

# Anita Woolfolk Hoy

Professor Emeritus Educational Psychology

## Publications

ANITA WOOLFOLK HOY VITA 2024

### BOOKS

- Woolfolk, A., & Usher, E. (in preparation). *Educational psychology (16<sup>th</sup> ed.)*. Pearson.
- Woolfolk, A., & Usher, E. (2024). *Educational psychology: Active learning edition (15<sup>th</sup> ed.)*. Pearson
- Woolfolk, A., & Usher, E. (2023). *Educational psychology (15<sup>th</sup> ed.)*. Pearson.
- Woolfolk Hoy, A., & Hoy, W. K. (2020). *Instructional leadership: A research-based guide to learning in schools (5<sup>th</sup> ed.)*. New York: Pearson.
- Woolfolk, A. (2020). *Educational psychology: Active learning edition (14<sup>th</sup> ed.)*. New York: Pearson.
- Woolfolk, A. (2019). *Educational psychology (14<sup>th</sup> ed.)*. New York: Pearson.
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2019). *Educational psychology: Canadian edition (7<sup>th</sup> ed.)*. Scarborough, Ontario: Pearson, Canada.
- Margetts, K., & Woolfolk, A. (2019). *Educational Psychology: Australian adaptation (5<sup>th</sup> ed.)*. Sydney: Pearson Education Australia
- Woolfolk, A. (2017). *Educational psychology. Active learning edition (13<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk, A., & Margetts, K. (2016). *Educational Psychology: Australian adaptation (4<sup>th</sup> ed.)*. Sydney: Pearson Education Australia.
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2016). *Educational psychology: Canadian edition (6<sup>th</sup> ed.)*. Scarborough, Ontario: Allyn & Bacon, Canada.
- Woolfolk, A. (2016). *Educational psychology (13<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk Hoy, A. E., & Perry, N. (2015). *Child and adolescent development (2<sup>nd</sup> ed.)*. Columbus, OH: Pearson/Merrill.
- Woolfolk, A., & Karlberg, M. (2015) *Pedagogisk psykologi*. London: Pearson.
- Woolfolk, A. (2014). *Educational psychology. Active learning edition (12<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2014). *Pädagogische psychologie: German translation (12<sup>th</sup> ed.)*. München, Germany: Pearson Studium.
- Woolfolk, A. (2014). *Psicología educativa (doceavo edición)*. Mexico: Pearson, S.A.
- Woolfolk Hoy, A., M., Hughes, M., Walkup, V. (2013). *Psychology in education (2<sup>nd</sup> ed.)*. London: Pearson/Longman.
- Woolfolk Hoy, A., & Hoy, W. K. (2013). *Instructional leadership: A research-based guide to learning in schools (4<sup>th</sup> ed.)*. Boston: Pearson/Allyn & Bacon.
- Woolfolk, A. (2013). *Educational psychology (12<sup>th</sup> ed.)*. Columbus, OH: Pearson/Allyn & Bacon.
- Woolfolk Hoy, A. E., & Perry, N. (2012). *Child and adolescent development*. Columbus, OH: Pearson/Merrill.
- Woolfolk, A. (2011). *Educational psychology. Active learning edition (3<sup>rd</sup> ed.)*. Boston, MA: Allyn & Bacon (also translated into Chinese)
- Woolfolk, A., & Margetts, K. (2010). *Educational Psychology: Australian adaptation (2<sup>nd</sup> ed.)*. Sydney: Pearson Education Australia.
- Woolfolk, A. (2010). *Educational psychology (11<sup>th</sup> ed.)*. Columbus, OH: Pearson/Allyn & Bacon. (also translated into Bangal, Urdu, and Finnish)
- Woolfolk Hoy, A., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools (3<sup>rd</sup> ed.)*. Boston: Allyn & Bacon/Longman.

