

Helen Patrick

Department of Educational Studies
Beering Hall of Liberal Arts & Education
100 North University Street
Purdue University
West Lafayette, IN 47907-2098

Phone: (765) 496-2368
Fax: (765) 496-1228
Email: hpatrick@purdue.edu

EMPLOYMENT

2005 - present Associate Professor
 Department of Educational Studies
 Purdue University

2001 - 2005 Assistant Professor
 Department of Educational Studies
 Purdue University

1999 - 2001 Assistant Professor
 Department of Educational Psychology and Foundations
 Northern Illinois University

1998 - 1999 Postgraduate Research Associate
 Center for Learning Technologies in Urban Schools
 University of Michigan

EDUCATION

Ph. D. The University of Michigan, Ann Arbor, 1998,
 Education and Psychology
 Dissertation: *Expanding the parameters of self-regulated
 learning: Relations among children's academic and social self-
 regulation and achievement.*

M.A. (First class honors) The University of Auckland, New Zealand, 1993,
 Educational Psychology
 Thesis: *Social competence and academic intrinsic motivation in
 children beginning school.*

B.A. The University of Auckland, New Zealand, 1991,
 Education

Academic awards

2006 - 2010 Purdue University Scholar Award
2005 Department of Educational Studies Award for Research
1999 Burke Aaron Hinsdale Scholar Award, University of Michigan
1998 Dissertation Finishing Award, Combined Program in Education and

Psychology, University of Michigan
1996 Willard C. Olson Award for innovative study in Child Development,
University of Michigan
1991 Graduate Scholarship, The University of Auckland, New Zealand
1990, 1989, Senior Prize (Education), The University of Auckland, New Zealand
& 1988

GRANTS AWARDED

External

United States Department of Education - Institute of Education Sciences

Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (2005-2008). *The Scientific Literacy Project: Enhancing Young Children's Scientific Literacy through Reading and Inquiry-Centered Adult-Child Dialog*, \$1,490,693.

The Spencer Foundation

Patrick, H. (2000-2001). *Creating classroom contexts that support early adolescents' adaptive engagement in mathematics*, \$22,600.

Ryan, A. M., & Patrick, H. (2000-2001). *Effects of the social environment on students' motivation, self-regulated learning, and achievement in math*, \$34,600.

Patrick, H. (1999-2000). *Technologies to enable inquiry: The influences on student learning and motivation* (subcontract from University of Michigan), \$35,395.

Internal

Mantzicopoulos, P. Y., & Patrick, H. (2007-2008). *Using informational text to promote young children's interest and competence in engineering-related science*. Purdue Engineering Education's Young Engineer Studies (YES) Seed Grant Funding, \$45,000.

Patrick, H. (2005). *11th European Association for Research on Learning and Instruction Conference*. Purdue Research Foundation, International Travel Grant, \$1,000.

Mantzicopoulos, P. Y., Samarapungavan, A., & Patrick, H. (2003-2004). *Recruitment of graduate educational psychology students*. Purdue Graduate School's New Recruitment Initiative, \$2,600.

Patrick, H. (2002-2003). *Development of reflection tools for metacognition during model-eliciting activities*. Purdue Research Fund, \$13,140.

Patrick, H. (2002). *Early adolescents' motivation, task-related interaction, and math achievement*. Summer Grant, \$6,000.

