

John Nietfeld Vita

RESIDENCE

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WORK

Dept. Curriculum & Instruction
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GRADUATE EDUCATION

University of Nebraska, Lincoln, NE

Ph.D. program 1995 - 1999 in Educational Psychology
Major area of specialization: Learning & Cognition

The University of Iowa, Iowa City, IA

Master of Arts 1992 - 1995 in Educational Psychology
Major area of specialization: Human Abilities

PROFESSIONAL WORK EXPERIENCE

Associate Professor, North Carolina State University, Fall 2007 – present. Teach at both the graduate and undergraduate level. I teach various graduate and undergraduate courses related to the field of Educational Psychology and Educational Measurement. In addition, I maintain an active program of research related to metacognition and self-regulation.

Assistant Professor, North Carolina State University, Fall 2003 – Spring 2007

Assistant Professor, State University of West Georgia. Fall 1999 – Spring 2003. Taught at both the graduate and undergraduate level. including *Educational Psychology*, *Psychology of Classroom Learning*, *Research & Program Evaluation*, and *Lifespan Human Development*.

Instructional Developer, American College Testing, Iowa City, IA. Summer 1992 - fall 1994. Created packages designed to assist clients through life transitions with special interest in college selection and occupational choice. Wrote/edited instructional text using and developed assessments and appraisals, existing materials, and software programs. Served on project teams.

SELECT PUBLICATIONS AND RESEARCH

Wery, J., & **Nietfeld, J. L.** (In Press). Supporting Self-Regulated Learning with Exceptional Children, *Teaching Exceptional Children*.

Flanagan, K. E., **Nietfeld, J. L.**, & Linnenbrink-Garcia, L. (In Press). Giftedness and Metacognition: A Longitudinal Investigation of Cognitive Monitoring, *Gifted Child Quarterly*.

Huff, J. D., & **Nietfeld, J. L.** (2009). Using strategy instruction and confidence judgments to improve metacognitive monitoring skills. *Metacognition and Learning*, 4, 161-176.

Hoffmann, K. F., Huff, J. D., Patterson, A. S., & **Nietfeld, J. L.** (2009). Elementary teachers' use and perceptions of rewards in the classroom. *Teaching and Teacher Education*, 25, 843-849.

Corbell, K. A., Reiman, A. J., **Nietfeld, J. L.** (2008). The Perceptions of Success Inventory for Beginning Teachers: Measuring its psychometric properties. *Teaching and Teacher Education*, 24, 1551-1563.

