

---

---

**CANDICE R. STEFANOU  
CURRICULUM VITAE**

**BUSINESS ADDRESS:** Department of Family, Youth and Community Sciences  
University of Florida  
3028C McCarty Hall D  
Box 110310  
Gainesville, FL 32611-0310

**Business Phone:** 352-273-3546

**Email:** cstefanou@ufl.edu

**EDUCATION**

Ph.D. Educational Psychology, Pennsylvania State University, 1996  
Specialization: Applied Measurement.

M.S.Ed. School Psychology, Bucknell University, 1992

M.S. Child Development, University of Pittsburgh, 1980

B.So.Sc. Psycho-social Science, Pennsylvania State University, 1977

**PROFESSIONAL CERTIFICATIONS**

2014-Present Board Certified Behavior Analyst, issued by Behavior Analyst Certification Board

2005-Present Diplomate, American Board of School Neuropsychology (inactive)

1992-Present Professional Certificate, School Psychologist, issued by the Commonwealth of Pennsylvania, Department of Education (inactive)

**PROFESSIONAL APPOINTMENTS**

2015-Present Senior Lecturer, Department of Family, Youth and Community Sciences, University of Florida

2015-Present Senior Lecturer and Director of Outcomes Assessment, College of Veterinary Sciences, University of Florida

2013-2015 Professor of Education, Education Department, Bucknell University

2010-2013 Coordinator of College Core Curriculum, College of Arts & Sciences General Education Curriculum

2004-2013 Associate Professor of Education, Education Department, Bucknell University

---

---

- 
- 
- 1998-2009 Director of School Psychology Program, Education Department, Bucknell University
- 1998-2004 Assistant Professor of Education, Education Department, Bucknell University
- 2000-2010 **School Psychologist** for the West Branch Area School District, Morrisdale, PA. Provided psycho-educational assessments, evaluations, and consultation to teachers, parents, and community agencies on a case-by-case basis for children in K-12 in the school district.
- 1996-1998 **Coordinator of Learning Assessment and Research**, The Schreyer Institute for Innovation in Learning, Pennsylvania State University, University Park, PA.
- Provided on-going assessment and research support to faculty fellows of the Institute implementing active and collaborative learning in college classrooms; supervised the Assessment Consulting Team comprised of graduate students in Educational Psychology-Applied Measurement option; prepared and delivered presentations and workshops on assessment and evaluation both within the university and outside; coordinated weekly discussion sessions for Penn State faculty on issues of pedagogy; participated in review and selection of faculty submitting proposals for grants from the Institute; participated in planning and implementation of large scale programmatic innovations.
- 1997 **External Evaluator**; KNET Link to Learn Testbed, Keystone Central School District, Lock Haven, PA. Provided external evaluation services for multi-site technology initiative.
- 1995-1997 **Adjunct Professor**, Juniata College, Huntingdon, PA. Teaching responsibilities included advanced level undergraduate course in behavioral learning principles and theories and techniques of counseling.
- 1995 **Instructor**, College of Education, Pennsylvania State University, Altoona, PA. Teaching responsibility for introductory educational psychology.
- 1994-1995 **Research Assistant**, Department of Educational Psychology, Pennsylvania State University. Motivation research in upper elementary mathematics classes focusing on challenge-seeking, risk-taking, and open-ended problem solving.
- 1993 **Graduate Assistant**, Instructional Development Program, Pennsylvania State University. Provided feedback and consultation on instructional effectiveness to faculty and graduate teaching assistants; research and writing of in-house newsletters on instructional methods, assessment, and innovations.
- 1991-1992 **School Psychology Intern**, Loyalsock Township School District, Williamsport, PA. Conducted psychoeducational assessment K-12; counseling; consultation with teachers and parents.
- 1980-1981 **Research Associate**, Phobia Clinic, Western Psychiatric Institute and Clinic, University of Pittsburgh, Pittsburgh, PA. Clinical research of agor- and social phobias. Assessment and treatment of adult phobics; field research, data collection and interpretation.
- 1979 **Teaching Assistant**, Western Pennsylvania School for Blind Children, Pittsburgh, PA. Educational and social-emotional support in a mixed-age class of emotionally and visually challenged children.
- 
-

1977-1978

**Psychiatric Assistant.** Milton S. Hershey Medical Center, Pennsylvania State University, Hershey, PA. Team approach to treatment of adults and adolescents in an acute care facility.

