

SARAH E. PETERSON

Department of Educational Psychology and Special Services
College of Education
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EDUCATION

Ph.D. - Educational Psychology - Arizona State University - 1983
Major Area of Study - Human Learning and Development
Minor Area of Study - Quantitative Methods

M. A. - Counselor Education - University of Wyoming - 1980

B. A. - Music Education - University of Iowa – 1975

PROFESSIONAL EMPLOYMENT HISTORY

2012 -	<u>Associate Professor</u> , College of Education, University of Texas at El Paso
1998 - 2012	<u>Associate Professor</u> , School of Education, Duquesne University
2005-06	<u>Acting Department Chair</u> , Department of Educational Foundations and Leadership
2004-05	<u>Director of Graduate Studies</u>
1987 - 1998	Northern Illinois University
1997 – 98	<u>Assistant to the Department Chair</u> , Educational Psychology, Counseling, and Special Education
1996 - 98	<u>Faculty Chair</u> , Educational Psychology
1993 - 98	<u>Associate Professor</u> , Educational Psychology
1987 - 93	<u>Assistant Professor</u> , Educational Psychology
1985-87	<u>Assistant Professor</u> , Division of Education, Indiana-Purdue University at Fort Wayne, Indiana.
1981-85	<u>Research and Evaluation Consultant</u> , Department of Research and Evaluation, Mesa Public Schools, Mesa, Arizona.
1980-83	<u>Research/Teaching Assistant</u> , Department of Educational Psychology, Arizona State University.
1978-80	<u>Instructor</u> , Curriculum and Instruction, University of Wyoming.
1975-78	<u>Instrumental Music Teacher</u> , Albany County Schools, Laramie, WY. Grades 5-6 and 9-12

REFEREED PUBLICATIONS

- Peterson, S. E., Williams, R. C., Myer, R. A., & Tinajero, J.V. (2016). Experiences of middle-level students, teachers, and parents in the Do the Write Thing violence prevention program. *Journal of Educational Research and Practice*, 6(1), 66-89.
- Peterson, S. E., & Scheiber, J. B. (2012). Personal and interpersonal motivation for group projects: Replications of an attributional analysis. *Educational Psychology Review*, 24(2), 287-311. (DOI: 10.1007/s10648-012-9193-z)
- Peterson, S. E., Schreiber, J. B., & Moss, C. M. (2011). Changing preservice teachers' beliefs about motivating students. *Teaching Educational Psychology*, 7, 27-39.
- Myer, R. A., Conte, C., & Peterson, S. E. (2007). Human impact issues for crisis management in organizations. *Disaster Prevention and Management*, 16(5), 761-770.
- Peterson, S. E., & Schreiber, J. B. (2006). An attributional analysis of personal and interpersonal motivation for collaborative projects. *Journal of Educational Psychology*, 98(4), 777-787.
- Peterson, S. E., & Miller, J. A. (2004). Comparing the quality of college students' experiences during cooperative learning and large-group instruction. *Journal of Educational Research*, 97(3), 123-133.
- Peterson, S. E., & Miller, J. A. (2004). Quality of college students' experiences during cooperative learning. *Social Psychology of Education*, 7(2), 161-183.
- Peterson, S. E. (2002). Ability and effort attributions as motivational factors for collaborative projects. *Journal of Student-Centered Learning*, 1(1), 35-41.
- Myer, R. A., Peterson, S. E., & Willow, R. A. (2002). Assessment of children and adolescents in crisis. *Trauma & Loss: Research & Interventions*, 2(1), 10-18.
- Peterson, S. E., & Myer, R. A. (2001). An attributional approach to self and peer assessment for collaborative learning projects. *Journal of Research Methodology*, 14, 153-167.
- Peterson, S. E., & Myer, R. A. (1995). The use of collaborative project-based learning in counselor education. *Counselor Education and Supervision*, 35, 150-158.
- Stock, W. A., Kulhavy, R. W., Peterson, S. E., Hancock, T. E., & Verdi, M. P. (1995). Mental representations of maps and verbal descriptions: Evidence they affect text processing differently. *Contemporary Educational Psychology*, 20, 237-256.
- Peterson, S. E. (1992). College students' attributions for performance on cooperative tasks. *Contemporary Educational Psychology*, 17, 114-124.

