.

- Wigfield, A. (2009, April). *Intervening to enhance students' reading motivation and comprehension: Lessons learned and new directions*. Invited address (sponsored by the Motivation in Education Special Interest Group) given at the annual meeting of the American Educational Research Association, San Diego.
- Spencer Foundation Working Group on Non-Cognitive Dispositions Influencing Learning and Development, Chicago, October 2006.
- Wigfield, A., (2006, March). *Motivations for literacy during adolescence*. Keynote address presented at the Michigan Conference on Adolescent Literacy, Ann Arbor, Michigan.
- Wigfield A., (2005, October). *Motivating children to read: Concept Oriented Reading Instruction*. Invited address presented at the Conference of Learning and the Brain, Boston, MA.
- Wigfield, A. (2003, September). *The development of children's competence related beliefs and values: Psychological and instructional influences*. Keynote address presented at the German Conference on Educational Psychology, University of Bielefeld, Bielefeld, Germany.
- Wigfield, A. (2002, October). *The development of reading motivation*. Invited address given to the California State University system, Los Angeles.
- Invited participant, Carnegie Foundation Conference on Intermediate and Adolescent Literacy, September 26, 2002.
- Invited participant, Conference on Adolescent Literacy sponsored by the National Institute for Child Health and Human Development, March 5-6, 2002.
- Wigfield, A. (2001, May). *Motivation for learning: Defining its aspects and fostering its development*. Invited address given to the Maryland State Developmental Education Association, Rockville, MD.
- Invited Participant/Critic, Presentation by the Center for Educational Research, Max-Planck Institute for Human Development and Education, Berlin. April 24-26, 1997.

### **International Conference Presentations**

- Gladstone, J. R., Muenks, K., Yang, J. S., & Wigfield, A. (2018, August). *Clarifying grit's predictive role: Exploring mechanisms of the relation between grit and achievement*. Paper presented at the 16<sup>th</sup> International Conference on Motivation, Aarhus, Denmark.
- Gladstone, J. R., Muenks, K., Yang, J. S., Wigfield, A., Lim, H. J., & Hwang, M. H. (2018, July). *Clarifying grit's predictive role: Mediators help explain the relation between grit and achievement among U.S. and Korean students*. Poster presented at the International Society for the Study of Behavioral Development Biennial Meeting, Queensland, Australia.

- Gladstone, J., Turci, L., & Wigfield, A. (2016, August). *Personality factors as predictors of stress and work engagement among university students*. Poster presented at the 15<sup>th</sup> International Conference on Motivation, Thessaloniki, Greece.
- Muenks, K., Wigfield, A., & Yang, J. S. (2016, August). *Grit's relation to motivation and achievement outcomes*. Poster presented at the International Conference on Motivation, Thessaloniki, Greece.
- Rosenzweig, E. Q., Hulleman, C. S., Barron, K. E., Kosovich, J. J., Priniski, S. J., & Wigfield, A. (2016, August). *Helping students find value in online math courses: Comparing three utility value interventions in algebra and geometry*. Paper presented at the 15<sup>th</sup> International Conference on Motivation, Thessaloniki, Greece.
- Wigfield, A., Eccles, J. S., & Roeser, R. (1998, August). *Relations of young children's ability-related beliefs to their subjective task values, performance, and effort*. Paper presented as part of an invited symposium entitled "Motivation and affect in the classroom" (P. Pintrich, Organizer) at the International Congress of Applied Psychology, San Francisco.

### **National Conference Presentations**

- Wigfield, A. (2019, April). Discussant, symposium entitled *Motivation interventions proven to work in K-12 classrooms: Improving students' values, confidence, self-regulation, and satisfaction* (Mimi Bong, organizer). Presented at the Annual Meeting of the American Educational Research Association Annual Meeting, Toronto, Canada.
- Gladstone, J. R., Morell, M., Yang, J. S., Ponnock, A., Turci (Faust), L., & Wigfield, A. (2019, April). *Grit, self-regulation, and motivation: Examining measurement invariance and mean differences across gender and ethnicity*. Paper presented of a symposium presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Faust, L. T., Gladstone, J. R., & Wigfield, A. (2019, April). *The significance of ethnic identity and theories of intelligence for positively and negatively stereotyped groups*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Morell, M., Yang, J. S., Liu, Y., Gladstone, J. R., Ponnock, A., Turci (Faust), L., Muenks, K., & Wigfield, A. (2019, April). *Validation of grit scales across multiple samples: Restricted recalibration and multiple group analysis*. Paper presented at a symposium presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Rosenzweig, E., Wigfield, A., & Hulleman, C. (2019, April). *Different interventions, similar effects: Comparing cost- reduction and utility value interventions in college physics*. Presented as part of a symposium at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Gladstone, J. R., Morell, M., Yang, J. S., Ponnock, A., Turci (Faust), L., & Wigfield, A. (2019, March). *Grit-S, long-term grit and related constructs: Measurement invariance and mean*