- Cao, L., & **Nietfeld, J. L.** (2007). Examining the multiplicative relations among achievement goals, strategy use, and class performance in educational psychology. *Teaching Educational Psychology*, 2, 1-20.
- Nietfeld, J. L.**, Finney, S. J., Schraw, G., & McCrudden, M. T. (2007). A test of theoretical models that account for information processing demands. *Contemporary Educational Psychology*, 32, 499-515.
- Cao, L., & **Nietfeld, J. L.** (2007). College students' metacognitive awareness of difficulties in learning the class content does not automatically lead to adjustment of study strategies. *Australian Journal of Educational and Developmental Psychology*, 7, 31-46.
- Nietfeld, J. L.**, Cao, L., & Osborne, J. W. (2006). The effect of distributed monitoring exercises and feedback on performance and monitoring accuracy. *Metacognition and Learning*, 2, 159-179.
- Nietfeld, J. L.**, Enders, C. K., & Schraw, G. (2006). A Monte Carlo comparison of two measures of monitoring accuracy. *Educational and Psychological Measurement*, 66, 258-271.
- Nietfeld, J. L.**, Cao, L., & Osborne, J. W. (2005). Metacognitive monitoring accuracy and student performance in the classroom. *Journal of Experimental Education*, 74(1), 7-28.
- Nietfeld, J. L.** & Hunt, A. A.(2005, February 05). Elementary and Pre-Service Teachers' Strategies for Working with Students with Hyperactivity, *Current Issues in Education* [On-line], 8(2). Available: <http://cie.ed.asu.edu/volume8/number2/>
- Cao, L. and **Nietfeld J. L.** (2005, Feb 05). Judgment of Learning, Monitoring Accuracy, and Student Performance in the Classroom Context. *Current Issues in Education* [On-line], 8(4). Available: <http://cie.ed.asu.edu/volume8/number4/>
- Wilkens, T., & **Nietfeld, J. L.** (2004). The effect of a school-wide inclusion training programme upon teachers' attitudes about inclusion. *Journal of Research in Special Education Needs*, 4(3), 115-121.
- Nietfeld, J. L.**, & Enders, C. K. (2003, March 17). An examination of student teacher beliefs: Interrelationships between hope, self-efficacy, goal-orientations, and beliefs about learning. *Current Issues in Education* [On-line], 6(5). Available: <http://cie.ed.asu.edu/volume6/number5/>
- Nietfeld, J. L.**, & Bosma, A. (2003). Examining the self-regulation of impulsive and reflective response styles on academic tasks. *Journal of Research in Personality*, 32, 118-140.
- Nietfeld, J. L.** (2003). An examination of metacognitive strategy use and monitoring skills by competitive middle distance runners. *The Journal of Applied Sport Psychology*, 15, 307-320.
- Nietfeld, J. L.** and Cao, L. (2003, June 19). Examining instructional strategies that promote pre-service teachers' personal teaching efficacy. *Current Issues in Education* [On-line], 6(11). Available: <http://cie.ed.asu.edu/volume6/number11/>
- Nietfeld, J. L.**, & Schraw, G. (2002). The role of knowledge and strategy training on metacognitive monitoring. *The Journal of Educational Research*, 95, 131-142.
- Singletary, M. L., & **Nietfeld, J. L.** (2002). Why are standardized tests scores so low in Georgia? Factors effecting achievement across states. *GATEways to Teacher Education*, 15(1), 45-62.
- Nietfeld, J. L.** (2002). Beyond concept maps: Using schema representations to assess pre-service teacher understanding of effective instruction. *The Professional Educator*, 25(1), 15-27.
- Schraw, G., & **Nietfeld, J.** (1998). A further test of the general monitoring skill hypothesis. *Journal of Educational Psychology*, 90(2), 236-248.

MANUSCRIPTS IN REVISIONS

SELECT RESEARCH PRESENTATIONS

- Pop, M. M., & **Nietfeld, J. L.** (2010, January). *Beliefs and Reform Practices of Elementary School Teachers: An Analysis of Teachers' Belief Systems and the Impact on their Science Teaching Practices*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Shores, L. R., **Nietfeld, J. L.**, Hoffmann, K. L., & McQuiggan, S. W. (2009, June). *An Examination of Individual Differences in a Narrative Centered Learning Environment*. Annual meeting of Ed-Media, Honolulu, HI, USA.
- McQuiggan, S. W., Lester, J. C., **Nietfeld, J. L.**, Hoffmann, K. F., Robison, J. L., & Spires, H. A. (2009, April). *Modeling metacognitive monitoring in narrative-centered learning environments*. Annual meeting of American Educational Research Association, San Diego, CA.
- Hoffmann, K. F., & **Nietfeld, J. L.** (2009, April). *Teacher Assessment of Student Metacognition: Relationships Among Metacognitive Measures and Academic Achievement in Upper Elementary Students*. Annual meeting of American Educational Research Association, San Diego, CA.
- Nietfeld, J. L.**, Hoffmann, K. L., McQuiggan, S. W., & Lester, J. (2008, July). *Self-regulated learning in a narrative centered learning environment*. Annual meeting of Ed-Media, Vienna, Austria.
- McQuiggan, S. W., Hoffmann, K. L., **Nietfeld, J. L.**, Robison, J., & Lester, J. (2008, June). *Examining Self-Regulated Learning in a Narrative-Centered Learning Environment: An Inductive Approach to Modeling Metacognitive Monitoring*. To appear in Proceedings of the ITS'08 Workshop on Metacognition and Self-Regulated Learning in Educational Technologies, Montreal, Canada, 2008.
- Flanagan, K. E., **Nietfeld, J. L.**, & Nash, S. L. (2008, March). *Cognitive Monitoring in the Classroom Context: A Look Into the Metacognitive Skills of Gifted Adolescents*. Annual meeting of American Educational Research Association, New York, NY.
- Cao, L., Hoffmann, K. F., Huff, J. D., & **Nietfeld, J. L.** (2008, March). *Examining Reader Beliefs, Situational Interest, and Monitoring Accuracy Across Texts*. Annual meeting of American Educational Research Association, New York, NY.
- Hoffmann, K. F., Huff, J. D., & **Nietfeld, J. L.** (2008, February). *Elementary school teachers use and perception of rewards*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Schraw, G., **Nietfeld, J.**, Cao, L., & Olafson, L. (2007, September). *Metacognition and strategy use in the college classroom*. Biennial meeting of European Association for Research on Learning and Instruction, Budapest, Hungary.
- Nietfeld, J. L.** (2007, July). *The Impact of Metacognitive Reading Strategies and Technology on Reading Comprehension*. Annual meeting of International School Psychology Association, Tampere, Finland.
- Hoffmann, K. L., **Nietfeld, J. L.**, & Vignovic, J. (2007, April). *Teacher variables that predict elementary school students' reading comprehension, self-efficacy, and knowledge of strategies*. Annual meeting of American Educational Research Association, Chicago, IL.
- Cao, L., **Nietfeld, J. L.** (2007, April). *The Effects of Training College Students to Self-Regulate Learning in Educational Psychology*. Annual meeting of American Educational Research Association, Chicago, IL.