- Peterson, S. E. (1993). The effects of prior achievement and group outcome on attributions and affect in cooperative tasks. *Contemporary Educational Psychology*, 18, 479-485.
- Peterson, S. E. (1994). A comparison of student revisions when composing with pen and paper vs. word processing. *Computers in the Schools*, 9(4), 55-69.
- Kulhavy, R. W., Stock, W. A., Peterson, S. E., & Brooks, R. (1993). Encoding specificity: The case of maps. *Bulletin of the Psychonomic Society*, 31(2), 128-130.
- Kulhavy, R. W., Stock, W. A., Peterson, S. E., Pridemore, D. R., & Klein, J. D. (1992). Using maps to retrieve text: A test of conjoint retention. *Contemporary Educational Psychology*, 17, 56-70.
- Peterson, S. E. (1992). The cognitive functions of underlining as a study technique. *Reading Research and Instruction*, 31(2), 49-56.
- Peterson, S. E. (1992). College students' attributions for performance on cooperative group tasks. *Contemporary Educational Psychology*, 17, 114-124.
- Peterson, S. E. (1992). A comparison of causal attributions and their perceived dimensions for individual and cooperative group tasks. *Journal of Research and Development in Education*, 25, 103-112.
- Peterson, S. E., Bowman, R., Myer, R. A., & Maidl, C. M. (1992). A survey of comprehensive examination practices among doctoral programs in counseling. *Counselor Education and Supervision*, 32, 116-129.
- Swindell, L. K., Peterson, S. E., & Greenway, R. (1992). Children's use of response confidence in the processing of instructional feedback. *Contemporary Educational Psychology*, 17, 379-385.
- Myer, R. A., Peterson, S. E., & Stoffel-Rosales, M. (1991). Co-dependency: An examination of underlying assumptions. *Journal of Mental Health Counseling*, 13, 449-458.
- Peterson, S. E., Kulhavy, R. W., & Stock, W. A., & Pridemore, D. R. (1991). How map features cue associated verbal content. *Bulletin of the Psychonomic Society*, 29, 158-160.
- Peterson, S. E., Ridenour, M. E., & Somers, S. L. (1990). Declarative and procedural knowledge in the understanding of fractions and acquisition of ruler measurement skills. *Journal of Experimental Education*, 58, 185-193.
- Peterson, S. E., DeGracie, J. S., & Ayabe, C. R. (1987). A longitudinal study of the effects of retention/promotion on academic achievement. *American Educational Research Journal*, 24, 107-118.

Royer, J. M., Kulhavy, R. W., Lee, J. B. & Peterson, S. E. (1986). The Sentence Verification Technique as a measure of listening and reading comprehension. *Educational and Psychological Research*, 6, 299-314.

Wood, K. C., Peterson, S. E., DeGracie, J. S., & Zaharis, J. K. (1986). The jury is in: Use of a modified legal model for school program evaluation. *Educational Evaluation and Policy Analysis*, 8, 309-315.

INVITED BOOK CHAPTER

Peterson, S. E., & Moss, C. M. (2016). Using belief transformation as a theoretical framework for teaching educational psychology. In M. C. Smith and N. DeFrates-Densch (Eds.), *Innovations and Challenges in Teaching and Learning Educational Psychology*. Charlotte, NC: Information Age Publishing.

Peterson, S. E., & Myer, R. A. (2011). Using project-based learning to teach foundations of community agency counseling. In G. McAuliffe and K. Erickson (Eds.), *Teaching Strategies for Constructivist and Developmental Counselor Education* (2nd ed.). Westport, CT: Bergin & Garvey.

Kulhavy, R. W., Schwartz, N. H., & Peterson, S. E. (1986). Working memory: The encoding process. In G. Phye & T. Andre (Eds.), *Cognitive classroom learning: Understanding, thinking and problem solving*. New York: Academic Press.

ARTICLE IN EDITED ANNUAL REVIEW

Wood, K. C., Peterson, S. E., DeGracie, J. S., & Zaharis, J. K. (1987). The jury is in: Use of a modified legal model for school program evaluation. In W. R. Shadish & C. S. Reichardt (Eds.), *Evaluation studies: Review annual (Vol. 12)*. Newbury Park, CA: Sage Publications.

TECHNICAL REPORTS

Peterson, S. E., & Whipple, B. A. (2003). *External Evaluation of APEX Teachers Academy: Final Summary Report* (Tech. Rep. No. 03-6). Pittsburgh, PA: Duquesne University, Leadership Institute.