- differences across gender and ethnicity*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.
- Faust, L. T., Gladstone, J. G., Hancock, G. R., Wigfield, A., & Eccles, J. S. (2019, March). *Family ties: Examining the development of math self-concept using a latent change score approach*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
- Gaspard, H., Lauermann, F., Rose, N., Wigfield, A., & Eccles, J. S. (2018, April). *Cross-domain effects across math- and language arts-related expectancy-value beliefs and their implications: A developmental perspective*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Rosenzweig, E. Q., Wigfield, A., & Hulleman, C. S. (2018, April.). *Expectancy-value theory and its relevance to motivation and learning*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Tonks, S., Wigfield, A., & Eccles, J. S. (2018, April). *Sociocultural perspective on expectancy-value theory in the last 10 years of research*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Yang, J. S., Morell, M., Lim, H., Wigfield, A., & Muenks, K. (2017, July). *Small-sample MIRT calibration and model selection using the grit data*. Paper presented at the 2017 International Meeting of the Psychometric Society, Zurich, Switzerland.
- Wigfield, A., & Koenka, A. (2017, May). *Motivation theory yesterday, today, and tomorrow: Reflections of founders and descendants*. Organizer and chair, symposium presented at the annual meeting of the American Educational Research Association, San Antonio.
- Gladstone, J. & Wigfield, A. (2017 April). *Motivation for competitive swimming in adolescents: Ethnic and gender differences*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
- Gladstone, J., Wigfield, A., & Jordan, E. (2016 January). *Personality factors as predictors of stress and work engagement among university faculty members and students*. Poster presented at the 17<sup>th</sup> Annual Convention for the Society for Personality and Social Psychology, San Diego, CA.
- Muenks, K., Wigfield, A., Yang, J. S., & O'Neal, C. (2016, April). *The factor structure of grit in two age groups and its relations with self-regulation and engagement*. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.
- Muenks, K., Wigfield, A., & Miele, D. B. (2016, March). *The role of students' perceptions of effort source on perceived relations between effort and ability*. Poster presented at the Society for Research on Adolescence, Baltimore, MD.
- Rosenzweig, E. Q., & Wigfield, A. (2016, April). *It's easy but unimportant: How adolescents' expectancy-value motivational profiles predict their different reading outcomes*. Talk to

- be presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Rosenzweig, E. Q., & Wigfield, A. (2016, March). *My textbook is difficult, but is it useful? How adolescents' motivational profiles predict their reading achievement*. Poster presented at the annual meeting of the Society for Research in Adolescence, Baltimore, MD.
- Muenks, K., Miele, D. B., & Wigfield, A. (2015, April). *Perceived sources of effort influence students' ability judgments*. Poster presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Rosenzweig, E. Q., & Wigfield, A. (2015, March). *Motivational predictors of adolescent reading outcomes: Different theories, different relationships*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Wigfield, A., (2014, April). *Motivated interventions*. Paper presented as part of a symposium (A. Kaplan, Chair), at the annual meeting of the American Educational Research Association, Philadelphia.
- Wigfield, A., (2014, April). *The impact of Concept Oriented Reading Instruction on elementary and middle school students' reading comprehension and comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Wigfield, A., Musu-Gillette, L., & Ho, A. (2014, April). Relations of African-American middle school students' reading self-efficacy and reading achievement over time. Paper presented as part of a symposium (O. Koller, Chair) presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Ho, A. N., & Wigfield, A. (2013, April). *Exploring latent class analysis on students' reading comprehension and self-efficacy*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle.
- Musu-Gillette, L. E., Wigfield, A., Haring, J. & Eccles, J. S. (2013, April). *Trajectories of growth in student's expectancies and values in math and college major choice*. Poster presented at the meeting of the American Educational Research Association, San Francisco.
- Mason-Singh, A., & Wigfield, A. (2012, March). Situated reading motivations as mediators between perceptions of reading instruction and general reading motivations in two instructional interventions. In J. Raftery (Chair), *An Ecological Approach to Understanding Middle School as a Time of Vulnerability for Adolescents' Achievement, Motivation, and Adjustment*. Symposium conducted at the meeting of the Society for Research on Adolescence, Vancouver, Canada.
- Musu-Gillette, L. E., Wigfield, A., Haring, J. & Eccles, J. S. (2012, May). *Students' self-concept of ability and interest in math: A longitudinal mixture analysis*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago.

- Cambria, J., Wigfield, A., Guthrie, J. T. (2011, April). *Behavioral engagement as a mediator of reading motivation and comprehension*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans.
- Ho., Guthrie, J. T., & Wigfield, A. (2011, August). *A multivariate examination of motivation and achievement for African-American and European-American adolescents*. Paper presented at the annual meeting of the American Psychological Association, Washington DC.
- Mason-Singh, A., & Wigfield, A. L. (2011, March). *Relationships among child gender, parental influences, and children's ability beliefs and values for music and sports*. Poster presented at the meeting of the Society for Research on Child Development, Montreal, Canada.
- Musu-Gillette, L. E., Wigfield, A., & Eccles, J. S. (2011, August). *How students' expectancies and values in math predict their choice of college major: A longitudinal analysis*. Poster presented at the annual meeting of the American Psychological Association, Washington DC.
- Cambria, J., Coddington, C.S., Guthrie, J.T. & Wigfield, A. (2010, March). *Dedication as a mediator of motivation and achievement*. Poster presented at the annual meeting of the Society for Research on Adolescence, Philadelphia.
- Cambria, J. M., Wigfield, A., Guthrie, J. T., Klauda, S. L., & Coddington, C. S. (2010, May). *Measuring information book motivation and its associations with information text comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Denver.
- Cambria, J. M., & Wigfield, A. (2009, April). *The relations between children's personality characteristics and their achievement motivation*. Poster presented at the annual meeting of the American Educational Research Association, San Diego.
- Wigfield, A. (2008, March). *Editors and motivation researchers: The gatekeepers' perspective*. Invited symposium presented at the annual meeting of the American Educational Research Association, New York.
- Tonks, S., & Wigfield, A. (2008, March). *Discovering academic autonomy in Japanese students*. Thematic discussion presented at the annual meeting of the American Educational Research Association, New York.
- Klauda, S. L., & Wigfield, A. (2007, April). *Fifth-graders' perceived support for their reading: Relations with demographic variables, reading motivations, and reading frequency*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wigfield, A. (2007, April). Discussant. Symposium (N. McElvany, Chair) entitled *Individual Prerequisites for Reading and Language Literacy: An In-Depth Look at Recent Research Findings*. Presented at the annual meeting of the American Educational Research Association Annual Meeting, Chicago, IL.