- Huff, J.D., **Nietfeld, J. L.** (2007, April). *Using strategy instruction and confidence estimates to improve metacognitive monitoring skills*. Annual meeting of American Educational Research Association, Chicago, IL.
- Nietfeld, J. L.**, & Cao, L. (2006, September). *The relationship between various measures of children's metacognitive monitoring and reading comprehension performance*. Annual meeting European Conference on Educational Research, Geneva, Switzerland.
- Nietfeld, J. L.** (2006, July). *The development of comprehension monitoring accuracy by elementary school students*. Biennial meeting of International Society for the Study of Behavioural Development, Melbourne, Australia.
- Nietfeld, J. L.**, & Cao, L. (2006, April). *What self-regulation variables predict course performance in educational psychology?* Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & **Nietfeld, J.L.** (2006, April). *College students' perceived difficulties in class content, choice of study strategies, and test performance in educational psychology (EERA award presentation)*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & **Nietfeld, J.L.** (2006, April). *Relationships among self-efficacy, monitoring accuracy, and attributions for performance in educational psychology*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Corbell, K. A., Reiman, A. J., & **Nietfeld, J. L.** (2006, April). *The construction and evaluation of the Perceptions of Success Inventory for Beginning Teachers*. Annual meeting of American Educational Research Association, San Francisco, CA.
- Cao, L., & **Nietfeld, J. L.** (2006, February). *Perceived achievement goals, strategy use, and achievement outcomes in educational psychology*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Hoffmann, K. L., & **Nietfeld, J. L.** (2006, February). *The effects of teacher efficacy and teacher experience on treatment integrity and student performance in a reading comprehension program*. Annual meeting of Eastern Educational Research Association, Hilton Head, SC.
- Nietfeld, J. L.**, Bleiler, T. L. (2006, January). *Enhancing a metacognitive strategy-based reading comprehension program with a computer-based tutoring system*. Annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- Nietfeld, J. L.** (2005, July). *The challenges of implementing a widescale metacognitive reading strategy intervention program*. Annual meeting of International School Psychology Association, Athens, Greece.
- Cao, L., & **Nietfeld, J. L.** (2005, April). *Judgment of learning, self-monitoring, and student performance in a classroom context*. Annual meeting of American Educational Research Association, Montreal, Canada.
- Cao, L., & **Nietfeld, J. L.** (2005, April). *Exploring the relationships between self-efficacy and metacognition*. Annual meeting of American Educational Research Association, Montreal, Canada.
- Seaton, A., & **Nietfeld, J. L.** (2005, March). *The impact of CPS technology in monitoring, performance, and pedagogy in educational psychology*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Cao, L., & **Nietfeld, J. L.** (2005, March). *College students' perceived difficulties in class content, choice of study strategies, and test performance in educational psychology*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Nietfeld, J. L.** (2004, July). *Examining the self-regulation of impulsive and reflective response styles on academic tasks*. Annual meeting of American Psychological Association, Honolulu, HI.

