

Joyce M. Alexander

Department of Counseling & Educational Psychology
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Educational Background

- June 1992 Doctor of Philosophy, Major: Educational Psychology
University of Georgia, Athens, GA
- Mar 1990 Master of Arts, Major: Educational Psychology
University of Georgia, Athens, GA
- Dec 1987 Bachelor of Science, Major: Psychology
Texas Wesleyan University, Ft. Worth, TX

Areas of Specialization

Cognitive Development
Metacognition
Strategy Use
Development of Childhood Expertise

Relevant Professional Experience

Chair, Department of Counseling and Educational Psychology Department, Indiana University
(2005-2008)

Associate Professor, Indiana University, Educational Psychology and Learning Sciences, June
1998-present; Learning, Cognition, and Instruction Program Coordinator (1996-2002);
Affiliate Faculty of the Cognitive Science Program (1999-present); Full Status Faculty of
the University Graduate School (1999-present)

Courses taught include:

- P251: Educational Psychology for Elementary Teachers
- P255: Educational Psychology for Secondary Teachers
- P348: Child Development: Birth to 3

- P351: Child Development: 3 to 8
- P450: Child Development Senior Student Teaching Seminar
- P465: Early Childhood Socialization
- P506: Workshop in Educational Psychology. Title: *Motivation for Teachers*
- P525: Psychological Issues in Education
- P530: Instructional Psychology
- P540: Learning and Cognition in Education
- P544: Applied Cognition and Learning Strategies
- P545: Classroom Motivation
- P600: Topical Seminar in Learning, Cognition, and Instruction. Title: *Children's Thinking*
- P650: Topical Seminar in Instructional Psychology. Title: *College Teaching*.

Assistant Professor, Indiana University, Educational Psychology, June 1992 - June 1998;

Preschool Teacher - Four- and Five-year-old class, The Children's Courtyard, Ft. Worth, TX.
Summer 1987 - Summer 1988

Honors and Awards

National

1998 National Academy of Education Spencer Postdoctoral Fellowship Semifinalist
1994 American Psychological Association (APA) Division 15 Outstanding Dissertation
Research Award

University

2005 Indiana University Summer Faculty Fellowship
1999 Indiana University Summer Faculty Fellowship
1996 Indiana University Summer Faculty Fellowship
1995-96 Indiana University Outstanding Junior Faculty Award (*5 annually*)

School/Department

1996-97 Indiana University Teaching Excellence Recognition Award
1996 Proffitt Summer Faculty Fellowship, School of Education, Indiana University (*1 to 3 annually*)
1991 University of Georgia Excellence in Teaching Award, Department of Educational
Psychology
1990 University of Georgia Excellence in Teaching Award, Department of Educational
Psychology

Grants Received

- 2005 Indiana University Summer Faculty Fellowship. \$8000
- 2002 National Science Foundation. *Causes and Consequences of Children's Focused Interests on Conceptual Domains Related to Science* with Co-PI Kathy Johnson, IUPUI. \$73,321 (2 years)
- 2001 Proffitt Research Internal Grant, School of Education, Indiana University. \$37,710 (2 years)
- 1999 National Science Foundation. *Knowledge and Strategies in Young Children: Two Paths Toward Independent Learning* with Co-PI Kathy Johnson, IUPUI. \$188,018 (3 years), Supplemental Funding Request awarded 8/10/01, \$5208
- 1999 Indiana University Summer Faculty Fellowship. \$6,500
- 1996 Proffitt Summer Faculty Fellowship, School of Education, Indiana University \$6,500
- 1996 Indiana University Summer Faculty Fellowship. \$6,500
- 1996 Indiana University Research and the University Graduate School grant: *Preparing Future Faculty*. Investigator: D. C. Cunningham. My role: Assisted in writing and faculty coordinator/director for 1997-1998 academic year. \$60,000 (3 year implementation)
- 1995 Indiana University Outstanding Junior Faculty Award. \$12,500
- 1994 Proffitt Research Internal Grant, School of Education, Indiana University. \$12,000
- 1993 Proffitt Research Internal Grant, School of Education, Indiana University. \$10,000