- Woolfolk Hoy, A., M., Hughes, M., Walkup, V. (2009). *Psychology in the schools*. London: Pearson/Longman.
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2008). *Educational psychology: Canadian edition* (4th ed.). Scarborough, Ontario: Allyn & Bacon, Canada.
- Woolfolk, A. (2008). *Educational psychology. Active learning edition* (2nd ed.). Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2007). *Educational psychology* (10th ed.). Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2007). *Pädagogische psychologie: German translation* (10th ed.). Munchen, Germany: Pearson Studium.
- Woolfolk, A. (2007). *Educational psychology: Asian adaptation* (10th ed.). People's Republic of China: China Light Industry Press.
- Woolfolk, A. (2007). *Educational psychology: Korean translation* (10th ed.). Seoul: Pearson Education Korea.
- Woolfolk, A., & Margetts, K. (2007). *Educational Psychology: Australian adaptation*. Sydney: Pearson Education Australia.
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2006). *Educational psychology: Canadian edition* (3rd ed.). Scarborough, Ontario: Allyn & Bacon, Canada.
- Woolfolk Hoy, A., & Hoy, W. K. (2006). *Instructional leadership: A research-based guide to learning in schools* (2nd ed.). Boston: Allyn & Bacon/Longman.
- Woolfolk, A. (2005). *Educational psychology. Active learning edition*. Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2004). *Educational psychology*. Boston, MA: Allyn & Bacon. **Norwegian translation**
- Woolfolk, A. (2004). *Educational psychology*. Boston, MA: Allyn & Bacon. **Croatian translation**
- Woolfolk, A. (2004). *Educational psychology*. Boston, MA: Allyn & Bacon. **Chinese translation.**
- Woolfolk, A. (2004). *Educational psychology*. Boston, MA: Allyn & Bacon. **Korean translation.**
- Woolfolk, A. (2004). *Educational psychology* (9th ed.). Boston, MA: Allyn & Bacon.
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2003). *Educational psychology: Canadian edition* (2nd ed.). Scarborough, Ontario: Allyn & Bacon, Canada.
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- Woolfolk, A. (2000). *Psicologia da Educacao* (7a edicao). Sao Paulo, Brasil: Edirora Artes Medicas Sul ( 568 pp.).
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2000). *Educational psychology: Canadian edition*. Scarborough, Ontario: Allyn & Bacon, Canada (570 pp.).
- Woolfolk, A. (1999). *Educational psychology* (Interactive Edition.). Boston, MA: Allyn & Bacon (CD-ROM).
- Woolfolk, A. (1998). *Educational psychology* (7th ed.). Boston, MA: Allyn & Bacon (660 pp.).
- Woolfolk, A. (Ed.) (1998). *Readings in educational psychology* (2nd ed.). Boston, MA: Allyn & Bacon (310 pp.)
- Woolfolk, A. (1996). *Psicologia educativa* (sexta edicion). Mexico: Prentice-Hall Hispanoamericana, S.A, (642 pp.).
- Woolfolk, A. (1995). *Educational psychology* (6th ed.). Boston, MA: Allyn & Bacon (648 pp.).
- Woolfolk, A. (Ed.) (1993). *Readings and cases in educational psychology*. Boston, MA: Allyn & Bacon (300 pp.)
- Woolfolk, A. (1993). *Educational psychology* (5th ed.). Boston, MA: Allyn & Bacon (643 pp.).
- Woolfolk, A. (1990). *Educational psychology* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall, (622 pp.).
- Woolfolk, A. E. (1990). *Psicologia educativa* (tercera edicion). Mexico: Prentice-Hall Hispanoamericana, S.A. (649 pp.).
- Woolfolk, A. E. (Ed.) (1989). *Research perspectives on the graduate preparation of teachers*. Englewood Cliffs, NJ: Prentice-Hall, (219 pp.).
- Woolfolk, A. (1987). *Educational psychology* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall (640 pp.).
- Woolfolk, A. E., & Nicolich, L. (1984). *Educational psychology for teachers* (2nd ed.). Englewood Cliffs: Prentice-Hall, (620 pp.).

Woolfolk, A., McCune, L. (1983). *Psicología de la educación para profesores*, Madrid, Spain: Narcea, S.A. de Deiciones, (688 pp.).

Woolfolk, A. E., & Nicolich, L. (1980). *Educational psychology for teachers*. Englewood Cliffs: Prentice-Hall, (622 pp.).

#### CHAPTERS

Perry, N. E., & Woolfolk Hoy, A. (2023). Toward transparency in teaching learning for learners who will teach. In J. S. Vogler & M. M. Buehl (Eds.), *Theory to practice: Educational psychology for teachers and teaching. Teaching learning for effective instruction* (vol. 3). Information Age.

Woolfolk Hoy, A. (2023). Gaining efficacy with experience: From teacher education to classroom practice. In T. Good & M. MCCaslin (Eds.), *Routledge encyclopedia of education: Educational psychology*. New York: Routledge/Taylor and Francis.

Farley, F., Alexander, P., Baker, E., Berliner, D., Calfee, R., DeCorte, E., Greeno, J., Woolfolk Hoy, A. & Mayer, R. (2016). Afterword: Perspectives on the past, present and future of educational psychology. In L. Corno (Ed.), *The handbook of educational psychology*(3<sup>rd</sup>ed.). Washington D. C.: American Psychological Association, Division 15.