### **SERVICE TO THE DEPARTMENT**

Chairing and/or serving as a member of 11 search committees;  
Chairing and/or serving as a member of 7 retention and tenure committees;  
Serving 2 years on departmental assessment committee;  
Preparing documentation and supporting materials for state-level review of certification programs (on-going);  
Co-conducting a feasibility study for the development of a Applied Behavior Analysis program for undergraduate and graduate studies (Summer 2012);  
Directing graduate program in school psychology (11 years);  
Directing in excess of 30 Master's theses, 7 Master's essays and 10 Master's case studies;  
Evaluating written and oral comprehensive exams taken by graduate students (1998-2012);  
Advising undergraduate and graduate education majors

### **SERVICE TO THE UNIVERSITY**

2011-2014 Member of the Middle States Working Group on Assessment  
2011- present Community College Scholar Mentor  
May 2011-2012 Co-facilitator for workshop on developing Foundation Seminars for the College Core Curriculum  
May 2011 Facilitator for workshop on developing Diversity in the US and Quantitative Reasoning courses for the College Core Curriculum  
June 2010-present Coordinator of College of Arts & Sciences College Core Curriculum  
June 2010-present Chair of the College of Arts & Sciences College Core Curriculum Council  
June 2010-present Ex-officio member of the College of Arts & Sciences Curriculum Committee  
June 2010-present Ex-officio member of the Faculty Advisory Committee on Teaching  
June 2010-present Ex-officio member of the Residential Colleges Advisory Board  
June 2010-present Ex-officio member of the Committee on Assessment  
May 2010 Co-facilitator of workshops on developing Global Connections and Environmental Connections courses for the College Core Curriculum  
2009-2010 Member on the Committee to Review the Evaluation of Teaching whose work resulted in a new teaching evaluation system and recommendations for making departmental review documents consistent across the university  
2009-2010 Replacement member on the College of Arts & Sciences College Core Curriculum Council  
2009-present University Lectureship Committee  
2008-June 2009 Co-Chair of the Middle States Periodic Review Report  
2008 Chair of the ad hoc committee charged with developing University Educational Goals  
2006-2011 Committee on Instruction (Chair 2009-2010)  
2000-2007 Committee on Assessment (2 years as Chair)  
1999-present Member of several administrative and staff search committees outside the Education Department  
1998-2000 Faculty Advisory Committee on Teaching  
1998 Steering team member for the Middle States Periodic Review

### **TEACHING**

---

---

*Pennsylvania State University*

Educational Psychology 014: Introduction to Learning and Instruction

*Juniata College*

Psychology 310: Theories and Techniques of Counseling  
Psychology 303: Learning and Conditioning

*Bucknell University*

EDUC 201: Educational Psychology  
EDUC 230: Foundations of Assessment  
EDUC 301/601: Applied Behavioral Psychology  
EDUC 322/622: Psychology of the Exceptional Child  
EDUC 328/628: Advanced Tests and Measurements  
EDUC 362/662: Research Methods I  
EDUC 677: School Psychology Practicum  
EDUC 678: School Psychology Internship II  
EDUC 629: Cognitive Assessment  
EDUC 617: Problems in Education  
EDUC 620: Psychoeducational Interventions  
EDUC 680: Master's Thesis  
EDUC 681: Master's Treatise  
EDUC 691: Master's Case Study

*University of Florida*

FYC 4801 Applied Social Science Research Methods

**SUPERVISION OF STUDENT RESEARCH**

Research supervision includes in excess of 30 Master's theses, 7 case studies, and 10 essays, service as second reader to 7 master's thesis, supervision of one undergraduate thesis, and advising numerous independent studies. Topics covered include, but are not limited to, autism, student motivation, learning styles, self-esteem, gender issues in higher education, profiling of Attention Deficit Hyperactivity Disorder (ADHD), parenting practices, reading problems in K-6, and Response to Intervention.