Research Publications

- Alexander, J. M., Johnson, K. E., Albano, J., Freygang, T., & Scott, B. (in preparation). Relations between intelligence and the development of metaconceptual knowledge. *Metacognition and Learning*.
- Alexander, J. M., Kuo, C., Johnson, K. E., Fleming, V. M., Schreiber, J. B., & Daytner, K. M. (in press). The effect of IQ and knowledge cohesiveness on memory task performance in early elementary school. In F. Columbus (Ed.), *Progress in Learning Research*. Happaage, NY: Nova Publications.
- Shih, S., Wang, C., & Alexander, J. M. (in press). The applicability of western motivation models to the Taiwanese context. In F. Columbus (Ed.), *Progress in Educational Psychology Research*. Happaage, NY: Nova Publications.
- * Alexander, J. M., Johnson, K. E., Leibham, M. E., & DeBauge, C. (2005). Constructing domain-specific knowledge in kindergarten: Relations among knowledge, intelligence, and strategic performance. *Learning and Individual Differences*, 15, 35-52.

- * Ismail, H., & Alexander, J. M. (2005). Learning within scripted and non-scripted peer tutoring sessions: The Malaysian context. *Journal of Educational Research*.
- * Leibham, M. E., Alexander, J. M., Johnson, K. E., Neitzel, C., & Reis-Henrie, F. (2005). Parenting behaviors associated with the maintenance of preschoolers' interests: A prospective longitudinal study. *Journal of Applied Developmental Psychology, 26*, 397-414.
- * Johnson, K. E., Alexander, J. M., Spencer, S., Leibham, M. E., & Neitzel, C. (2004). Factors associated with the early emergence of intense interests within conceptual domains. *Cognitive Development, 19*, 325-343.
- * Alexander, J. M., Fabricius, W. V., Fleming, V. M., Zwahr, M., & Brown, S. M. (2003). The development of metacognitive causal attributions. *Learning and Individual Differences, 13*, 227-238.
- * Alexander, J. M., Johnson, K. E., & Schreiber, J. B. (2002). Knowledge is not everything: Analysis of children's performance on a haptic comparison task. *Journal of Experimental Child Psychology, 82*, 341-366.
- * Fleming, V. M., & Alexander, J. M. (2001). The benefits of peer collaboration: A replication with a delayed post-test. *Contemporary Educational Psychology, 26*, 588-601.
- * Shih, S., & Alexander, J. M. (2000). Interacting effects of goal setting and self- or other-referenced feedback on children's development of self-efficacy and cognitive skill within the Taiwanese classroom. *Journal of Educational Psychology, 92*, 536-543.
- * Alexander, J. M., Noyes, C. R., MacBrayer, E. K., Schwanenflugel, P. J., & Fabricius, W. V. (1998). Concepts of mental activities and verbs in children of high and average verbal intelligence. *Gifted Child Quarterly, 42*(1), 16-28.
- * Manion, V., & Alexander, J. M. (1997). Benefits of peer collaboration on strategy use, metacognitive causal attributions, and recall. *Journal of Experimental Child Psychology, 67*, 268-289.
- * Carr, M., Alexander, J. M., & Schwanenflugel, P. J. (1996). Where gifted children do and do not excel on metacognitive tasks. *Roeper Review, 18*, 212-217.
- Alexander, J. M., & Schwanenflugel, P. J. (1996). Development of metacognitive concepts about thinking in gifted and nongifted children: Recent research. *Learning and Individual Differences, 8*, 305-325.
- * Alexander, J. M., Carr, M., & Schwanenflugel, P. J. (1995). Development of metacognition in gifted children: Directions for future research. *Developmental Review, 15*, 1-37.
- * Schwanenflugel, P. J., Fabricius, W. V., Noyes, C. R., Bigler, K. D., & Alexander, J. M. (1994). The organization of mental verbs and folk theories of knowing. *Journal of Memory and Language, 33*, 376-395.
- * Alexander, J. M., & Schwanenflugel, P. J. (1994). Strategy regulation: The role of intelligence, metacognitive attributions, and knowledge base. *Developmental Psychology, 30*, 709-723.
- * Schwanenflugel, P. J., Fabricius, W. V., & Alexander, J. M. (1994). Developing theories of mind: Understanding categories and relations between mental activities. *Child Development, 65*, 1546-1563.
- * Carr, M., Alexander, J. M., & Folds-Bennett, T. (1994). Metacognition and mathematics strategy use. *Applied Cognitive Psychology, 8*, 583-595.