PUBLICATIONS

Refereed journal articles

- Patrick, H., Mantzicopoulos, P., Samarapungavan, A., & French, B. F. (in press). Patterns of young children's motivation for science and teacher-child relationships. *Journal of Experimental Education*.
- Patrick, H., & Ryan, A. M. (in press). What do students think about when evaluating their classroom's mastery goal structure? *Journal of Experimental Education*.
- Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology, 99*, 83-98.
- Kenney-Benson, G. A., Pomerantz, E. M., Ryan, A. M., & Patrick, H. (2006). Sex differences in math performance: The role of children's approach to schoolwork. *Developmental Psychology, 42*, 11-26.
- Patrick, H., Bangel, N. J., Jeon, K., & Townsend, M. A. R. (2005). Reconsidering the issue of cooperative learning with gifted students. *Journal for the Education of the Gifted, 29*, 90-108.
- Ryan, A. M., Patrick, H., & Shim, S. O. (2005). Differential profiles of students identified by their teacher as having avoidant, appropriate or dependent help-seeking tendencies in math class. *Journal of Educational Psychology, 97*, 275-285.
- Turner, J. C., & Patrick, H. (2004). Motivational influences on student participation in classroom learning activities. *Teachers College Record, 106*, 1759-1785.
- Patrick, H., & Yoon, C. (2004). Early adolescents' motivation during science investigation. *Journal of Educational Research, 97*, 319-328.
- Levy, I., Kaplan, A., & Patrick, H. (2004). Early adolescents' achievement goals, social status, and attitudes towards cooperation with peers. *Social Psychology of Education, 7*, 127-159.
- Anderman, L. H., Patrick, H., & Ryan, A. M. (2004). Creating adaptive motivational environments in middle grades classrooms. *Middle School Journal, 35* (5), 33-39.
- Patrick, H., Turner, J. C., Meyer, D. K., & Midgley, C. (2003). How teachers establish psychological environments during the first days of school: Associations with avoidance in mathematics. *Teachers College Record, 105*, 1521-1558.
- Turner, J. C., Meyer, D. K., Midgley, C., & Patrick, H. (2003). Teachers' discourse and sixth graders' reported affect and achievement behaviors in two high mastery/ high performance mathematics classrooms. *The Elementary School Journal, 103*, 357-382.

- Patrick, H., & Middleton, M. J. (2002). Turning the kaleidoscope: What we see when self-regulated learning is viewed with a qualitative lens. *Educational Psychologist, 37*, 27-39.
- Turner, J. C., Midgley, C., Meyer, D. K., Gheen, M., Anderman, E., Kang, Y., & Patrick, H. (2002). The classroom environment and students' reports of avoidance behaviors in mathematics: A multi-method study. *Journal of Educational Psychology, 94*, 88-106.
- Fredricks, J. A., Alfeld-Liro, C. J., Hruda, L. Z., Eccles, J. S., Patrick, H., & Ryan, A. M. (2002). A qualitative exploration of adolescents' commitment to athletics and the arts. *Journal of Adolescent Research, 17*, 68-97.
- Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K., & Midgley, C. (2001). Teachers' communication of goal orientations in four fifth-grade classrooms. *The Elementary School Journal, 102*, 35-58.
- Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal, 38*, 437-460.
- Patrick, H., Ryan, A. M., & Pintrich, P. R. (1999). The differential impact of extrinsic and mastery goal orientations on males' and females' self-regulated learning. *Learning and Individual Differences, 11*, 153-171.
- Patrick, H., Ryan, A. M., Alfeld-Liro, C., Fredricks, J. A., Hruda, L. Z., & Eccles, J. S. (1999). Adolescents' commitment to developing talent: The role of peers in continuing motivation for sports and the arts. *Journal of Youth and Adolescence, 28*, 741-763.
- Patrick, H. (1997). Social self-regulation: Exploring the relations between children's social relationships, academic self-regulation, and school performance. *Educational Psychologist, 32*, 209-220.
- Patrick, H., Hicks, L., & Ryan, A. M. (1997). Relations of perceived social efficacy and social goal pursuit to self-efficacy for academic work. *Journal of Early Adolescence, 17*, 109-128.
- Bos, N. D., Krajcik, J. S., & Patrick, H. (1995). Telecommunications for teachers: Supporting reflection and collaboration among teaching professionals. *Journal of Computers in Mathematics and Science Teaching, 14*, 187-202. (Reprinted in J. P. Gall, M. D. Gall, & W. R. Borg (Eds.), (1998). *Applying educational research: A practical guide* (4th ed., pp. 102-111). New York: Longman.)
- Orsborn, E., Patrick, H., Dixon, R. S., & Moore, D. W. (1995). The effects of reducing teacher questions and increasing pauses on child talk during morning news. *Journal of Behavioral Education, 5*, 347-357.
- Townsend, M. A. R., & Patrick, H. (1993). Academic and psychosocial apprehensions of teachers and teacher trainees toward the educational acceleration of gifted children. *New Zealand Journal of Educational Studies, 28*, 29-41.