**GRANTS**

2008-2010 Co-PI with Michael Prince and Katharyn Nottis (Bucknell University), Jonathan Stolk (F. W. Olin College of Engineering), John Chen (California Polytechnic University-San Luis Obispo), and Susan Lord (University of San Diego) on NSF-funded grant Role of Faculty in Supporting Lifelong Learning: An Investigation of Self-Directed Learning Environments in Engineering Undergraduate Classrooms. (\$500,000; \$259,069 to Bucknell).

2003 Assessment consultant for the College of Engineering grant "GE Faculty for the Future".

---

---

---

---

## PUBLICATIONS

(\*Earlier Work Appears Under the Name *Logan*)

Follmer, D. J. and Stefanou, C. R. (2014). Examining the correspondence between a direct and an indirect measure of executive functions: Implications for school-based assessment. *The School Psychologist*, 68(3). Retrieved from <http://www.apadivisions.org/division-16/publications/newsletters/school-psychologist/2014/07/executive-functions.aspx>.

Stefanou, C., Lord, S., Prince, M., and Chen, J. (2014). The Effect of Classroom Gender Composition on Students' Development of Self-Regulated Learning Competencies. *International Journal of Engineering Education*, 30 (2), 1-10.

Stefanou, C., Stolk, J., Prince, M., Chen, J., and Lord, S. (2013). Self-regulation and autonomy in problem- and project-based learning environments. *Active Learning in Higher Education*, 14(2), 109-122.

Lord, S. M., Prince, M. J., Stefanou, C. R., Stolk, J. D., and Chen, J. C. (2012). The effect of different active learning environments on student outcomes related to lifelong learning. *International Journal of Engineering Education*, 28(3), 606-620.

Stefanou, C., Stolk, J., Prince, M., Lord, S., Chen, J., Walters, J., and Nottis, K. (2012). Toward lifelong learning: Self-regulation in undergraduate engineering courses. Proceedings Issue of Research in Engineering Education Symposium. Madrid, Spain.

Walter, J., Stefanou, C., Stolk, J.; Prince, M., Lord, S., Chen, J., and Nottis, K. (2011). "Gender differences in engineering classrooms: Sugar and spice and everything nice?" *NERA Conference Proceedings 2011*. Northeastern Educational Research Association, Hartford, CT. Paper 18.[http://digitalcommons.uconn.edu/nera\\_2011/18](http://digitalcommons.uconn.edu/nera_2011/18).

Gotshall, C. and Stefanou, C. R. (2011). The effects of on-going consultation for accommodating students with disabilities on teacher self-efficacy and learned helplessness. *Education*, 132 (2), 321-331.

Parks, J. and Stefanou, C. R. (2010). Pragmatism trumps motivation in college students' preferences for exam formats. *Learning Environments Research: An International Journal*, 13(3), 225-241.

Mazurik-Charles, R. and Stefanou, C. R. (2010). Using paraprofessionals to teach social skills to children with Autism Spectrum Disorder in the general education classroom. *Journal of Instructional Psychology*, 37(2), 161-169.

Molesevich, K. and Stefanou, C.R. (2010). What Will It Take: A Conversation to Explore the Needs of Hispanic Students in an Anglo Education System. *Journal of Multiculturalism in Education*, 5(2).

Evans, A. and Stefanou, C. R. (2009). Behavioral and academic effects of *Skillstreaming the Adolescent*. Proceedings issue of the Northeastern Educational Research Association. [http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1004&context=nera\\_2009](http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1004&context=nera_2009).

Stefanou, C., Hoffman, L., and Vielee, N. (2008). Notetaking in the College Classroom as Evidence of Generative Learning. *Learning Environments Research: An International Journal*, 11(1), pp.1-17.

Stefanou, C. R., Stefanou, S. E., and Wen, F. I. (2007). Unifying Theories of Learning and Economic Decision Making. *Education, Knowledge, and Economy*, 1(1), pp 5-17.

Stefanou, C. R., Perencevich, K. C., DiCintio, M. D., and Turner, J. C. (2004). Supporting Autonomy in the Classroom: Ways Teachers Encourage Student Decision Making and Ownership. *Educational Psychologist*, 39(2), pp 97-110.