- Ho, L. W., Guthrie, J. T., Tonks, S. M., Coddington, C. S., & Wigfield, A. (2007, March). *Reading identity: Exploring a new identity domain*. Poster presented at the meeting of the Society for Research on Identity Formation, Washington, DC.
- Wigfield, A. (2006, August). *Expectancies, values, and research behavior: Jacque Eccles' influences on my research*. Paper presented at the annual meeting of the American Psychological Association, New Orleans.
- Wigfield, A., Guthrie, J. T., Perencevich, K. C., & Taboada, A. (2006, April). *Influence of Concept Oriented Reading Instruction on students' reading comprehension and motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wagner, A. L., Wigfield, A., Tonks, S., & Guthrie, J. T. (2006, April). *In their own words: Children's understanding of their motivations for reading*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wagner, A. L., Wigfield, A., Guthrie, J. T., Perencevich, K. C., & Tonks, S. M. (2005, August). *Fostering intrinsic reading motivation by enhancing situational interest in reading*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Wigfield, A. (2004, April). Discussant. Symposium entitled *Emotions in students' goal striving, learning processes, and academic achievement*. (Reinhard Pekrun, Organizer) presented at the annual meeting of the American Educational Research Association, San Diego.
- Wigfield, A. (2004, April). Chair. Symposium entitled *Remembering Paul R. Pintrich: A legacy of research on goals, self-regulation, and epistemological thinking* presented at the annual meeting of the American Educational Research Association, San Diego.
- Wigfield, A., Tonks, S., & Eccles, J. S. (2004, April). *Expectancy value theory in cross-cultural perspective*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Tonks, S., Wigfield, A., Guthrie, J., & Perencevich, K. (2004, April). *Effects of two reading instruction programs on children's reading motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Guthrie, J. T., Taboada, A., Davis, M. H., Scaffidi, N., Perencevich, K. C. & Wigfield, A. (2003, April). *Increasing reading comprehension, strategies, and motivation through Concept-Oriented Reading Instruction*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Tonks S., Wigfield, A., Guthrie J. T., & Perencevich, K. C. (2003, April). *Instructional influences on children's reading motivation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Wigfield, A., Perencevich, K. C., Tonks, S., & Guthrie, J. T. (2003, April). *Contributions of reading motivation to reading comprehension and cognitive*

*strategy growth in elementary school students.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

- Rodriguez, D., Wigfield, A., & Eccles, J. S. (2002, April). *Changing competence perceptions and values.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Tonks, S., & Wigfield, A. (2002, April). *Relations of children's competence beliefs, achievement values, and general self-esteem.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wigfield, A., Anderman, E., & Eccles, J. S. (2000, April). *Relations of children's achievement values and achievement goal orientations.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Rodriguez, D., & Wigfield, A. (1999, September). *The development of a measure of self-concept specific to tennis.* Paper presented at the meeting of the Advancement of Applied Sport Psychology, Banff, Canada.
- Wigfield, A., Eccles, J. S., & O'Neill, S. (1999, April). *Children's achievement task values in different domains: Developmental and cultural differences.* Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Eccles, J., Wigfield, A., Barber, B., & Roeser, R. (1998, October). *School and non-school influences on motivation and achievement.* Invited presentation at the Conference on Investing in Children (S. Danziger & J. Waldfogel, Organizers), New York.
- Eccles, J., & Wigfield, A. (1998, April). *Defining children's expectancies for success and achievement task values.* Paper presented as part of a symposium entitled *A motivated look at motivation terminology: What educators need to know about motivational constructs* (Patricia A. Alexander, Organizer) at the annual meeting of the American Educational Research Association, San Diego.
- Wigfield, A., Rodriguez, D., & Eccles, J. S. (1998, April). *Developmental differences in the prediction of children's self-esteem from their activity-specific competence beliefs.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Cox, K., Guthrie, J. T., & Wigfield, A. (1997, December). *The influence of cognitive abilities and motivational goals on independent reading.* Paper presented at the annual meeting of the National Reading Conference, Las Vegas.
- Rodriguez, D., & Wigfield, A. (1997, August). *Developing tennis-specific competence belief scales.* Paper presented at the annual meeting of the American Psychological Association, Chicago.
- Wigfield, A. (1997, April). *Predicting children's grades from their ability beliefs and subjective task values: Developmental and domain differences.* Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.



- Eccles, J. S., & Wigfield, A. (1997, April). *Gendered values and attitudes: Developmental, cultural, and historical changes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.
- Eccles, J. S., Barber, B., Updegraff, K., & Wigfield, A. (1997, March). *Expectancies and values as predictors of gender differences, course enrollment decisions, and occupational decisions in math and science*. Paper presented as part of a symposium entitled *The role of intrinsic interest, goal orientation, and task values in both learning and educational choice* (Jacquelyne Eccles, Organizer), presented at the annual meeting of the American Educational Research Association, Chicago.
- Wigfield, A. (1996, April). *The development of children's competence beliefs, expectancies for success, and achievement values: Implications for self-regulation*. Paper presented as part of a symposium entitled *The development of self-regulatory competence: Cognitive and motivational influences* (Dale Schunk, Organizer) at the annual meeting of the American Educational Research Association, New York.
- Wigfield, A. (1996, April). *Studying children's achievement motivation and performance*. Discussion paper presented at the annual meeting of the American Educational Research Association, New York.
- Wigfield, A. (1996, April). Discussant, symposium entitled *Embedding achievement motivation in a social-relational context*, presented at the annual meeting of the American Educational Research Association, New York.
- Wigfield, A., Freedman-Doan, C., & Eccles, J. S. (1996, April). *Children's reasoning about their academic abilities and values: Developmental and domain differences*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Anderman, E., Eccles, J., Roeser, R., Yoon, K. S., Blumenfeld, P., & Wigfield, A. (1996, April). *Classroom influences on the valuing of reading*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Yoon, K. S., Eccles, J. S., & Wigfield, A. (1996, April). *Self-concept of ability, value, and academic achievement: A test of causal relations*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Yoon, K. S., Eccles, J. S., Wigfield, A., & Barber, B. L. (1996, March). *Developmental trajectories of early to middle adolescents' academic achievement and motivation*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Boston.
- Wigfield, A. (1995, April). *Relationship of children's competence beliefs and achievement values to their performance and choice of different activities*. Paper presented as part of a symposium entitled *Learner perceptions of self-regulatory competence: From self-schemas to self-efficacy* (Dale Schunk, Organizer) at the annual meeting of the American Educational Research Association, San Francisco.