Book chapters

- Patrick, H., & Drake, B. M. (in press). The transition to middle school. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Cengage Learning.
- Turner, J. C., & Patrick, H. (in press). The cultural situatedness of motivation: A tribute to Martin L. Maehr. In A. Kaplan, S. Karabenick, & E. DeGroot (Eds.), *Honoring Martin Maehr*. Information Age.
- Patrick, H., Gentry, M., & Owen, S. V. (2006). Motivation and gifted adolescents. In F. A. Dixon & S. M. Moon. *The handbook of secondary gifted education* (pp. 165-195). Waco, TX: Prufrock Press.
- Patrick, H., & Ryan, A. M. (2005). Identifying adaptive classrooms: Dimensions of the classroom social environment. In K. A. Moore & L. H. Lippman (Eds.), *What do children need to flourish?: Conceptualizing and measuring indicators of positive development* (pp. 271-287). New York: Springer.
- Patrick, H., Ryan, A. M., Anderman, E. M., & Kovach, J. (2004). Toward inclusion across disciplines: Understanding motivation of exceptional students. In H. Switzky (Volume Ed.) & L. Glidden (Series Ed.), *International review of research in mental retardation. Volume 28: Personality and motivational systems in mental retardation* (pp. 191-224). San Diego, CA: Academic Press Elsevier.
- Patrick, H. (2004). Re-examining classroom mastery goal structure. In P. R. Pintrich & M. L. Maehr (Eds.), *Advances in motivation. Volume 13: Motivating students, improving schools: The legacy of Carol Midgley* (pp. 233-263). Amsterdam, The Netherlands: Elsevier JAI Press.
- Patrick, H., Anderman, L. H., & Ryan, A. M. (2002). Social motivation and the classroom social environment. In C. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 85-108). Mahwah, NJ: Lawrence Erlbaum.
- Anderman, L. H., Patrick, H., Hruda, L. Z., & Linnenbrink, E. A. (2002). Observing classroom goal structures to clarify and expand goal theory. In C. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 243-278). Mahwah, NJ: Lawrence Erlbaum.
- Patrick, H., & Pintrich, P. R. (2001). Conceptual change in teachers' intuitive conceptions of learning, motivation, and instruction: The role of motivational and epistemological beliefs. In B. Torff & R. J. Sternberg (Eds.), *Understanding and teaching the intuitive mind* (pp. 117-143). Hillsdale, NJ: Lawrence Erlbaum.
- Pintrich, P. R., Ryan, A. M., & Patrick, H. (1998). The differential impact of task value and mastery orientation on males' and females' self-regulated learning. In L. Hoffman, A. Krapp, K. A. Renninger, & J. Baumert (Eds.), *Gender and interest: Proceedings of the Seeon conference on interest and gender* (pp. 337-352). Kiel, Germany: University of Kiel Press.

Blumenfeld, P. C., Marx, R. W., Patrick, H., Krajcik, J. S., & Soloway, E. (1997). Teaching for understanding. In B. J. Biddle, T. L. Good, & I. F. Goodson (Eds.), *International handbook of teachers and teaching. Volume II* (pp. 819-878). Dordrecht, The Netherlands: Kluwer Academic Press. (Reprinted in Spanish (2000) in B. J. Biddle, T. L. Good, & I. F. Goodson (Eds.), *La enseñanza y los profesores [Teaching and teachers]*. Madrid, Spain: Paidós.)

Book reviews

Patrick, H. (2004). [Review of the book How social and emotional development add up: Getting results in math and science education]. *Science Education*, 88, 649-652.