- Nietfeld, J. L.** (2004, July). *An examination of metacognitive strategy use and monitoring skills by competitive middle distance runners*. Annual meeting of American Psychological Association, Honolulu, HI.
- Nietfeld, J. L., & Cao, L.** (2004, April). *The effects of extended monitoring training on performance and monitoring accuracy of pre-service teachers*. Annual meeting of American Educational Research Association, San Diego, CA.
- Cao, L., & Nietfeld, J. L.** (2004, February). *Judgment of learning, self-monitoring, and student performance in a classroom context*. Annual meeting of Eastern Educational Research Association, Clearwater, FL.
- Cao, L., & Nietfeld, J. L.** (2003, May). *Using schema representation and traditional measures to assess student learning in educational psychology*. Annual meeting of Canadian Society for the Study of Education, Halifax, Nova Scotia.
- Hunt, A. A., & Nietfeld, J. L.** (2003, March). *Elementary and pre-service teachers' solutions when dealing with hyperactive students*. Spring meeting of Georgia Association of Teacher Educators, St. Simon's Island.
- Cao, L., & Nietfeld, J. L.** (2003, February). *Prompted self-monitoring and student performance in educational psychology*. Annual meeting of Eastern Educational Research Association, Hilton Head, S.C.
- Roberts, E. P., Putney, D., Nietfeld, J. L., & Duncanson, J.** (2003, February). *Impact of hypermedia literacy instruction on preservice teachers' motivation and self-efficacy*. Annual meeting of Eastern Educational Research Association, Hilton Head, S.C.
- Nietfeld, J., & Lehman, S.** (2002, April). *Beyond Concept Maps: Using Schema Representations to Assess Pre-Service Teacher Understanding*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Nietfeld, J. L., & Desai, S. U.** (2002, April). *Does hope lead to higher self efficacy and a mastery goal orientation?: An examination of student-teacher beliefs*. Annual meeting of American Educational Research Association, New Orleans, LA.
- Singletary, M. L., & Nietfeld, J. L.** (2002, March). *Why are standardized test scores so low in Georgia? Factors effecting achievement across states*. Spring meeting of Georgia Association of Teacher Educators, St. Simon's Island.
- Nietfeld, J. L., & Cao, L.** (2002, February). *Examining Instructional Strategies that Promote Pre-Service Teachers' Personal Teaching Efficacy*. Annual meeting of Eastern Educational Research Association, Sarasota, FL.
- Nietfeld, J., & Schraw, G.** (2000, April). *The role of knowledge and strategy training on metacognitive monitoring*. Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
- VanZile-Tamsen, C., Boes, S. R., & Nietfeld, J.** (1999, November). *Closing the gap: Using lessons learned from educational psychology to prepare school counselors and teachers*. Paper presented at The Education Trust National Conference, Washington, D.C.
- Schraw, G., & Nietfeld, J.** (1999, April). *Working memory constraints on metacognitive monitoring*. Paper presented at American Education Research Association annual meeting, Montreal, Canada.
- Nietfeld, J., & Schraw, G.** (1998, April). *Text factors influencing adults' implicit models of reading*. Paper presented at American Education Research Association annual meeting, San Diego, CA.

Bruning, R., Schweiger, B., & **Nietfeld, J.** (1997, March). *The role of observation in reading recall and interest: A preliminary study*. Paper presented at Society for Scientific Study of Reading annual conference, Chicago, IL.

Schraw, G., & **Nietfeld, J.** (1997, March). *A further test of the general monitoring skill hypothesis*. Paper presented at American Education Research Association annual meeting, Chicago, IL.