- Wigfield, A. (1995, March). *Gender differences in children's competence beliefs and subjective valuing of different activities*. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis.
- Wigfield, A. (1994, April). *Constructs of self as literate and motivated*. Paper presented as part of a symposium entitled *Issues in motivation and literacy learning* (K. Dahl & P. Oldfather, Chairs) presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wigfield, A., Eccles, J., Arbretton, A., Freedman-Doan, C., Yoon, K. S., & Harold, R. (1994, April). *Relations between teachers' beliefs about children's competence and valuing of different activities to children's own competence beliefs, subjective task values, and general self-esteem*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Anderman, E. M., Roeser, R. W., Blumenfeld, P. B., Eccles, J. S., Harold, R., & Wigfield, A. (1993, August). *Perceptions of mathematics classrooms: A multilevel study*. Paper presented at the annual meeting of the American Psychological Association, Toronto.
- Roeser, R. W., Blumenfeld, P. B., Eccles, J. S., Harold, R. D., & Wigfield, A. (1993, August). *Classroom experience and change in upper elementary students' self and task beliefs in reading and math*. Paper presented at the annual meeting of the American Psychological Association, Toronto.
- Wigfield, A. (1993, April). *Children's ability beliefs, achievement values, and general self-esteem: Change across elementary and middle school*. Invited address presented to Division E of the American Educational Research Association, Atlanta.
- Wigfield, A. (1993, April). Discussant, symposium entitled *Socially mediated classroom behavior: Interpersonal influences* (Jaana Juvonen, Organizer). Presented at the meeting of the American Educational Research Association, Atlanta.
- McClendon, C. Y., & Wigfield, A. (1993, April). *Individual differences in African-American adolescents' achievement-related beliefs about math and science*. Paper presented at the meeting of the American Educational Research Association, Atlanta.
- Yoon, K. S., Eccles, J., & Wigfield, A. (1993, April). *Causal relations between mothers' and children's beliefs about math ability: A structural equation model*. Paper presented at the meeting of the American Educational Research Association, Atlanta.
- Wigfield, A. (1993, March). *The development of children's ability beliefs and achievement values in different activity domains*. Paper presented as part of a symposium entitled *Cognitions, concerns, and contexts: Developmental perspectives on achievement motivation* (J. G. Nicholls, Chair), at the meeting of the Society for Research on Child Development, New Orleans.
- Wigfield, A., & Harold, R. D. (1993, March). *Longitudinal changes in children's ability beliefs and achievement values in different activity domains*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans.

- Wigfield, A. (1993, February). *Children's motivation for reading*. Paper presented at the conference of the National Reading Research Center, Athens, GA.
- Wigfield, A., Harold, R., Eccles, J. S., Blumenfeld, P., Freedman-Doan, C., & Yoon, K. S. (1992, April). *The structure of children's ability beliefs and achievement values: Age, gender, and domain differences*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Wigfield, A. (1992, March). *Long-term predictors of adolescents' performance and choice in high school mathematics*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Washington, DC.
- Wigfield, A. (1992, March). Discussant, symposium entitled *Changing schools and classrooms in the middle grades: Research on new partnerships, processes, practices, and programs*. Presented at the Society for Research on Adolescence, Washington, DC.
- Wigfield, A., & Flanagan, C. (1992, March). *Early adolescents' self-esteem: The effects of self-concept of ability, gender, and relative valuing of different activities*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Washington, DC.
- Wigfield, A., Eccles, J. S., Harold, R., Freedman-Doan, C., & Aberbach, A. (1991, April). *Parents' perceptions of their children's personalities, abilities, and interests: Structure and relations*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle.
- Wigfield, A. (1990, March). *Gender differences in participation in math and science education: Family and school influences*. Paper presented as part of a symposium entitled *Women in science: A blueprint for progress* (R. L. Garrell, Chair) at the Pittsburgh Conference on Analytic Chemistry and Applied Spectroscopy, New York.
- Wigfield, A., Harold, R., Eccles, J., Aberbach, A., Freedman-Doan, C., & Yoon, K. (1990, April). *Children's ability perceptions and values during the elementary school years*. Paper presented at the meeting of the American Educational Research Association, Boston.
- Eccles, J., Lord, S., McCarthy, K., Harold, R., Wigfield, A., & Yoon, K. (1990, April). *The relationship of academic and non-academic factors to self-esteem and teacher-rated adjustment following transition to junior high school*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Atlanta.
- Eccles, J., McCarthy, K., Lord, S., Harold, R., Wigfield, A., & Aberbach, A. (1990, April). *The relationship of family factors to self-esteem and teacher-rated adjustment following the transition to junior high school*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Atlanta.
- Hardy, R., Huebner, R., Gardner, A., & Wigfield, A. (1990, November). *Direct study of middle school children's behavior*. Paper presented at the annual meeting of the National Conference on Inservice Education, Orlando.