Peterson, S. E., & Whipple, B. A. (2003). *External Evaluation of APEX Teachers Academy: Phase III Report* (Tech. Rep. No. 03-3). Pittsburgh, PA: Duquesne University, Leadership Institute.

Peterson, S. E., & Whipple, B. A. (2002). *External Evaluation of APEX Teachers Academy: Phase II Report* (Tech. Rep. No. 02-2). Pittsburgh, PA: Duquesne University, Leadership Institute.

Peterson, S. E., & Whipple, B. A. (2001). *External Evaluation of APEX Teachers Academy: Phase I Report* (Tech. Rep. No. 01-4). Pittsburgh, PA: Duquesne University, Leadership Institute.

Institute.

REFEREED INTERNATIONAL PRESENTATIONS PUBLISHED IN PROCEEDINGS OF CONFERENCES

Peterson, S. E., Sobehart, H., & Diller, P. (2003, June). *The use of self and peer assessment in a cohort-based interdisciplinary doctoral program for educational leadership*. Paper presented at the 28th annual conference on Improving University Learning and Teaching, Vaxjo, Sweden.

Peterson, S. E., & Myer, R. A. (1997, July). *The use of online communication for collaborative project-based learning*. Paper presented at the 22nd annual conference on Improving University Learning and Teaching, Rio de Janeiro, Brazil.

REFEREED NATIONAL PRESENTATIONS

Peterson, S. E., Williams, R. C., Tinajero, J. V., Myer, R. A., Garrison, C., Meraz-Pantoja, C., Hernandez, A., & Rodriguez, E. (2017, April). *Examination of Do the Write Thing Challenge Program in El Paso, TX*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Antonio, TX.

Tinajero, J. V., Peterson, S. E., Williams, R. C., Myer, R. A., Garrison, C., Meraz-Pantoja, C., Hernandez, A. (2017, April). *Do the Write Thing Violence Prevention Program: Lessons from a Middle School on the US-Mexican Border*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Antonio, TX.

Argus-Calvo, B. A., Peterson, S. E., & Myer, R.A. (April, 2015). *Listening to Middle Level Students' Voices on Border Violence: Lessons for Counselors and Educators*. Presented at the meeting of the American Educational Research Association, Chicago, IL.

Peterson, S. E., Williams, R. C., Myer, R. A., & Tinajero, J. (April, 2015). *Experiences of Middle Level Students, Teachers, and Parents in the National Do the Write Thing Violence Prevention Program*. Presented at the meeting of the American Educational Research Association, Chicago, IL.

Peterson, S. E., Schreiber, J. B., & Mendoza, J. (April, 2014). *Evolutionary Changes in Beliefs about Motivation and Motivating Teaching Practices*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Peterson, S. E. (April, 2013). *Facilitating Preservice Teachers' Belief Change and Knowledge about Intrinsic vs. Extrinsic Motivation*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

Peterson, S. E., & Schreiber, J. B. (April, 2012). *Attributional Analysis of Perceived Reward for Collaborative Projects*. Paper presented at the meeting of the American Educational Research Association, Vancouver, British Columbia.

- Peterson, S. E., & Schreiber, J. B. (April, 2011). *Attributional Analysis of Personal and Interpersonal Motivation for Collaborative Projects: A Replication and Extension Study*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Peterson, S. E. (2010, April). *Theoretical Frameworks for Research on Motivation and Cooperative Learning*. Paper presented at the meeting of the American Educational Research Association, Denver, CO.
- Peterson, S. E., & Moss, C. M. (2009, April). *Developmental Changes in Aspiring Teachers' Abilities to Reveal and Challenge Assumptions of Teaching Practice*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Peterson, S. E., & Schreiber, J. G. (2009, April). *Attributional Analysis of Personal and Interpersonal Motivation for Collaborative Projects: A Replication Study*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Peterson, S. E., & Schreiber, J. G. (2008, March). *Teachers' Beliefs About Motivation: A Place to Begin (Yet) Again?* Paper presented at the meeting of the American Educational Research Association, New York, NY.
- Peterson, S. E., & Schreiber, J. G. (2008, March). *Changing pre-service teachers' beliefs about motivation: Promise or peril?* Paper presented at the meeting of the American Educational Research Association, New York, NY.
- Moss, C. M., Peterson, S. E., & Wetzel, N. (2007, April). *Enhanced Self-Regulation and Teacher Quality: One Teacher's Journey of Cognitive Conflict and Conceptual Change*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Peterson, S. E., McCown, R. R., & Moss, C. M. (2008, February). *Evolutionary Course Design in Teacher Education: Toward Systematic and Intentional Inquiry*. Paper presented at the meeting of the American Association of Colleges of Teacher Education, New Orleans: LA.
- Peterson, S. E., & Moss, C. M. (2007, April). *Acquiring, Abandoning and Adapting Beliefs about Motivation: Inquiry into Teachers' Decisions of Teaching Practice*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Peterson, S. E., & Moss, C. M. (2006, April). *Changing Pre-service Teachers' Beliefs about Learning and Motivation: Are We Asking the Right Questions?* Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Peterson, S. E. (2004, April). *An attributional analysis of personal and interpersonal motivation for collaborative projects*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