GRANTS

- 2008 Pending. Institute for Education Sciences, Educational Technology program. Developing Science Problem-Solving Skills and Engagement Through Intelligent Game-Based Learning Environments, *Co-Principal Investigator*. This is a three-year study to develop a computer-based science learning environment in which pedagogical agents will scaffold multiple source text learning for 5th grade students.
- 2008 National Science Foundation, DR-K12 program. \$2,523,297, Developing Science Problem-Solving Skills and Engagement Through Intelligent Game-Based Learning Environments, *Co-Principal Investigator*. This is a four year study to develop a computer-based science learning environment in which pedagogical agents will scaffold learning for 5th grade students.
- 2006 National Science Foundation. \$605,436 (\$276,002 amount to NCSU College of Education), Bayesian pedagogical agents for dynamic high-performance inquiry-based science learning environments, *Co-Principal Investigator*. This is a three year study to develop a computer-based science learning environment in which pedagogical agents will scaffold learning for middle-school students.
- 2006 Friday Institute for Educational Innovation, NCSU, \$5000, An examination of the use and effectiveness of the Accelerated Reader program in North Carolina, *Principal Investigator*. The purpose of this project is to survey the use of the computer-based program Accelerated Reader by teachers across the state.
- 2004 U.S. Department of Education. \$47,246, The Impact of Distributed Comprehension Monitoring Training upon Reading Performance in Technology Enriched and Non-Enriched Classrooms, *Principal Investigator*. This is a year and a half long experimental intervention for the Looking at North Carolina Educational Technology (LANCET) project to determine the effectiveness of enhanced classroom technology.
- 2004 Learning in a Technology-Rich Environment (LITRE), NCSU, \$4000, The impact of CPS technology on monitoring, performance, and pedagogy in Educational Psychology, *Principal Investigator*. The purpose of this project is to fully integrate Classroom Performance System (CPS) technology and subsequently improve student monitoring, performance, and pedagogy in our educational psychology courses.
- 2004 NCSU Undergraduate Research Award with Andrea Hernandez. \$1000 for 1 year. Examining individual differences in native Spanish speaking college students math problem-solving, *Faculty Advisor*. The purpose of this research is to explore the factors that affect achievement levels for native Spanish speakers in mathematics, particularly how language and text affects upper-level math performance in college courses.
- 2004 NCSU Faculty Research & Professional Development Fund (FR & PD), \$4000 for 1 year, Using instructional strategies and technology to enhance self-regulatory skills, *Principal Investigator*. The purpose of this research is to develop technology tools that facilitate self-regulated learning (SRL) in educational psychology classes.
- 2004 NCSU College of Education ETF Funds, \$5075, Integration of CPS technology in the classroom. *Principal Investigator*. These funds were used to purchase handheld response units for use in our educational psychology courses.

EVALUATION

Program Evaluator, Hi Fives NSF funded project. Fall 2005 - current. Consulting on the design of experiments, providing and developing instruments, analysis of data, and dissemination of findings related to the Hi Fives project that is examining the use of high-end gaming systems to teach high-school science concepts.

Portfolio Evaluator, Buros Institute, University of Nebraska – summer 2003 – current. I am one of a team of evaluators who examine Nebraska school district assessment portfolios for accountability purposes. Collectively, the evaluation team is responsible for evaluating every school district in the state with regard to the psychometric quality of their assessment portfolios.

Program Evaluator, Center for Instructional Innovation. Spring - summer 1997. Evaluated on-line high school computer courses developed for the Communications, Learning, and Assessment in a Student-Centered System Project. Worked with at-risk students in a pilot study of four different courses.

Program Evaluator, University of Maryland, College Park, MD. Summer 1996. Collaborated with Dr. Roger Bruning on an evaluation project of Summer Explorers, an alternative summer school program geared towards teaching literacy through a hands-on-learning and exploration approach. The focus was on developing assessment tools, observing classrooms, and designing research studies to assess the utility of the program.

NATIONAL SERVICE

Year (s) of Service	Duty	Journal/Organization
2009	Mentor	<i>AERA Division C Graduate Student Seminar</i>
2009	Mentor	<i>AERA Division C Graduate Student Seminar</i>
2008	External Reviewer Tenure	<i>Doug Hamman/Texas Tech University</i>
2006 - present	Editorial Board	<i>Journal of Experimental Education</i>
2005 – present	Editorial Board	<i>Teaching Educational Psychology</i>
2004 – 2005	Conference reviewer	Annual Educational Research Association
2008	Manuscript reviewer	<i>Metacognition and Learning</i>
2008	Mentor	<i>AERA Division C Graduate Student Seminar</i>
2007, 2009	Manuscript reviewer	<i>Educational Research and Evaluation</i>
2005	Manuscript reviewer	<i>International Journal of Psychology</i>
2005 – 2006	Manuscript reviewer	<i>Applied Cognitive Psychology</i>
2004	Manuscript reviewer	<i>European Journal of Psychology of Education</i>
2005 – present	Manuscript reviewer	<i>Teaching Educational Psychology</i>
2004	Textbook reviewer	Allyn & Bacon/Longman (<i>Educational Psychology</i> , Fetsco & McClure)
2003	Manuscript reviewer	<i>Contemporary Educational Psychology</i>
2003	Manuscript reviewer	<i>British Journal of Psychology</i>
2000 – 2002	Review board	Connections: Georgia Language Arts
2000 – 2001	Manuscript reviewer	<i>Georgia Journal of Professional Counseling</i>
2000	Textbook reviewer	<i>Wadsworth Publishing</i>