---

---

---

---

Vigeant, M. A. S., Marosi, K. T., and Stefanou, C. R. (2004). Analysis of the GE Faculty for the Future Program at Bucknell University: Learning from the Past and Improving the Future. Proceedings Issue of the *American Society for Engineering Education*.

Stefanou, C.R. and Parkes, J. T. (2003). Effects of Classroom Assessment on Students' Motivation. *Journal of Educational Research*, 96(3), pp. 152-162.

Salisbury-Glennon, J.T., Young, A.J., and Stefanou, C.R. (2002). Creating Contexts for Motivation and Self-Regulated Learning in the College Classroom. *Journal of Excellence in College Teaching*, 12(2), pp. 19-35.

Stefanou, S.E., Hood, L.F., and Stefanou, C.R. (2002). Feedback and Change: Assessment of Individual Contribution in Collaborative Activities in the Higher Education Classroom. *Journal of Excellence in College Teaching*, 12(2), pp. 77-91.

Stefanou, C.R. and Salisbury-Glennon, J.D. (2002). Developing College Students' Motivation and Cognitive Learning Strategies Through An Undergraduate Learning Community. *Learning Environments Research: An International Journal*, 5(1), pp. 77-97.

Logan, C.R., Salisbury, J.D., and Spence, L.D. (1999). Toward a Community of Learners. *Journal of the Freshman Year Experience and Students in Transition*, 12(10), pp. 77-93.

Logan, C.R. and Suen, H.K. (1999). Understanding the Relationship Between Instruction and Assessment and Theory: Implications for Educational Reform. *Research for Educational Reform* 5(1), pp. 56-76.

Turner, J.C., Meyer, D.K., Cox, K.E., Logan, C.R., DiCintio, M., and Thomas, C. (1998). Involvement in Mathematics: Teachers' Strategies and Students' Perceptions. *Journal of Educational Psychology*, 90(4), 730-745.

Logan, C., DiCintio, M., Cox, K., and Turner, J.C. (November, 1996). The Relationship Between Teacher Practices and Observations of Motivational Practices in the Classroom. ERIC Document.

Suen, H.K., Logan, C.R., Neisworth, J.T., and Bagnato, S. (1995). Parent-Professional Congruence: Is It Necessary? *Journal of Early Intervention*, 19(3), pp. 257-266.

### **Work in Progress**

Stefanou, C. R. (in Progress). Challenge, autonomy, and ill-defined problems: An investigation of engagement of college student learning. Planned submission to a journal in Higher Education.

### **PRESENTATIONS AT PROFESSIONAL MEETINGS**

Walter, J. N., Stefanou, C. R., Stolk, J. D., Prince, M. J., Lord, S. M., Chen, J. and Nottis, K. E. K. (April 2012). The Impact of Gender and Pedagogy on the Development of Self-Regulated Learning Skills in Engineering Education. Poster presentation at the annual conference of the American Educational Research Association, Vancouver, British Columbia.

Stefanou, C. R., Stolk, J. D., Prince, M. J., Chen, J., and Lord, S. M. (April 2012). Self-Regulation in Undergraduate Engineering Courses. Poster presentation at the annual conference of the American Educational Research Association, Vancouver, British Columbia.

Walter, J., Stefanou, C. R., Stolk, J. D., Lord, S. M., Prince, M. J., Chen, J. C. and Nottis, K. E. K.. (October 2011). Gender differences in engineering education: sugar and spice and everything nice? Paper presented at the annual conference of the Northeastern Educational Research Association, Hartford, CN.

---

---

---

---

Nelson, S., Nottis, K. E. K., Vigeant, M., Prince, M., Miller, R., and Stefanou, C. R. (October 2011). The Effect of gender and inquiry-based activities on understanding concepts in thermodynamics. Paper presented at the annual conference of the Northeastern Educational Research Association, Hartford, CN.

Stefanou, C., Stolk, J., Prince, M., Lord, S., Chen, J., Walters, J., and Nottis, K. (October 2011). Toward lifelong learning: Self-regulation in undergraduate engineering courses. Paper presented at Research in Engineering Education Symposium. Madrid, Spain.