- Wigfield, A., & Eccles, J. (1989, March). *Anxiety and worries about math and English before and after the junior high transition*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Wigfield, A., & Eccles, J. (1989, March). *Relations of expectancies and values to students' math grades and intentions*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Wigfield, A., Eccles, J. S., Harold-Goldsmith, R., Blumenfeld, P., Yoon, K. S., & Freedman-Doan, C. (1989, April). *Gender and age differences in children's achievement self-perceptions during elementary school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City.
- Harold, R., Eccles, J., Jacobs, J., Wigfield, A., Blumenfeld P., & Aberbach, A. (1989). *In the eye of the beholder: Teachers as perceivers*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Eccles, J. S., Harold, R., Wigfield, A., Yoon, K., Aberbach, A., & Doan, C. (1989, April). *Influences on, and consequences of, parents' beliefs regarding their children's abilities and interests*. Paper presented at the biennial meeting of the Society for Research on Child Development.
- Wigfield, A., & Meece, J. (1988, April). *Math anxiety in elementary and secondary school students*. Presented at the meeting of the American Educational Research Association, New Orleans.
- Eccles, J. S., Midgley, C., Feldlaufer, H., Reuman, D., Wigfield, A., & Mac Iver, D., (1988, March). *Developmental mismatch and the junior high school transition*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Alexandria, VA.
- Wigfield, A., Eccles, J., Flanagan, C., Miller, S., Reuman, D., Yee, D., & Lange, L. (1987, April). *Self-concept change at early adolescence*. Paper presented in a symposium entitled *Gender differences in achievement and related factors during adolescence* (L. Roberts, Chair) at the meeting of the American Educational Research Association, Washington, DC.
- Eccles, J., Wigfield, A., Reuman, D., & Mac Iver, D. (1987, April). *Changes in self-perceptions and values at early adolescence*. Paper presented in a symposium conducted at the meeting of the American Educational Research Association, Washington, DC.
- Eccles, J. S., Flanagan, C., Goldsmith, R., Jacobs, J., Jayaratne, T., Wigfield, A., & Yee, D. (1987, April). *Parents as socializers of achievement attitudes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
- Reuman, D., Mac Iver, D., Eccles, J., & Wigfield, A. (1987, April). *Changes in students' mathematics motivation and behavior at the transition to junior high school*. Paper presented in a symposium entitled *Early Adolescence: School, psychological, and social transitions* C. Midgley (Chair). Presented in a symposium conducted at the meeting of the American Educational Research Association, Washington, DC.

- Wigfield, A. (Organizer) (1986, April). *Girls and math: The application of current research to policy issues*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco.
- Jacobs, J., & Wigfield, A. (1986, April). *Sex equity in the schools: The role of research*. Paper presented as part of a symposium entitled *Girls and math: The application of current research to policy issues* (J. Eccles (Chair) at the meeting of the American Educational Research Association, San Francisco.
- Eccles, J., Miller, C., Reuman, D., Feldlaufer, H., Jacobs, J., Midgley, C., & Wigfield, A. (1986, April). *Transition to junior high school and gender intensification*. Paper presented at the meeting of the American Educational Research Association, San Francisco
- Wigfield, A. (1984, April). *Relationships between ability perceptions, other achievement - related beliefs, and school performance*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Wigfield, A. (1984, April). *Age differences in work motivation: A personal investment perspective*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Wigfield, A. (1983, April). *Students' perceptions of their parents' beliefs about their academic competence*. Paper presented at the meeting of the Society for Research in Child Development, Detroit.
- Wigfield, A., & Eccles, J. (1983, April). *Children's achievement-related beliefs: A longitudinal analysis*. Paper presented at the meeting of the American Educational Research Association, Montreal.
- Wigfield, A. (1981, April). *Eliminating motivational test bias with children: A report on two intervention studies*. Paper presented at the meeting of the American Educational Research Association, Los Angeles.
- Wigfield, A., Hill, K. T., & Plass, J. (1980, April). *Effects of different kinds of optimizing instructions on seventh and eighth grade children's achievement test performance*. Paper presented at the meeting of the American Educational Research Association, Boston.
- Wigfield, A., & Asher, S. R. (1980, April). *Influence of comparison training on children's referential communication*. Presented at the meeting of the American Educational Research Association, Boston.
- Asher, S. R., & Wigfield, A. (1978, October). *Training referential communication skills*. Invited presentation at the Conference on Children's Oral Communication Skills, University of Wisconsin, Madison.

State:

Wigfield, A. (1995, March). *Dimensions of children's motivations for reading*: Paper presented at the annual meeting of the State of Maryland International Reading Association Conference, Towson, MD.

Wigfield, A. (1989, October). *Children's self-concepts and motivation during the middle school years*. Paper presented at the meeting of the Washington County Maryland Middle School Conference, Hagerstown, MD.

#### RESEARCH REPORTS, TECHNICAL REPORTS, AND INSTRUCTIONAL RESOURCES:

Wigfield, A., Wilde, K., Baker, L., Fernandez-Fein, S., & Scher, D. (1996). *The nature of children's motivations for reading, and their relations to reading frequency and reading performance*. (Research Report # 63). Athens, GA: National Reading Research Center.

Wigfield, A., Guthrie, J. T., & McGough, K. (1996). *A questionnaire measure of children's motivations for reading*. (Instructional Resource #22). Athens, GA: National Reading Research Center.