- Peterson, S. E., & Miller, J. A. (2003, April). *Comparing the quality of college students' experiences during cooperative learning and large-group instruction*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL. (Note: This paper was presented as part of a symposium I organized titled: *Motivation in Cooperative Learning: Where Have We Come From and Where Should We Be Going?*)
- Whipple, B. A., & Peterson, S. E. (2003, April). *Understanding the dynamics of school change through teacher leadership: A case study*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Peterson, S. E., & Whipple, B. A. (2002, November). *A theory-based evaluation of a voluntary, multi-site school improvement program*. Paper presented at the meeting of the American Evaluation Association, Washington, DC.
- Peterson, S. E., & Miller, J. A. (2002, April). *Exploring small group quality and students' involvement during cooperative learning*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Peterson, S. E., & Whipple, B. A. (2002, April). *Building teacher leadership: How does it make a difference?* Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Peterson, S. E., & Whipple, B. (2001, November). *The theory-in-action of a voluntary, multi-site school improvement project*. Paper presented at the meeting of the American Evaluation Association, St. Louis, MO.
- Peterson, S. E. (2001, April). *A comparison of situated motivation during cooperative learning and large-group instruction*. Paper presented at the meeting of the American Educational Research Association, Seattle, WA.
- Peterson, S. E. (2000, April). *Situating motivation in cooperative learning*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Peterson, S. E. (1999, April). *A test of theoretical predictions for effort and ability attributions as motivational factors in collaborative learning*. Paper presented at the meeting of the National Consortium for Instruction and Cognition, Montreal, Canada.
- Overbey, G. R., & Peterson, S. E. (1997, March). *Exploring relationships among goal orientation, perceived ability, achievement, and attitudes toward cooperative learning*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Peterson, S. E., & Overbey, G. R. (1997, March). *Relationships between perceived control and affect in motivation for collaborative projects*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

- Overbey, G. R., & Peterson, S. E. (1996, April). *The effects of different grading practices on motivation for cooperative learning*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
- Sultan, A., Peterson, S. E., & Jones, M. (1996, February). *Motivational features of Electronic Performance Support Systems (EPSS)*. Paper presented at the meeting of the Association for Educational Communications and Technology, Indianapolis, IN.
- Peterson, S. E., Cummings, C. C., & Wang, J. B. (1995, April). *Can grading practices be both motivationally and psychometrically sound?* Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Stock, W. A., Peterson, S. E., Hancock, T., Webb, J., & Kulhavy, R. W. (1993, August). *Mental representations of maps and verbal spatial descriptions affect text processing differently*. Paper presented at the meeting of the American Psychological Society, Chicago, IL.
- Esters, I., Newell, A. L., Swindell, L. K., & Peterson, S. E. (1993, April). *The role of response confidence in children's processing of instructional feedback*. Paper presented at the meeting of the American Educational Research Association.
- Myer, R. A., & Peterson, S. E. (1993, April). *Project-based learning in counselor education*. Paper presented at the meeting of the American Counseling Association, Atlanta, GA.
- Peterson, S. E., & Schrader, T. O. (1993, April). *The role of controllability as a motivational factor in cooperative learning*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Schrader, T. O., & Peterson, S. E. (1993, April). *An attributional analysis of motivation in cooperative learning tasks*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Verdi, M. P., Peterson, S. E., Webb, J. M., Stock, W. A., & Kulhavy, R. W. (1993, April). *Creating maps from perceptual and verbal stimuli: Retrieving and recreating maps*. Paper presented at the meeting of the American Educational Research Association, Atlanta, GA.
- Peterson, S. E. (1992, April). *An attributional approach to peer evaluation for cooperative learning tasks*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Peterson, S. E. (1992, April). *College students' attributions for self and others on cooperative learning tasks*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Brooks, R. B., Bellman, L., Peterson, S. E., Stock, W. A., & Kulhavy, R. W. (1992, April). *Retrieving text events associated with maps: Examining the encoding specificity*