Lord, S., Prince, M., Stolk, J., Chen, J., Stefanou, C., Nottis, K., Walter, J. (April 2011). Student self-directed learning outcomes for different learning environments. Paper presented at the annual conference of Active Learning in Engineering Education, Vancouver, BC.

Walter, J., Stefanou, C., Stolk, J., Prince, M., Chen, J., Lord, S., and Nottis, K. (March 2011). Gender differences in engineering education: Is what's good for the goose good for the gander? NSF Awardee Conference, Reston, VA.

Stolk, J., Stefanou, C., Nottis, K., Walter, J., Prince, M., Chen, J., and Lord, S. (January 2011). Does your classroom support student autonomy? Poster presentation at annual conference of Active Learning in Engineering Education (A), Santiago, Chile.

Walter, J., Stefanou, C., Stolk, J., Prince, M., Chen, J., Lord, S., and Nottis, K. (October 2010). Gender differences in engineering education: Is what's good for the goose good for the gander? Northeastern Educational Research Association, Rocky Hill, CT

Gotshall, C. and Stefanou, C. (October 2010). Teacher Self-Efficacy and Accommodating for Students with Disabilities in the Regular Education Classroom. Northeastern Educational Research Association, Rocky Hill, CT

Bostwick, M. and Stefanou, C. (October 2010). The Relationship Between the Valence of Self-Talk Statements and Social Anxiety: An Analysis of Gender and Athletic Status. Northeastern Educational Research Association, Rocky Hill, CT.

Chen, J., Lord, S. M., Nottis, K., Prince, M., Stefanou, C., Stolk, J. (October 2010). Work in Progress- Role of Faculty in Promoting Lifelong Learning: Initial Findings. Paper presented at annual conference of ASEE/IEEE Frontiers in Education, Alexandria, VA.

Lord, S., Chen, J., Nottis, K., Stefanou, C., Prince, M., Stolk, J. (April 2010). Role of Faculty in Promoting Lifelong Learning: Characterizing Classroom Environments. Paper presented at IEEE EDUCON Annual Global Engineering Education Conference, Madrid, Spain.

Stefanou, C., Nottis, K., Prince, M., Stolk, J., Chen, J., and Lord, S., Walter, J. (April 2010). Autonomy Support in Undergraduate Engineering Classrooms: Effects on Student Motivation and Self-Regulation," Identifying the Essential Components and Motivational Benefits. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.

Chen, J., Stolk, J., Lord, S., Stefanou, C., Nottis, K., and Prince, M. ( January 2010). The Role of Faculty in Promoting Self-Directed Learning. NSF Awardee Conference, Reston, VA.

Evans, A. and Stefanou, C. R. (October 2009). Behavioral and academic effects of *Skillstreaming the Adolescent*. Poster presented at the annual conference of the Northeastern Educational Research Association, Hartford, CT.

Mazurik-Charles, R. and Stefanou, C. R. (October 2009). Using paraprofessionals to teach social skills to children with Autism Spectrum Disorder in the general education classroom. Poster presented at the annual conference of the Northeastern Educational Research Association, Hartford, CT.

---

---

---

---

Molesevich, K. and Stefanou, C. R. (October 2009). Needs and views of Hispanic students in rural American schools. Poster presented at the annual conference of the Northeastern Educational Research Association, Hartford, CT.

Stolk, J., Lord, S., Stefanou, C., Chen, J., Nottis, K., Prince, M. (October 2009). Work in Progress: Role of faculty in promoting lifelong learning. Paper presented at the annual conference of ASEE/IEEE Frontiers in Education, San Antonio, TX.

Stolk, J., Prince, M., Lord, S., Chen, J., Stefanou, C., Nottis, K. (2008). Role of faculty in supporting lifelong learning: An investigation of student autonomy in undergraduate engineering classrooms. Poster presented at Awardees Conference of Innovations in Engineering Education, Curriculum, and Infrastructure (supported by NSF grant #0835889). Winner of Best Poster at IEECI Awardees Conference, Reston, VA.

Parks, J. and Stefanou, C. R. (April 2008). Pragmatism trumps motivation in college students' preferences for exam formats. Round Table presented at the annual conference of the American Educational Research Association, New York City, NY.