Wigfield, A., & Guthrie, J. T. (1995). *Dimensions of children's motivations for reading: An initial Study*. (Reading Research Report #34). Athens, GA: National Reading Research Center.

Guthrie, J. T., McGough, K., & Wigfield, A. (1994). *Measuring reading activity: An inventory*. (Instructional Resource # 4). Athens, GA: National Reading Research Center.

Asher, S. R., & Wigfield, A. (1980). *Training referential communication skills*. (Tech. Report No. 175). Urbana, IL: Center for the Study of Reading.

Asher, S. R., & Wigfield, A. (1979). *Influence of comparison training on children's referential communication*. (Tech. Report No. 139). Urbana, IL: Center for the Study of Reading.

Wigfield, A. & Asher, S. R. (1979). *Age differences in children's communication: An investigation of task effects*. (Tech. Report No. 96). Urbana, IL: Center for the Study of Reading.

Asher, S. R., Hymel, S., & Wigfield, A. (1976). *Children's comprehension of high and low interest reading material and a comparison of two cloze scoring methods*. (Tech. Report No. 17). Urbana, IL: Center for the Study of Reading.

#### CONTRACTS AND GRANTS

Grant awards:

2019-2023                    Improving Students' Mathematics Experiences: How does Success Impact Students' Memories, Motivation, and Engagement:  
 Funding Agency: IES. Total costs: \$1,393,711  
 I am co-PI on this project, working on all aspects of the study's design and implementation. Subcontract to UMD: \$250,000

- 2016-2020 An Examination of Grit in Relation to Diverse High School Students?'  
STEM Motivation, Self-Regulation, and Outcomes: A Longitudinal  
Validation Study  
Funding agency: NSF. Total direct costs: \$859,385  
I am PI on this project, which is a study of how students' grit relates  
to their motivation and achievement in STEM
- 2008-2014 Training Grant in Social Development  
Funding agency: NICHD. Total direct costs: \$1,400,000.  
I was Co-Principal Investigator and Co-Director for this predoctoral  
training program in social development.
- 2007-2012 Identification, Prediction, and Intervention in Adolescent Reading  
Funding Agency: NICHD. Total direct costs: \$3,500,657.  
I was Co-Principal Investigator on this project, which is a study of  
early adolescents' reading motivation and comprehension and interventions  
to improve these outcomes.
- 2001-2007 Increasing Reading Comprehension, Motivation, and Science  
Knowledge through Concept-Oriented Reading Instruction in  
A District-Wide Experiment.  
Funding Agency: National Science Foundation. Total direct costs:  
\$3,344,000.  
I was Co-Principal Investigator on this project, which is a  
study of the impact of different methods of reading instruction  
on students' reading achievement and motivation.
- 1999 University of Maryland General Research Board Summer  
Research Support for a project entitled "The Long-Term Development of  
Children's Motivation and Self-Esteem."  
\$7250.
- 1994-1999 Ontogeny of Self- and Task Concepts and Activity Choice.  
Funding agency: National Institute for Child Health and Human  
Development. Total direct costs: \$1,200,000.  
I was Co-Principal Investigator on this project, which is a continuation of a  
longitudinal study of the development and socialization of children's  
achievement self-perceptions.
- 1996-1997 Children's Motivations for Reading.  
Funding Agency: Office of Educational Research and Improvement,  
through a grant to the National Reading Research Center,  
University of Maryland. Total award: \$35,271.  
I was principal investigator on this project, which involved editing a special  
issue of the *Educational Psychologist* presenting my own and others'  
research on motivation for reading.
- 1995-1997 Children's Competence Beliefs, Achievement Task Values, and  
General Self-Esteem.

- Funding agency: The Spencer Foundation. Total direct costs: \$35,000.  
I was Principal Investigator on this project, and studied 1) cohort change in gender differences in achievement beliefs; 2) the influence of the timing of the middle school transition on children's achievement beliefs; and 3) predictive relations of children's achievement beliefs to performance and choice
- 1995-1996 Children's Motivation for Reading in Regular and CORI Elementary School Classrooms.  
Funding Agency: Office of Educational Research and Improvement, through a grant to the National Reading Research Center, University of Maryland. Total award: \$23,458  
I was principal investigator on this project, which involves comparing the reading motivation of children in different kinds of elementary school classrooms.
- 1994-1995 Children's Motivation for Reading: Quantitative and Qualitative Analyses.  
Funding Agency: Office of Educational Research and Improvement, through a grant to the National Reading Research Center, University of Maryland. Total award: \$19,457  
I was principal investigator on this project, which involved assessing urban children's reading motivation across a school year.
- 1993-1994 Relations Between Children's Motivations for Reading, Reading Engagement, and Performance in Reading During Elementary School.  
Funding Agency: Office of Educational Research and Improvement, through a grant to the National Reading Research Center, University of Maryland. Total award: \$10,324  
I was principal investigator on this project, which involved developing a measure of children's reading motivation.
- Summer 1994 University of Maryland General Research Board Summer Research Support Award, for a project entitled "The Development of Children's Competence Beliefs, Achievement Values, and General Self-Esteem." \$7,000.
- 1991-1994 Ontogeny of Self- and Task Concepts and Activity Choice.  
Funding agency: National Institute for Child Health and Human Development. Total direct costs: \$750,000.  
I am Co-Principal Investigator on this project, which is a longitudinal study of the development and socialization of children's achievement self-perceptions.
- 1990-1991 Changes in the Structure of Children's Self-Perceptions Across the Junior High School Transition.



Research Grants Program, Center for Educational Research and Development, University of Maryland. Direct costs: \$4000.