Articles in review

Mantziopoulos, P., Patrick, H., & Samarapungavan, A. *Young children's motivational beliefs about learning science.*

Patrick, H., Mantziopoulos, P., & Samarapungavan, A. *Motivation for learning science: Is there a gender gap in kindergarten?*

Samarapungavan, A., Mantziopoulos, P., & Patrick, H. *Learning science through inquiry in kindergarten.*

Samarapungavan, A., Mantziopoulos, P., Patrick, H., & French, B. F. *The development and validation of the Science Learning Assessment (SLA): A measure of kindergarten science learning.*

Turner, J. C., & Patrick, H. *How does motivation develop and why does it change? Reframing motivation research.*

Patrick, H. *Self-regulation of social interactions: An overlooked aspect of self-regulated learning?*

Research instruments

Patrick, H., Ryan, A. M., Anderman, L. H., Middleton, M., Linnenbrink, L., Huda, L. Z., Edelin, K., Kaplan, A., & Midgley, C. (1997). *OPAL. Observing patterns of adaptive learning: A protocol for classroom observations.* Ann Arbor: University of Michigan. (available at www.umich.edu/~pals/pals/manuals.html)

Technical reports

Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (2007). *The Scientific Literacy Project: Annual report to the Institute of Education Sciences*. West Lafayette, IN: Purdue University, Department of Educational Studies.

Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (2006). *The Scientific Literacy Project: Annual report to the Institute of Education Sciences*. West Lafayette, IN: Purdue University, Department of Educational Studies.

Patrick, H. (2001). *Creating classroom contexts that support early adolescents' adaptive engagement in mathematics*. West Lafayette, IN: Final Report to the Spencer Foundation.

Midgley, C., Maehr, M. L., Patrick, H., Ryan, A. M., & Middleton, M. J. (1997). *Achievement goals and adjustment during early adolescence*. Ann Arbor, MI: Final Report to the William T. Grant Foundation.

PRESENTATIONS

Refereed Conference Presentations

Patrick, H. (2007, November). *The development of interest in science*. Presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education, Phoenix, AZ.

Patrick, H., Mantzicopoulos, P., & Samarapungavan, A. (2007, June). *Motivation for learning science: Is there a gender gap in kindergarten?* Poster presented at IES National Research Conference, Washington, DC.

Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (2007, June). *Kindergarten children becoming science learners: What do you do in science and what makes someone good at it?* Poster presented at IES National Research Conference, Washington, DC.

Mantzicopoulos, P. Y., & Patrick, H. (2007, April). *Kindergarten children's beliefs about learning science*. Poster presented at the annual meeting of the American Educational Research Association, Chicago.

Samarapungavan, A., Mantzicopoulos, P., Patrick, H., Harris, K., Tsai, M., Stewart, M., Gerberry C., Duffin, L. & Brown, T. (2007, April). *Examining kindergarten students' science learning from a life science inquiry unit*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Duffin, L., & Patrick, H. (2007, April). *Pre-service teachers' beliefs about effective strategies and self-efficacy for motivating students*. Poster presented at the annual meeting of the American Educational Research Association, Chicago.

- Mantzicopoulos, P. Y., Patrick, H., & Samarapungavan, A. (2006, June). *Understanding children's perceptions of science competence and liking: Development and validation of a measure with a kindergarten sample*. Poster presented at IES National Research Conference, Washington, DC.
- Samarapungavan, A., Patrick, H., & Mantzicopoulos, P. Y. (2006, June). *Learning science through inquiry in kindergarten: Early results from the Scientific Literacy Project*. Poster presented at IES National Research Conference, Washington, DC.
- Patrick, H. (2006, April). Regulating social interactions and its association with achievement. In A. Hadwin & S. Järvelä (Chairs), *Socially constructed self-regulated learning: Where social and self meet in the strategic regulation of learning*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Patrick, H., Ryan, A. M., Kaplan, A., & Maller, S. (2005, August). *The distinctiveness of classroom mastery goal structure and dimensions of the social environment*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Turner, J., & Patrick, H. (2005, August). Mixed messages: The difficulty and challenge of defining and measuring situated classroom motivation. In *How to conceptualise and measure the situated nature of motivation in context-oriented research*. Symposium presented at the biennial meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Patrick, H. (2005, April). The classroom social environment, student motivation, and academic engagement. In *The convergence of social and academic processes in the classroom: New directions in understanding the complexities of learning*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Patrick, H. (2005, April). Teacher practices that communicate mastery goal structure: Students' views. In *Putting mastery goals back in the focus: Theoretical developments and educational implications*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Anderman, L. H., Patrick, H., & Matthews, K. (2004, April). *Putting the classroom together again: Synthesizing the teaching of management and motivation in educational psychology courses*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Yoon, C., & Patrick, H. (2003, April). *Changes in early adolescents' motivation during science inquiry*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Turner, J. C., Patrick, H., & Meyer, D. K. (2003, April). Understanding the contexts of students' achievement goals and behaviors from elementary to middle school mathematics classrooms. In P. R. Pintrich (Chair), *Multiple goals and multiple contexts: New*