Stefanou, C. R., Hoffman, L., and Vielee, N. (October 2005). Student Engagement Under Different Instructional Media Conditions. Poster presented at the annual conference of the Northeastern Educational Research Association, Kerhonkson, NY.

Napp, J., Murray, J. L., and Stefanou, C. R. (April 2004). Affective Intervention in Alternative Education: Enhancing Self-Esteem of At-Risk Adolescents Through Training in Effective Communication Techniques. Paper presented at the annual conference of the American Educational Research Association, San Diego, CA.

Stefanou, C. R., Stefanou, S. E., and Wen, F. I. (May 2003). Toward Unifying Theories of Learning and Economic Decision Making. Paper presented at the 5<sup>th</sup> International Conference, The Athens Institute for Education and Research, Athens, Greece.

Cherry, A., Stefanou, C. R., and Nottis, K. (April 2003). Emotion recognition and Theory of Mind development in children with high-functioning autism and Asperger's syndrome. Poster presented at the annual convention of the American Educational Research Association, Chicago, IL.

Vigeant, M. A. S., Marosi, K. T., and Stefanou, C. R. (June 2003). Analysis of the GE Faculty for the Future Program at Bucknell University: Learning from the Past and Improving the Future. Poster presented at the *American Society for Engineering Education* 2003 annual conference, Nashville TN.

Nottis, K., Stefanou, C. R., Prince, M., and Stefanou, S. E. (October 2001). Moving students from novice to expert problem solvers: Problem solving in the professions. Symposium presentation at the annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Robinson, J. and Logan, C.R. (October 2000). The effects of parenting style and parental nurturance on children's self-esteem. Presentation at the 2001 annual convention of the Northeastern Educational Research Association, Ellenville, NY.

Midkiff, K. S., Midkiff, R. M., and Logan, C. R. (April 2000). Parent Language and Children's Social Skills: Implications for Practice. National Association of School Psychologists Annual Meeting, New Orleans, LA.

Midkiff, K. S. , Logan, C. R. , and Midkiff, R. M. (April 2000). Parent Language and Children's Social Skills: Implications for Practice. American Educational Research Association Annual Meeting, New Orleans, LA.

---

---



---

---

Logan, C. R. and Parkes, J. (April 2000). Effects of Classroom Assessment on Students' Motivation. American Educational Research Association Annual Meeting, New Orleans, LA.

Logan, C. R. and Salisbury-Glennon, J.D. (April 1999). The Effects of a Community of Learners Approach on College Students' Motivation and Cognitive Strategies. American Educational Research Association, Montreal, Canada.

Blood, I.M., Spence, L.D., and Logan, C. R. (July 1998). Learning Edge Academic Program. Eleventh International Conference on The First Year Experience, Dublin, Ireland.

Logan, C. R. and Parkes, J. T. (April 1998). Motivational Effects of Performance Assessment. American Educational Research Association, San Diego, CA.

Hetrick, C.J., Logan, C. R., and Dansky, K. (October 1997). A Generalizability Study of a Revision of the Peer Evaluation Instrument Used for the Assessment of Group Participation. Northeastern Educational Research Association, Ellenville, NY.

Yu, X. and Logan, C. R. (August 1997). A Group Project Approach to Teaching Finite Mathematics. Mathematics for Liberal Arts Students: New Goals, Methods, and Assessments, MAA Mathfest, Atlanta, GA.

Spence, L.D. and Logan, C. R. (June 1997). Assessing the Impact of Classroom Innovations. Making Statistics More Effective in Schools of Business Conference, University Park, PA.

Logan, C. R., Salisbury, J.D. , and Spence, L.D. (May 1997). Toward a Community of Learners. New England Educational Research Organization, Portsmouth, NH.

Logan, C. R. and Spence, L.D. (February 1997). Getting Freshmen Started Right: Making a Big Research University Seem Small. The Freshman Year Experience Conference, Columbia, SC.

Logan, C. R. and Suen, H.K. (October 1996). The Relationship between Instruction and Assessment. Northeastern Educational Research Association, Ellenville, NY.

Turner, J. C., Meyer, D. K., Cox, K., Logan, C. R., DiCintio, M., and Thomas, C. (April 1995). Challenging Instruction: Teachers' Strategies and Students' Perceptions. American Educational Research Association, New York City, NY.