Woolfolk Hoy, A. (2013). A reflection on the place of emotion in teaching and teacher education. In M. Newberry, A. Gallant, & P. Riley (Eds.), *Advances in research in education: Emotion and school: International perspectives on the function, process and products of the 'other' curriculum*. Bingley, UK: Emerald.

Çakıroğlu, J., Aydın, Y. C., & Woolfolk Hoy, A. (2012). Science teaching efficacy beliefs. In B. Frazer, K. Tobin C. & McRobbie, (Eds.). *Second International Handbook of Science Education* (pp. 449-462). New York: Springer.

Woolfolk Hoy, A., Hoy, W. K., & Davis, H. (2009). Teachers' self-efficacy beliefs. In K. Wentzel, & A. Wigfield (Eds.). *Handbook of motivation in school* (pp. 627-654). Mahwah, NJ: Lawrence Erlbaum.

Woolfolk Hoy, A. (2008). Stories of teaching: Four lessons. In T. Urdan & F. Pajares (Eds.), *Adolescence and education: Volume VI. The ones we remember: Scholars reflect on teachers who made a difference* (pp. 171-176). Information Age Publishing. Greenwich, CT.

Woolfolk Hoy, A., Davis, H., & Pape, S. (2006). Teachers' knowledge, beliefs, and thinking. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 715-737). Mahwah, NJ: Lawrence Erlbaum.

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Woolfolk Hoy, A., & Davis, H. (2005). Teachers' sense of efficacy and adolescent achievement. To appear in T. Urdan & F. Pajares (Eds.), *Adolescence and education: Volume V: Self-efficacy beliefs during adolescence* (pp. 117-137). Information Age Publishing. In Greenwich, CT.

Woolfolk Hoy, A., Demerath, P., & Pape, S. (2002). Teaching adolescents: Engaging developing selves. In T. Urdan & F. Pajares (Eds.), *Adolescence and education* (pp. 119-169). Volume I. Information Age Publishing. In Greenwich, CT.

Gaskill, P. J., & Woolfolk Hoy, A. (2002). Self-Efficacy and self-regulated learning: The dynamic duo in school performance. In J. Aronson & D. Cordova (Eds.), *Improving education: Classic and contemporary lessons from psychology* (pp. 183-206). New York: Academic Press.

Woolfolk Hoy, A., & Murphy, P. K. (2001). Teaching educational psychology to the implicit mind. In R. Sternberg & B. Torff (Eds.) *Understanding and teaching the implicit mind* (pp. 145-185). Mahwah, NJ: Lawrence Erlbaum.

Woolfolk Hoy, A. (2000). College teaching and learning. In A. Kazdin (Ed.) *Encyclopedia of Psychology* (Vol. 2, pp. 179-182). Washington, DC: American Psychological Association.

Woolfolk Hoy, A., & Tschannen-Moran. M. (1999). Implications of cognitive approaches to peer learning for teacher education. In A. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 257-284). Mahwah, NJ: Lawrence Erlbaum.

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#### JOURNAL ARTICLES

Woolfolk Hoy, A. (2021). Teacher motivation, quality instruction, and student outcomes: Not a simple path. *Learning and Instruction*, 76, 101545.

Woolfolk Hoy, A. (2019). Academic optimism and a touch of wisdom. *Acquired Wisdom: Lessons Learned by Distinguished Researchers* (vol 26). S. Nieto, F. Erickson, & P. Winne Eds.). <http://dx.doi.org/10.14507/er.v26.2751>.