- directions for research on the development of achievement goals.* Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.
- Patrick, H., & Ryan, A. M. (2002, August). Early adolescents' motivation and interaction in math class. In T. Urdan (Chair), *Exploring patterns of adaptive learning: Studies inspired by Carol Midgley*. Symposium conducted at the annual meeting of the American Psychological Association, Chicago, IL.
- Patrick, H., Turner, J. C., Meyer, D. K., & Midgley, C. (2002, April). *Teacher practices associated with creating classroom environments and early adolescents' avoidance behaviors*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Turner, J. C., Meyer, D. K., Midgley, C., & Patrick, H. (2001, April). *The relationship between teachers' affective discourse and students' approach and avoidance beliefs and behaviors in mathematics: What happens in high mastery/ high performance classrooms?* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Patrick, H. (2000, April). Understanding classroom environments that promote self-regulated learning with observations and interviews. In *Using qualitative techniques to enrich our understandings of self-regulated learning*, Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Patrick, H., Middleton, M. J., & Taines, C. (2000, April). *Urban students' motivation, collaboration, and thoughtfulness during science inquiry*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Levy, I., Kaplan, A., & Patrick, H. (2000, April). *Early adolescents' achievement goals, intergroup processes, and attitudes towards collaboration*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Patrick, H. (1999, April). *Using observations to identify teacher practices associated with classroom motivational environments*. Interactive symposium conducted at the annual meeting of the American Educational Research Association, Montreal, Quebec.
- Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K. C., & Midgley, C. (1999, April). *Messages teachers send: Communicating goal orientations in the classroom*. Poster presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.
- Ryan, A. M., & Patrick, H. (1999, April). *The classroom social environment and adolescents' motivation and engagement at school*. Poster presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.
- Alfeld-Liro, C., Fredricks, J. A., Hruda, L., Patrick, H., & Ryan, A. M. (1998, February). Nurturing teenagers' talent: The role of parents, teachers, and coaches. In A. M. White (Chair), *Maintaining a commitment to one's talent*. Symposium at the Society for Research on Adolescence biennial meeting, San Diego, CA.

- Fredricks, J. A., Alfeld-Liro, C., Patrick, H., Ryan, A. M., Heiman, R. J., & Hruda, L. (1997, April). An exploration of involvement in athletics and the arts: Tracing talent development across time. In B. L. Barber (Chair), *Pursuing competence, excellence, and flow*. Symposium conducted at the Society for Research in Child Development biennial meeting, Washington, DC.
- Ryan, A. M., Patrick, H., Alfeld-Liro, C., Fredricks, J. A., & Hruda, L. (1997, April). *Commitment to developing talent in adolescence: The role of peers in continuing motivation for arts, athletics, and music*. Poster presented at the Society for Research in Child Development biennial meeting, Washington, DC.
- Patrick, H., Edelin, K., Hicks, L., Middleton, M., & Midgley, C. (1997, March). *Social influences of students' emotional adjustment: Different effects for African-American and European-American students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Pintrich, P. R., Ryan, A. M., & Patrick, H. (1996, June). *The differential impact of task value and mastery orientation on males' and females' self-regulation*. Paper presented at Conference on Gender and Interest: Issues of Development and Change in Learning, Seon Lake, Germany.
- Patrick, H. (1996, April). Children's academic and social self-regulation. In A. Wigfield & M. McCaslin (Chairs), *Bumps along the road from "I" to "We": Problems and possibilities of embedding achievement motivation in a social-relational context*. Symposium conducted at the annual meeting of the American Educational Research Association, New York.
- Patrick, H., Hicks, L., & Ryan, A. M. (1996, April). *Students' self-efficacy for academic work: The role of social efficacy and social goals*. Poster presented at the annual meeting of the American Educational Research Association, New York.
- Kaplan, A., & Patrick, H. (1996, April). *The effect of students' achievement goals on affect at school: A LISREL model*. Poster presented at the annual meeting of the American Educational Research Association, New York.
- Ryan, A. M., & Patrick, H. (1996, March). *Positive peer relationships and psychosocial adjustment during adolescence*. Poster presented at the Society for Research on Adolescence biennial meeting, Boston, MA.
- Patrick, H., & Townsend, M. A. R. (1995, April). *The influence of perceived social competence on school beginners' emergent academic intrinsic motivation*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 389415).
- Roeser, R. W., Patrick, H., Yoon, K., Anderman, E. M., & Eccles, J. S. (1995, April). *A longitudinal study of patterns of parent involvement in school across the elementary years: Teacher and parent reports*. Paper presented at the annual meeting of the