- hypothesis*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Swindell, L. K., & Peterson, S. E. (1991, August). *Recall tasks: The ability of children to estimate knowledge*. Paper presented at the meeting of the American Psychological Association, San Francisco, CA.
- Swindell, L. K., Peterson, S. E., Stock, W. A., & Kulhavy, R. W. (1991, August). *Effects of directed forgetting and feedback on multiple choice item learning*. Paper presented at the meeting of the American Psychological Association, San Francisco, CA.
- Pridemore, D., Peterson, S. E., Reeder, K., Stock, W. A., & Kulhavy, R. W. (1991, August). *Using maps as retrieval cues for lecture: A lesson from history*. Paper presented at the meeting of the American Psychological Association, San Francisco, CA.
- Peterson, S. E. (1991, April). *College students' attributions for performance on group tasks*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Peterson, S. E., & Swindell, L. K. (1991, April). The role of feedback in instruction: Recent theoretical advances. In W. A. Stock (Chair), *Feedback, response certainty, and written instruction: Theoretical advances and instructional implications*. Symposium conducted at the meeting of the American Educational Research Association, Chicago, IL.
- Gerstein, J. S., Peterson, S. E., & Apperson, L. (1991, April). *What do we know about cooperative learning among adults?* Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Peterson, S. E. (1990, April). An investigation of the cognitive functions of underlining/highlighting as a study technique. Paper presented at the meeting of the National Consortium for Instruction and Cognition, Boston, MA.
- Peterson, S. E., Somers, S. L., & Ridenour, M. E. (1988, April). *The relationship between declarative and procedural knowledge in the acquisition of ruler measurement skills*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Peterson, S. E., & Kulhavy, R. W. (1987, April). *The impact of prose processing on immediate and delayed recall of prose information*. Paper presented at the meeting of the National Consortium for Instruction and Cognition, Washington, D. C.
- Merrill, B. A., & Peterson, S. E. (1986, April). *Writing sample assessment: Reliable, efficient, and computerized*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

Peterson, S. E., Barnard, D., & Russell, B. (1985, March). *Effects of systematic auditory drill on reading achievement of first and second graders*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Peterson, S. E., DeGracie, J. S., & Ayabe, C. R. (1985, March). *A longitudinal study of the effects of retention/promotion on academic achievement*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Peterson, S. E. & Kulhavy, R. W. (1985, March). *Influence of main idea task and topic sentence availability on comprehension and recall*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Peterson, S. E., Royer, J. M., Kulhavy, R. W. & Lee, J. B. (1982, August). *Diagnosis of reading and listening comprehension with the Sentence Verification Technique*. Paper presented at the meeting of the American Psychological Association, Washington, D. C.

REFEREED REGIONAL PRESENTATIONS

Whipple, B., & Peterson, S. E. (2003, October). *Teachers as leaders: A case study in school improvement*. Paper presented at the meeting of the Midwestern Educational Research Association, Columbus, OH.

Whipple, B., & Peterson, S. E. (2001, October). *Theories of action in school improvement programs*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Duell, O. K., & Peterson, S. E. (1999, October). *Teaching educational psychology in the 21st century: Past, present, and future "isms."* Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Peterson, S. E. (1999, October). *An exploration of students' continuing motivation for collaborative tasks*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Peterson, S. E. (1999, October). *The effects of online technology on student achievement and motivation*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Overbey, G. R., & Peterson, S. E. (1996, October). *Exploring the short-term and long-term effects of college study skills courses on performance in a general psychology course*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Overbey, G. R., & Peterson, S. E. (1995, October). *The relationships among prior achievement, motivational characteristics, and attitudes toward cooperative learning*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Peterson, S. E. (1990, October). *Causal attributions and their perceived dimensions for cooperative group tasks*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Peterson, S. E., Somers, S. L., & Ridenour, M. E. (1987, October). *The relationship between declarative and procedural knowledge in the learning of fractions and ruler measurement skills*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Hornbacher, B., Fry, L., & Peterson, S. E. (1987, October). *A comparison of student revisions when composing with pen and paper vs. word processing*. Paper presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

Peterson, S. E., Chair (1986, October). Symposium: *New paradigms for understanding the learning process*. Presented at the meeting of the Midwestern Educational Research Association, Chicago, IL.