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- Keller, M. M., Woolfolk Hoy, A., Goetz, T., & Frenzel, A. C. (2016). Teacher enthusiasm: Reviewing and redefining a complex concept. *Educational Psychology Review*, 28, 743-769.
- Woolfolk Hoy, A., Davis, H., & Anderman, E. (2013). Theories of learning and teaching in TIP. *Theory Into Practice 50th Anniversary Issue*, 52, 9-21.
- Sakiz, G., Pape, S., & Woolfolk Hoy, A. (2011). Does perceived teacher affective support matter for middle school students in mathematics classrooms? *Journal of School Psychology*. doi:10.1016/j.jsp.2011.10.005
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- Woolfolk Hoy, A. (2008). What motivates teachers? Important work on a complex question. *Learning and Instruction*, 18, 492-498.
- Woolfolk Hoy, A. (2008). Texts and learning to teach: One author's view. *Teachers College Record*, Date Published: October 17, 2008. <http://www.tcrecord.org> ID Number: 15418
- Woolfolk Hoy, A., Hoy, W. K., & Kurz, N. M. (2008). Teacher's academic optimism: The development and test of a new construct. *Teaching and Teacher Education*, 24, 821-835.
- Knoblauch, D., & Woolfolk Hoy, A. (2008). "Maybe I can teach *those* kids." The influence of contextual factors on student teachers' sense of efficacy. *Teaching and Teacher Education*, 24, 166-179.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, 944-956.
- Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal*, 43, 425-446.
- Long, J. F., & Woolfolk Hoy, A. (2006) Interested instructors: A composite portrait of individual differences and effectiveness. *Teaching and Teacher Education*, 22, 303-314.
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- Woolfolk Hoy, A., & Burke-Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A Comparison of four measures. *Teaching and Teacher Education*, 21, 343-356.
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- Woolfolk Hoy, A. (2004). Self-efficacy in college teaching. *Essays on Teaching Excellence: Toward the Best in the Academy*, 15, 8-11. Fort Collins, CO: The POD Network
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- Woolfolk Hoy, A., & Gaskill, P. J. (2003, February). Essay review of B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement* (2nd ed.). *Contemporary Psychology*.
- Pape, S. J., & Woolfolk Hoy, A. (2002). Whilst congruence: Teacher epistemological world views in the context of modern schooling. *Issues in Education: Contributions from Educational Psychology*, 8(2).
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- Woolfolk Hoy, A., & Knobloch, N. A. (2001). Lessons from the classroom and research on learning: Fostering communities of learners. *Agricultural Education*, 74(3), 14-15.

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- Woolfolk Hoy, A. (1996). Teaching educational psychology: Texts in context. *Educational Psychologist*, 31, 41-49
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- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, 6, 137-148.
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#### CONFERENCE PRESENTATIONS

Woolfolk Hoy, A. (2014, May). *Conceptualizing excellence in teaching*. Keynote Address, Toward Excellent Education: International Conference on Teacher Education and Educational Leadership, National Dong Hwa University, Taiwan.

Hoy, W. K., & Woolfolk Hoy, A. (2011, August). *An organizational model for school achievement*. Paper presented at the European Association for Research on Learning and Instruction, University of Exeter, UK.

Woolfolk Hoy, A. (2011, April). *Teachers' motivation and well-being from a career stage*. Presentation at the annual meeting of the American Educational Research Association (Discussant). New Orleans.

Woolfolk Hoy, A. (2011, April). *Exploring the motivational and emotional nexus of teaching*. Presentation at the annual meeting of the American Educational Research Association (Discussant). New Orleans.

Woolfolk Hoy, A. (2011, April). *Educational psychology in teacher education*. Panel presentation at the annual meeting of the American Educational Research Association. New Orleans.

Sakiz, G., & Woolfolk Hoy, A. (2009, September). *Improving middle school students' academic enjoyment, academic self-efficacy, and academic effort in mathematics: Teacher affective support effect*. Paper presented at the annual meeting of the European Conference on Educational Research, Vienna, Austria.

Woolfolk Hoy, A. (2009, August). *Teaching educational psychology*. Paper presented at the Division 15 Conference on the Teaching of Psychology, American Psychological Association. Toronto, Canada.

Sakiz, G., Pape, S., & Woolfolk Hoy, A. (2008, March). *Does teacher affective support matter? The role of affective support in middle school mathematics classrooms*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Woolfolk Hoy, A. (2008, March). *Crossing the Research-Practice Divide: Breaking Barriers, Building Bridges*. Paper presented at the annual meeting of the American Educational Research Association (Chair/discussant). New York, NY.

Sakiz, G., Pape, S., & Woolfolk Hoy, A. (2007, August). *Teacher affective support and its impact on early adolescents*. Paper presented at the American Psychological Association, San Francisco, CA.

Kurz, N., Woolfolk Hoy, A., & Hoy, W. K. (2007, April). *Predictors of academic optimism: Teachers' instructional beliefs and professional commitment*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006, April). *Academic optimism of schools: Establishing a new concept*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Woolfolk Hoy, A. (2004, July). *No Child Left Behind from the perspective of teachers*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HA.