- 1989-1990      The Development of Children's Achievement Related Self-Perceptions Across the Elementary School Years.  
Assistant Professor Research Grant, Center for Educational Research and Development, University of Maryland.  
Direct costs: \$4,000.
- 1986-1991      Ontogeny of Self- and Task Concepts and Activity Choice.  
Funding agency: National Institute for Child Health and Human Development. Total direct costs: \$891,000.  
This study was a five-year longitudinal project focused on the development and socialization of children's self-perceptions and activity preferences in the academic, social and physical domains. I had major responsibility in the design, implementation, and analysis phases of the project.
- 1985-1987      Math Achievement Patterns: Social and Psychological Forces.  
Funding agency: National Science Foundation. Total direct costs: \$144,000.  
I was Co-Principal Investigator on this two-year project exploring social and motivational factors influencing adolescents' performance in mathematics.

#### **EDITORSHIPS AND EDITORIAL ACTIVITIES**

- 2007-2010      Editor, *American Educational Research Journal: Teaching, Learning, and Human Development section*
- 2001-2006      Associate Editor, *Child Development*
- 2000-2002      Associate Editor, *Journal of Educational Psychology*
- 1998-2000      Editorial Board, *Child Development*
- 1998-2000      Editorial board, *Journal of Experimental Education*
- 1998-2000      Editorial board, *Journal of School Psychology*
- 1993-2000      Editorial board, *Developmental Psychology*
- 1995-2000      Editorial board, *Educational Psychologist*
- 1995-2000      Editorial board, *Journal of Early Adolescence*
- 2002-2014  
1993-2000      Editorial board, *Journal of Educational Psychology*

- 1993-1995 Editorial board, *American Educational Research Journal*
- 1992-1997 Publications Board, National Reading Research Center
- 1985-present Review manuscripts for *American Educational Research Journal of Educational Evaluation and Policy Analysis, Educational Psychology, Review, Journal of Adolescence, Journal of Applied Social Psychology, Journal of Research on Mathematics Education, Journal of Research on Adolescence, Journal of Personality, Psychological Bulletin*
- 1989-2013 Program reviewer: American Educational Research Association, American Psychological Association, and Society for Research on Adolescence, Society for Research in Child Development
- 1997 Program reviewer, International Congress of Applied Psychology
- Book reviewer, Bobbs-Merrill Publishers, Cambridge University Press, Lawrence Erlbaum Associates, W. H. Freeman Publishers, McGraw Hill Publishers

## TEACHING

Courses Taught: 2015-1018

Spring 2015 HONR 219Y Merging the Multiple Mes  
 University item average: 3.08 Instructor item average: 3.74

Fall 2015 EDHD 413 Adolescent Development  
 Teaching Evaluation Summary:  
 University item average: 3.27 Instructor item average: 3.80

Fall 2015 HONR 219Y Merging the Multiple Mes  
 University item average: 3.31 Instructor item average: 3.56

Spring 2016 HONR 219M Role of Motivation  
 University item average: 3.41 Instructor item average: 3.90

Fall 2016 HONR 219Y Who Am I Becoming  
 University item average: 3.59 Instructor item average: 3.90

Spring 2017: leave

Fall 2017: Research leave

Spring 2018: sabbatical

Fall 2018 EDHD 835 Development of Achievement Motivation

### Graduate Program Development

- 1999-2000 Co-Developer, Professional M. Ed. Program for Montgomery County Teachers  
 1997-1998 Co-Developer, EDHD Doctoral Program Redesign  
 1991-1992 Co-Developer, Educational Psychology Specialization

### ADVISING/MENTORING

During the period 2015-2017 I advised the following doctoral students who completed their degrees in this time period: Amy Ho (graduated fall 2016) Katie Muenks (graduated spring 2016) Emily Rosenzweig (graduated spring 2017). I currently am advising Jessica Gladstone (fourth year) and Lara Turci (third year) and supervising one postdoc. I also advised one master's student (Karen Levush) in the fall semester of 2016.

I have advised *12 masters' students* through the completion of their degrees. Two of the master's students completed theses under my direction. I have served on 10 additional master's thesis committees.

I have advised *20 doctoral students* through the completion of their degrees. These students obtained academic positions, research positions, postdoctoral fellowships, positions in the federal government, and positions in different school systems. I have served on approximately 10 additional doctoral committees at Maryland.

### Undergraduate Advising

I advised *two undergraduate honors students* in the College of Education to the completion of their honors theses and degrees, the most recent graduating in 2002.

I mentored a GEMSTONE Undergraduate Honors Thesis group from 2004 until 2007.

I currently am co-mentoring a senior sociology honors student (Amanda Vite).

### FACULTY MENTORING

- 1994-1998 Dr. Jamie Metsala, Assistant Professor, Department of Human Development. Promoted to Associate Professor, 1998  
 1999-2006 Dr. Roger Azevedo, Assistant Professor, Department of Human Development. Promoted to Associate Professor, 2005.  
 2001-2003 Dr. William Drakeford, Visiting Assistant Professor, Department of Special Education

## **EXTENSION ACTIVITIES**

Workshops and other inservice activities

2001-2004: Summer and winter workshops to Frederick County teachers on motivation and reading instruction

1990-1991: I was involved in the Southern Maryland Intervention Program, which is a collaborative program involving several campus departments and middle school administrators, teachers, parents, and students in three southern Maryland counties.