Turner, J. C., Meyer, D. K., Cox, K., Logan, C. R., DiCintio, M, and Thomas, C. (April 1995). Sampling Upper Elementary Students' Perceptions of Mathematics Instruction. American Educational Research Association, New York City, NY.

Logan, C. R, DiCintio, M., Cox, K., and Turner, J.C. (October 1995). The Relationship between Teacher Practices and Observations of Motivational Practices in the Classroom. Northeastern Educational Research Association, Ellenville, NY.

Logan, C. R., Suen, H.K., Neisworth, J.T., and Bagnato, S. (October 1994). Parent-Professional Congruence Reconsidered. Northeastern Educational Research Association, Ellenville, NY.

Midkiff, R. and Logan, C. R. (March 1993). Sex and Developmental Differences: Stress and Burnout among Regular Education Students. Poster Session, National Association of School Psychologists, Washington, D.C.

#### **INVITED SEMINAR AND WORKSHOP PRESENTATIONS**

Schneider, G., Glockley, B. and Stefanou, C. R. (February 2011). New Faculty Learning Series on Evidenced-Based Learning.

---

---

---

---

FLS panel member on Integrated Perspectives courses (December 2010).

Stefanou, C. R. (December 2006). Response to Intervention: Implications for Regular Education Teachers, Classroom Teaching and Assessment. Teacher In-service, West Branch Area School District, Morrisdale, PA.

Stefanou, C. R., Hoffman, L., and Vielee, N. (2005). Assessing Student Engagement: Getting Inside Their Heads. Faculty Advisory Committee on Teaching, Bucknell University.

Stefanou, C. R. (2003). Assessing Student Learning. Bertrand Library Staff Seminar, Bucknell University.

Stefanou, C. R. (2003). Instructional Strategies. Bertrand Library Staff Seminar, Bucknell University.

Stefanou, C.R. (2000, 2001). Classroom Assessment. Faculty Advisory Committee on Teaching New Faculty Orientation. Bucknell University.

Logan, C. R. (1999). Outcomes Assessment. College of Engineering series on teaching. Bucknell University.

Logan, C. R. (1998). Outcomes Assessment. FACT, Bucknell University.

Logan, C.R. and Lane, J.L. (April 1998). Learning Teams. College of Liberal Arts Workshop on Teaching and Learning, Penn State University, University Park, PA.

Dooris, M., Logan, C.R., and Terenzini, P. (November, December 1997 and January, 1998). Academic Assessment Workshop. Penn State University, University Park, PA.

Logan, C.R. and Spence, L.D. (September 1997). Building Learning Communities. Undergraduate Education Retention Workshop, Penn State University, Altoona, PA.

Spence, L.D. and Logan, C.R. (August 1997). New Learning Paradigms/Collaboration. New Faculty Workshop, College of Engineering, Penn State University, University Park, PA.

Spence, L.D., Salisbury, J.D., and Logan, C.R. (May 1997). Building a Community of Learners. The Role of Freshman Seminars in Promoting Student Retention and Success, College of Agriculture, Penn State University, University Park, PA.

Spence, L.D. and Logan, C.R. (April 1997). The Joy of Assessment. Project Empower Convocation, McKeesport, PA.

Spence, L.D. and Logan, C.R. (April 1997). Bottom-up Assessment. Undergraduate Academic Program Assessment Team, University Park, PA.

Logan, C.R. and Dwyer, C. (March 1997). Assessing Team Projects and Student Teams. Center for Academic Computing, University Park, PA.

Logan, C. R. (November 1996). LEAP into Undergraduate Studies at Penn State. University Retention Workshop, Beaver, PA.

Logan, C.R. (October 1996). Assessment: A Learner-Centered Approach. Creating New Learning Environments, Center for Academic Computing, University Park, PA.

Logan, C.R. and Midkiff, R.M. (February 1993). Factors Influencing Stress and Burnout among Regular Education Students. Colloquium, Department of Education, Bucknell University, Lewisburg, Pa.

---

---

---

---

## **PROFESSIONAL ASSOCIATIONS**

American Educational Research Association  
American Board of School Neuropsychologists  
North American Colleges and Teachers of Agriculture