- * refereed article
- invited article

Manuscripts Under Review

- * Johnson, K. E., & Alexander, J. M. (in review). *Longitudinal analysis of the development of interests related to science* (8/16/05)
- * Leibham, M. E., Alexander, J. M., & Johnson, K. E. (in review). *The consequences of intense interests in early and middle childhood*. (1/25/05)
- * Neitzel, C. L., Alexander, J. M., & Johnson, K. E. (in review). *Children's early play interests and subsequent academic self-regulation and engagement in kindergarten*. (9/12/05)
- * Jones, M. H., Rinn, A. N., & Alexander, J. M. (in review). *Self-regulated learning and college students with learning disabilities: A phenomenological study* (9/14/05)
- * Barab, S., Alexander, J. M., Dodge, T., & Lewison, M. (in review). *Expanding lifeworlds: Building relations to the personal*. (6/27/05)
- * Alexander, J. M., Johnson, K. E., & Leibham, M. E. (in review). *From interest to expertise: The development of conceptual interests during the preschool years* (9/15/05)

*submitted to refereed journals

Published Curricular Materials, Teaching Articles and Presentations

- Alexander, J. M. (1991). Five law-related lessons for elementary school children. In The Department of Social Science Education and The Carl Vinson Institute of Government (Developers) *Georgia Elementary Law-Related Education Curriculum Supplement Project*. Athens, GA. *Project won the George Washington Honor Medal from Freedoms Foundation at Valley Forge in 1992.*
- Alexander, J. M., & Eaken, G. J. (1994). The teacher as communicator: Pathways to a healthier school. *Thresholds in Education*, 20(1), 20-24.
- Alexander, J. (August 1998). *Creating conceptual similarities among multiple sections of educational psychology*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Selected Presentations and Invited Talks (since 2000)

- * Schnick, A., Alexander, J. M., & Johnson, K. E. (April 2006). *The Role of Parental Beliefs in the Development of Epistemological Understandings in Science: A Longitudinal Study*. Poster proposal for the American Educational Research Association meeting, San Francisco, CA.
- * Leibham, M. E., Alexander, J. M., & Johnson, K. E. (October 2005). *The impact of early science interests on elementary school children's science achievement*. Poster accepted for the Cognitive Development Society Meeting, San Diego, CA.