EDUCATIONAL RESEARCH SERVICE GRANT

Peterson, S. E., Principal Investigator. *Examination of Do the Write Thing Challenge Program in El Paso, TX*. Funded by American Educational Research Association, \$5,000, 2016.

EVALUATION GRANT

Peterson, S. E., Principal Investigator. *External Evaluation of the APEX Teachers Academy*. Funded by the Leadership Institute, Duquesne University, \$93,000, 2001-2003.

INTERNAL GRANTS

Peterson, S. E. *Personal and interpersonal motivation in cooperative learning: An attributional analysis*. Presidential Writing Fellowship, Duquesne University, 2003.

Peterson, S. E. *Motivational processes in cooperative learning: Development of a model*. NIU Graduate School Research and Artistry Grant, 1995.

Peterson, S. E. *Can grading practices be both motivationally and psychometrically sound?* NIU Graduate School Research and Artistry Grant, 1994, with Cory Cummings.

Peterson, S. E. *The role of controllability as a motivational factor in cooperative learning*. NIU Graduate School Research and Artistry Grant, 1992.

Peterson, S. E. *Factors influencing achievement and affective outcomes in cooperating groups of adults*. NIU College of Education Dean's Research Support Grant, 1992.

Peterson, S. E. *College students' attributions for performance on cooperative and individual tasks*. NIU College of Education Dean's Research Support Grant, 1990.

Peterson, S. E. *An investigation of the cognitive functions of underlining/highlighting as a study technique*. NIU Graduate School Research and Artistry Grant, 1989.

Peterson, S. E. *High school and college students' intellectual, social, physical, and artistic attributions*. NIU College of Education Dean's Research Support Grant, 1989.

AWARDS

Finalist, Outstanding Research Presentation Award. Zaharis, J. K., Wood, K. C., Peterson, S. E., & DeGracie, J. S. (1986). District uses advocacy model of program evaluation. *The School Administrator*, 43, 24.

Outstanding Graduate Student Research, Division 16, American Psychological Association, Washington, D. C. Peterson, S. E., Royer, J. M., Kulhavy, R. W., & Lee, J. B. (1982). *Diagnosis of reading and listening comprehension with the Sentence Verification Technique*.

SERVICE TO THE PROFESSION

Reviewer

Member, Editorial Board, *Journal of Educational Research* (2005 -)

Member, Editorial Board, *Journal of Experimental Education* (2008 - 2011)

Member, Editorial Board, *Contemporary Educational Psychology* (1992 – 2000)

Reviewer, Division C, Motivation in Education SIG, Teaching Educational Psychology SIG proposals for annual meetings of the American Educational Research Association since 1988

Reviewer, Division C proposals for annual meetings of the Midwestern Educational Research Association (1990 – 1998)

Ad hoc reviewer for professional journals including *Motivation and Emotion*, *Educational Evaluation and Policy Analysis*, *American Educational Research Journal*, *Journal of Research in Childhood Education*

Reviewer of textbook proposals and manuscripts for publishers including Longman, Merrill/Prentice-Hall, Allyn & Bacon.

Memberships and Offices

American Educational Research Association -- Member

National Consortium for Instruction & Cognition -- Charter Member

Courses Taught

Undergraduate

Educational Psychology I (Development, Learning, and Motivation)

Educational Psychology II (Instructional Planning, Classroom Management, Assessment, and Grading)

Field Experience I and II

Tests and Measurements (Elementary Education)

Educational Measurement (Secondary Education)

Human Development and Learning

Cognitive Development

Graduate

Theories of the Teaching-Learning Process

Motivation in Education

Advanced Research Seminar in Learning and Development

Advanced Educational Psychology

Standardized Testing

Theories and Research in Adolescent Behavior and Development

Psychological Foundations of Education

Psychology in Teaching

Testing in the Classroom

Introduction to Educational Research

Introduction to Counseling

Principles of Classroom Learning

Applied Research Design for Educators

Human Growth and Development

Professional Writing in Special Education