UNIVERSITY SERVICE

Year (s) of Service	Duty	Committee
2009	Member	ELM tenure review committee
2008	Chair	Educational Psychology Program Coordinator
2008	Chair	Combined Campaign Chair for COE
2008	Chair	Computer and Technology Committee Chair for COE
2007	Member	LITRE university-wide assessment committee

2006	Member	Computer and Technology Committee for COE
2006	Member	Research committee for Voices of Innovation Speakers at the Friday Institute
2005	Member	Graduate student funding for C & I
2004 – 2005	Member	LITRE university-wide assessment committee
2004 – 2006	Member	EDP Faculty Doctoral Admissions Committee
2004 – 2005	Member	NCSU School Psychology Search Committee
2003 – 2006	Member/Co-Chair (2004-05)	Education Council Committee
2003	Member	COE Ad Hoc Task for the Mission & Vision Statements
2002	Member	UWG College of Education Assessment Committee
2002	Member	UWG University Level Program Review Committee
2001 – 2003	Chair	UWG CEP Assessment Committee Chair
2001	Co-Chair	UWG College of Education Awards & Scholarships
2001	Member	UWG College of Education Social Committee
2000 – 2003	Member	UWG CEP Educational Psychology Committee
2000 – 2001	Chair	UWG CEP Search Committee Chair
2000 – 2001	Member	UWG College of Education Peer Evaluation of Teaching Committee
1999 – 2001	Member	UWG College of Education Celebration of Scholarship Committee
1999 – 2003	Member	UWG CEP Assessment Committee

MENTORING ACTIVITIES

Master's Degrees (at NCSU)			
Student	Duty	Status	Department
Kristen Corbell	Co-Chair	Complete	C & I
Ashley Seaton	Chair	Complete	MALS
Patricia Peres	Member	Complete	MALS
Jeni O'Sullivan Corn	Member	Complete	C & I (Thesis equiv.)
Sandye Ouzts	Member	Complete	Psychology
Hailey Krouse	Member	Complete	Psychology
Adrian Bridges	Member	In progress	C & I
Lisa Hinds	Member	In progress	C & I
Doctoral Degrees (at NCSU)			
Student	Duty	Status	Department
Ben Dotger	Co-Chair	Complete	C & I
Ashley Seaton	Chair	Complete	C & I
Jeni O'Sullivan Corn	Member	Complete	C & I
Sunyoung Lee	Member	Complete	Computer Science
Scott McQuiggan	Member	Complete	Computer Science
Ryan Hargrove	Member	Complete	Landscape Design
Kristin Corbell	Member	Complete	C & I
Kristin Hoffmann	Chair	In progress	C & I
Julie Hardie	External Reviewer	In progress	C & I
Jessica Huff	Chair	In progress	C & I
Matt Peterson	Member	In progress	Landscape Design
Brad Gregory	Co-Chair	In progress	C & I
Valerie Faulkner	Member	In progress	C & I

Hailey Krouse	Member	In progress	Psychology
Michelle Tayrose	Member	In progress	Psychology
Masters Degrees (at UWG)			
Student	Duty	Status	Department
Sara Anderson	Member	Complete	Psychology
Angie Mitchell	Member	Complete	C & I
Education Specialist Degrees (at UWG)			
Student	Duty	Status	Department
Charles Knight	Member	Complete	Educational Leadership
Staci Nash	Member	Complete	C & I
Tina Wilkens	Member	Complete	Special Education

AWARDS

- 2009 ED-MEDIA Outstanding Poster Award
- 2006 Eastern Educational Research Association (EERA) Research Paper of the Year
- 2005 Eastern Educational Research Association (EERA) Research Paper of the Year
- 2002 Nominated and included in Who's Who Among America's Teachers
- 1997 Recipient of a University of Nebraska fellowship for high scholastic performance and accomplishments as a student scholar funded from the John Borrlson Fund
- 1996 Recipient of the John A. Glover Research Award in recognition of outstanding promise and achievement in research activities