- * Kuo, C., Alexander, J. M., Johnson, K. E., & Leibham, M. E. (April 2005). *Longitudinal Analysis of Children's Inductive Inferences within a High Interest Domain*. Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- * Johnson, K. E., & Alexander, J. M. (April 2005). *Longitudinal Analysis of the Emergence of Early Interests Related to Science*. Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- * Alexander, J. M., Johnson, K. E., & Leibham, M. E. (April 2005). *Longitudinal Analysis of Children's 20 Questions Performance within a High-Interest Domain*. Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- * Schnick, A., Alexander, J. M., Kuo, C. & Johnson, K. E. (April 2005). *Effects of Developing Domain Knowledge on Kindergartners' Inductive Inferences*. Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- * Neitzel, C., Johnson, K. E., & Alexander, J. M. (July 2004). *Children's early childhood play interests and subsequent information pursuits in school*. Presented at the annual meeting of the American Psychological Association, Honolulu, HA.
- * Johnson, K. E., Alexander, J. M., & Leibham, M. E. (October, 2003). *From Interest to Expertise: Predictors of Sustained Intense Interests in Young Children*. Presented at the Cognitive Development Society Meeting. Park City, Utah.
- * Neitzel, C. L., Alexander, J. M., & Johnson, K. E. (October, 2003). *Children's early play preferences and subsequent metacognition and academic regulation in kindergarten*. Presented at the Cognitive Development Society Meeting. Park City, Utah.
- * Neitzel, C. L., Johnson, K. E., & Alexander, J. M. (October, 2003). *When predisposition meets opportunity: The emergence of children's early play interests*. Presented at the Cognitive Development Society Meeting. Park City, Utah.
- * Kuo, C., Alexander, J. M., Johnson, K. E., Kendrick, C., & Zakaria, K. (August, 2003). *The effect of increasing domain knowledge on memory task performance*. Presented at the annual meeting of the American Psychological Association meeting, Toronto, Canada.
- * Leibham, M. E., Alexander, J. M., Johnson, K. E., & Reis-Henrie, F. (April, 2003). *Environmental correlates of focused-declarative play interests in preschoolers*. Presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- * Alexander, J. M., Leibham, M. E., & Kendrick, C. (April, 2003). *Effects of structured learning versus play on strategic questioning in a 20-questions task*. Presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Alexander, J. M. (Oct. 2001). *Recent developments in learning and cognitive developmental research*. Invited address to the International Conference on Education Reform and Development in the 21st Century, National Changhua University of Education, Changhua City, Taiwan.
- * Alexander, J. M., Johnson, K. E., Sokas, M., Kendrick, C., Spencer, S., & Neitzel, C. (Oct. 2001). *The effects of increasing domain knowledge on a 20 questions task*. Poster presentation at the Cognitive Development Society Conference, Virginia Beach, VA.
- * Johnson, K. E., Alexander, J. M., Spencer, S. A., & Kohler, K. M. (April 2001). *Gender and early interest development: Foundations of childhood expertise*. Presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

- * Johnson, K. E., Alexander, J. M., Spencer, S. A., & Reis-Henrie, F. (April 2001). *Earliest origins of childhood expertise: Factors associated with the development of intense play interests in preschoolers*. Presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- * Alexander, J. M., Johnson, K. E. Schreiber, J. B. (April, 2000). *Hypothesis testing in young children: Can knowledge hinder you?* Presented at the Conference on Human Development, Memphis, TN.

* refereed presentation

□ invited address

Student Dissertations Supervised

1995	Victoria Manion Fleming
1999	Shu-Shen Shih
1999	Hairul Ismail
2003	Robyn Osborn
2003	Chih-Hung Wang
2004	Melissa Grabner-Hagen
2005	Mary E. Leibham
2006 (exp)	Che-yu Kuo

National Professional Service

2004	Editorial Board Member, <i>Learning and Individual Differences</i>
2002-2005	Member, Publications Committee, Division 15 (Educational Psychology), American Psychological Association (APA)
2000	Member, Strategic Planning Committee, Division 15 (Educational Psychology), American Psychological Association (APA)
1999-2002	Secretary, Division 15 (Educational Psychology), American Psychological Association (APA)
1998	Mentor, Graduate Student Research Seminar, Division 15, APA
1996-1999	Secretary, Division 15 (Educational Psychology), American Psychological Association (APA)
1995-present	Journal reviewer, <i>Developmental Psychology</i> , <i>International Journal of Behavioral Development</i> , <i>Cognitive Development</i> , <i>Review of Educational Research</i> , <i>Learning and Individual Differences</i> , <i>Educational Psychologist</i>
1995-1998	Member, Ad Hoc Committee to examine the future of educational psychology in teacher education, American Psychological Association Division 15
1992-present	Proposal reviewer, AERA Division C (section 5) and APA Division 15 annual meetings

Selected University Service

2003-2004	Member, Bloomington Faculty Council's Educational Policy Committee
2002-2005	Member, Associate Instructor Board of Review
2002-2005	Member, American Association of United Professors (AAUP) Executive Committee
2002-2004	Member, Bloomington Faculty Council
2002-2004	Member, School of Education, Policy Council
2001-2003	Chair, School of Education, Promotion and Tenure Committee
1996-1998	Member, School of Education, Policy Council

Membership in Professional Organizations

American Educational Researchers Association
American Psychological Association, Division 15
Society for Research in Child Development
Cognitive Development Society
American Association of University Professors
International Society for the Learning Sciences