## **CONSULTANCIES**

- 2018-present Digital Promise; Lexia Core5 Reading
- 2004-2010 Consultant on Two Adolescent Literacy Projects (Elizabeth Moje, PI, and Bennett Shaywitz, PI)
- 1992-1997 Evaluation Advisory Board, Montgomery County Head Start Transition Demonstration Project
- 1993 Virginia State Department of Education Middle School Reform Grant Review Panel

## **GRANT REVIEWING**

- 1999 Reviewer and Panel Member, National Science Foundation Interagency Education Research Initiative
- 1997 Reviewer, W. T. Grant Foundation Faculty Scholars Program
- 1997, 1998 Reviewer, National Science Foundation, Division of Social, Behavioral, and Economic Research
- 1996 Reviewer, Israeli National Science Foundation Grant Program
- 1994, 1998 Reviewer, National Institute for Mental Health Behavioral Science Track Award for Rapid Transition Program

## **MEMBERSHIPS AND OFFICES IN PROFESSIONAL ORGANIZATIONS**

- 2000-2003 Treasurer, APA Division 15 (Educational Psychology)
- 2000-2001 Program Chair, APA Division 15 (for 2001 Program)
- 1998-2000 Member, APA Division 15 Publications Committee
- 1994-1996 Chair, Motivation in Education Special Interest Group, American Educational Research Association.

- 1983-present Member, American Educational Research Association (Divisions C and E, and Motivation in Education Special Interest Group)
- 1995-2000 Division 15 Liaison to the APA Board of Scientific Affairs, American Psychological Association
- 1984-1989; 1992-present Member, American Psychological Association, and Division 15 Educational Psychology. Elected as an APA Fellow in 1996
- 1990-1994 Member, Society for Research on Adolescence
- 1989-present Member, Society for Research in Child Development

### UNIVERSITY SERVICE

#### University:

- Fall 2018 RASA Faculty Selection Committee  
 Fall 2106 RASA Faculty Selection Committee  
 2003-2004 Member, University Distinguished Scholar-Teacher Selection Committee  
 1998-2001 Member, Campus Institutional Review Board  
 1993-1994 EDHD Liaison, Dean's Committee on Undergraduate Education  
 1990-1993 Member, Campus Senate  
 1991-1992 Member, University General Educational Affairs Committee

#### College:

- 2015- Fall 2016 Chair, College APT Committee  
 2012-2014 Chair, College APT Committee  
 2007-2008 Member, College of Education Dean's Search Committee  
 2007 Chair, EDPS Chair Search Committee  
 2006-2007 Member, College of Education Dean's Search Committee  
 2004- Member, College Curriculum Approval Committee  
 2003- Member, College Faculty Development Committee  
 2003-2004 Member, College Strategic Focus Committee  
 2001- Member, College NCATE Conceptual Framework Committee  
 2001- 2004 Member, College Program Review Board  
 2001- Member, Maryland Literacy Research Institute  
 2000-2001 Member, Prince George's School Improvement Committee  
 1999-2001 Member, College Promotion and Tenure Committee  
 1999-2000 Member, Department of Special Education Chair Evaluation Committee  
 1999-2001  
 1998-1999 Member, College of Education Dean's Search Committee  
 1998-1999 Member, EDCI Early Literacy Search Committee  
 1998-2000 Member, College Program Review Board  
 1998-1999 Member, EDMS Integration Committee

1997-1998	Chair, College Planning Committee
1997-1998	Member, CAPS School Counseling Search Committee
1996-1998	Member, College Senate
1996-1998	Member, College Senate Steering Committee
1994-1995	Member, College Plan of Organization Review Committee
1993-1994	Member, College Minority Faculty Search Committee
1993	Member, CAPS School Psychology Search Committee
1992-present	Member, College Honors Council
1992-1996	Member, College Holmes Committee
1992-1994	Member, College NCATE Knowledge Base Committee
1990-1992; 1995	Member, College Senate
1991-1992	College Senate Secretary and Steering Committee Member
1990-1992	Member, College Undergraduate Committee
1990-1993	Member, College Equity Committee

#### Department Service and Administration:

2018-2019	Chair, HDQM Search Committee
2016-present	HD Graduate Committee
2013-2016	HD Graduate Director and Chair, HD Graduate Committee
2014-2016	Member, HDQM Executive Committee
2014-2015	Chair, HDQM APT Committee
2012-2015	Member, HDQM Ad-hoc Committee on Fellowships
2013-2014	Chair, HDQM Merit Review Committee
2001-2004	Member, EDHD Chair Search Committee
2001-2002	Faculty Chair, EDHD
2000-2001	Member, EDHD Salary Review Committee
2000-2001	Member, EDHD Promotion and Tenure Committee
2000-2001	Chair, Early Childhood Search Committee
1998-2005	Chair, Graduate Committee
1998-2000	Faculty Liaison, Student Affairs Committee
1998-2001	Member, EDHD Executive Committee
1998-1999	Chair, EDHD Promotion and Tenure Committee
1998-1999	Member, EDHD Salary Review Committee
1997-2002	Member, EDHD Coordinating Committee (Also 1993-1995, 1989-1991)
1997-1998	Faculty Chair, EDHD
1996-1997	Co-Chair, EDHD Salary Review Committee
1996-1997	Member, Graduate Committee
1994-1995	Faculty Chair, EDHD
1994-1995	Member, EDHD Promotion and Tenure Committee
1994-1995	Member, EDHD Strategic Planning Committee
1994-1995	Member, EDHD Educational Psychology Search Committee
1993-1994	Chair, EDHD Doctoral Committee
1993-1994	Member, EDHD Salary Review Committee
1993-1995	Chair, EDHD Human Subjects Committee
1993	Member, EDHD Search Committee
1992-present	Co-Coordinator, Educational Psychology Specialization

1990-1993	Member, Undergraduate and Masters Committee (Chair, 1990-1991; 1992-1993)
1990-present	Member, EDHD Ad-Hoc Goals Committee
1989-1990	Faculty Secretary
1989-1991	Member, Educational Psychology Specialization Development Committee
1989	Member, Resources Committee