American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 385382).

Patrick, H., Yoon, K., & Murphy, A. M. (1995, March). *Personality characteristics, social competence, and early school adjustment: A contextual and developmental perspective*. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN. (ERIC Document Reproduction Service No. ED 383455).

Hicks, L., Murphy, A. M., & Patrick, H. (1995, March). *Social goals and achievement goals in early adolescence*. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN. (ERIC Document Reproduction Service No. ED 382394).

Invited Talks

Patrick, H. (2007, April). Discussant for paper session titled *Teacher beliefs and strategies and students' motivation in math*. Paper session presented at the annual meeting of the American Educational Research Association, Chicago.

Patrick, H. (2006, May). *The social context of classrooms and achievement goal theory*. Paper presented at Tribute to Martin L. Maehr, University of Michigan, Ann Arbor, MI.

Patrick, H. (2005, April). Discussant for symposium titled *The interpersonal dimension: New studies in social motivation*. Paper session presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Patrick, H., & Turner, J. C. (2004, October). *Person in context: Constructs and models in the crucible of empirical research*. Paper presented at Tribute to Paul R. Pintrich, University of Michigan, Ann Arbor, MI.

Patrick, H., & Ryan, A. M. (2003, March). *Psychometric analyses of measures of dimensions of the classroom social environment*. Paper presented at the Indicators of Positive Development Conference organized by Child Trends, Washington, DC.

Patrick, H. (1998, April). Invited panel member in interactive symposium *Using qualitative approaches to studying motivation*. SIG Motivation in Education, pre-session at the annual meeting of the American Educational Research Association, San Diego, CA.

Mentoring programs

Developing a program of research. (2003, August). Invited Speaker at Sixth Annual Division 15 National Graduate Student Research Seminar in Educational Psychology, at the annual meeting of the American Psychological Association in Toronto, Canada.

Developing a program of research. (2002, August). Invited Speaker at Fifth Annual Division 15 National Graduate Student Research Seminar in Educational Psychology, at the annual meeting of the American Psychological Association in Chicago, IL.

TEACHING

Associate Professor
Purdue University
Spring 2005 – present

Learning and Motivation (Undergraduate: Pre-service Educational Psychology)
Supporting Early Science Learning Through School-Family Connections in Diverse Communities (Undergraduate: Supervised Practicum/ Service Learning)
Advanced Educational Psychology (Graduate)
Achievement Motivation and Performance (Graduate)
Seminar in Educational Psychology: Current Issues in Motivation Research (Graduate)

Assistant Professor
Purdue University
Fall 2001 – Spring 2005

Learning and Motivation (Undergraduate: Pre-service Educational Psychology)
Advanced Educational Psychology (Graduate)
Achievement Motivation and Performance (Graduate)
Introduction to Educational Research (Graduate)
Seminar in Educational Psychology: Collaborative Learning (Graduate)

Assistant Professor
Northern Illinois University
Fall 1999 - Spring 2001

The Middle School Child (Undergraduate)
Advanced Educational Psychology (Doctoral)
Educational Research Planning and Interpretation (Doctoral)

Adjunct Professor
Elmhurst College, IL
Fall 1998 – Summer 1999

Educational Psychology, Education Department.
Introduction to Personality Psychology, Psychology Department

Instructor
University of Michigan
1995 – 1997

Educational Psychology and Human Development, School of Education
Advanced Laboratory in Developmental Psychology, Psychology Department

Teaching Assistant
University of Michigan
1995 – 1997

Introduction to Developmental Psychology, Psychology Department

Teaching Assistant
University of Auckland
1991 - 1993

Educational Psychology
Developmental Psychology
The Psychology of Adolescence
Measurement and Evaluation
Special Education

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

NATIONAL & INTERNATIONAL

Consulting Appointments

Appointed to the National Test Development Committee by Educational Testing Services and the College Board, advising about the College-Level Examination Program (CLEP) in Educational Psychology. 2005 - present

Grant Proposal Reviews

National Science Foundation 2007

Journal Editorial Boards

Journal of Educational Psychology 2004 - present
Journal of Experimental Education 2006 - 2008

Ad-hoc Journal Reviews

American Educational Research Journal, British Journal of Educational Psychology, Child Development, Contemporary Educational Psychology, Educational Psychologist, Educational Psychology Review, European Journal of Psychology of Education, International Journal of Educational Research, International Journal of Psychology, Journal of Early Adolescence, Journal of Research in Rural Education, Journal of Sport & Exercise Psychology, Learning and Instruction, School Effectiveness and School Improvement, Social Psychology of Education, Urban Education.

American Educational Research Association

Division C (Learning & Instruction)

Program Co-chair for Section 6 (Cognitive, Social, Developmental, & Motivational Processes) 2007 - 2008

Division E (Counseling & Development)

Member of Division E Awards Committee 2003 - 2004

Conference Reviews

American Educational Research Association

Division C (Learning & Instruction), Section 6
(Cognitive, Social, Developmental, & Motivational Processes)

Special Interest Group in Motivation

American Psychological Association

Division 15 (Educational Psychology)

International Congress of Applied Psychology

Instructional, Educational, & School Psychology
 Division
Society for Research on Adolescence
 Schools, Education, & Academic Achievement
 Division
Society for Research in Child Development
 Adolescence Division

Affiliations

American Educational Research Association (AERA)	1993 - present
AERA Division C (Learning & Instruction)	1993 - present
AERA Division E (Counseling & Development)	1993 - present
AERA Special Interest Group: Motivation in Education	1993 – present
AERA Special Interest Group: Teaching Educational Psychology	2001 – present
American Psychological Association (APA)	1993 - present
APA Division 15 (Educational Psychology)	1994 - present
European Association for Research on Learning and Instruction	2005-present
Society for Research in Child Development	1993 - present
Society for Research on Adolescence	1995 - 2001
New Zealand Association for Research in Education	1991 - 1993

COLLEGE & DEPARTMENT

Purdue University
College of Education

<u>Dates</u>	<u>Role</u>	<u>Description</u>
2005 - 2008	Member	Awards Committee
2003 - 2004	Member	Associate Deans Search Committee
2003 - 2004	Member	Task Force on Faculty Development and Support
2002 - present	Member	Grievance Committee
2002 - 2004	Member	Grade Appeals

Department of Educational Studies

<u>Dates</u>	<u>Role</u>	<u>Description</u>
2004 - 2005	Member	Awards Committee
2003 - 2004	Member	Search Committee: Strategic Hire
2003 - 2004	Co-chair	Awards Committee
2003	Member	Merit Committee
2002 - 2003	Member	Awards Committee

Northern Illinois University

Department of Educational Psychology and Foundations

<u>Dates</u>	<u>Role</u>	<u>Description</u>
1999 - 2001	Member	Curriculum Committee

The University of Michigan

Combined Program in Education & Psychology

<u>Dates</u>	<u>Role</u>	<u>Description</u>
1996 - 1997	Member	Admissions Committee
1995 - 1996	Member	Executive Committee
1995 - 1996	Member	Colloquium Committee
1994 - 1995	Member	Curriculum Review and Development Committee