Woolfolk Hoy, A. (2004, April). *Self-efficacy in teacher education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Woolfolk Hoy, A. (2002, October 19). *Instructional leadership*. Invited full-day seminar: College of William and Mary. Williamsburg, VA.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2002, April). *The influence of resources and support on teachers' efficacy beliefs*. Paper to be presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Milner, H. R., & Woolfolk Hoy, A. (2002, April). *Respect, social support, and teacher efficacy: A case study*. Paper to be presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Woolfolk Hoy, A., Murphy, P. K., Gaskill, P., and Burke-Spero, R. (2001, April). *Teaching educational psychology to the intuitive mind*. Paper presented at the American Educational Research Association, Seattle, WA.

Woolfolk Hoy, A. (2000, April). *Changes in efficacy during the early years of teaching*. Paper presented at the American Educational Research Association, New Orleans, LA.

Woolfolk Hoy, A. (2000, April). *Qualitative and Quantitative approaches to examining efficacy in teaching and learning*. Symposium presented at the American Educational Research Association, New Orleans, LA.

Woolfolk Hoy, A. (2000). *Using the "Teachers' Casebook" to compare solutions to problems*. Paper presented at the American Educational Research Association, New Orleans, LA.

Demerath, P., Woods, B., & Woolfolk Hoy, A. (2000, April). *A rose by any other name: A cross domain explication of the metaphor "teaching as persuasion."* Paper presented at the American Educational Research Association, New Orleans, LA.

Woolfolk Hoy, A. E. (1999, August). *Presidential conversation hour*. National Graduate Student Seminar in Educational Psychology at the annual meeting of the American Psychological Association, San Francisco, CA.

Woolfolk Hoy, A. E. (1999, November). Invited participant, National Science Foundation/National Institute of Education Conference on *Stereotypes, Prejudice, Tolerance, and Rights: Educating Children for Living in Diverse Cultures*, Bethesda, MD.

Woolfolk Hoy, A. E. (1998, October). *Integrating educational psychology into teacher education*. Keynote Address presented at the annual meeting of the Midwest Association for Teachers of Educational Psychology, Oxford, Ohio.

Woolfolk Hoy, A. E. (1998, September). *Creating active learning environments* Keynote Address presented at the annual conference on the Teaching of Psychology, Baltimore, Maryland.

Woolfolk Hoy, A. E. (1998, August). *Presidential conversation hour*. National Graduate Student Seminar in Educational Psychology at the annual meeting of the American Psychological Association, San Francisco, CA.

Woolfolk Hoy, A. E. (1998, August). *Learning about teaching educational psychology* Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Woolfolk Hoy, A. (1998, April). *Reflections on teaching with the Handbook of Educational Psychology* Symposium presented at the American Educational Research Association, San Diego, CA.

Woolfolk Hoy, A. E. (1998, January). *Conversation hour*. Presented at the annual meeting of the Southwestern Educational Research Association, Houston, TX.

Woolfolk Hoy, A. E. (1998, January). *A closer look at cooperative learning*. Keynote Address presented at the annual meeting of the Southwestern Educational Research Association, Houston, TX.

Burke-Spero, R., Dembo, M., Goddard, R., Guskey, T., Tschannen-Moran, M., & Woolfolk Hoy, A. (1998, April). *School organization and teacher efficacy: A forum to explore research and applications*. Symposium presented at the American Educational Research Association, San Diego, CA.

Woolfolk Hoy, A. E. (1997, August). *Conversation hour with Division 15 Presidents*. Presented at the annual meeting of the American Psychological Association, Chicago, IL.

Woolfolk Hoy, A. E. (1997, August). *Teacher efficacy: A forum to explore theory, research, and applications*. Symposium presented at the annual meeting of the American Psychological Association, Chicago, IL.

Woolfolk Hoy, A. E. (1997, August). *Issues in educational psychology: Presidential Panel*. Invited address presented at the annual meeting of the American Psychological Association, Chicago, IL.

Woolfolk Hoy, A. (1997, March). *Educational psychology and teacher education: Perennial issues* Paper presented at the American Educational Research Association, Chicago, IL.

Woolfolk Hoy, A. (1997, May). *The impact of educational psychology on preservice teacher education*. Invited address, Ursuline College, Cleveland, Ohio.

Woolfolk Hoy, A. (1997, May). *How do psychological principles impact classroom teaching?* Lindseth Lecture, Ursuline College, Cleveland, Ohio.

Woolfolk Hoy, A. (1996, October). *Implications of cognitive approaches to peer learning for teacher education*. Paper presented at the Rutgers Invitational Symposium on Education, New Brunswick, NJ.

Woolfolk Hoy, A. (1996, October). *Tasks for learning in educational psychology*. Invited address presented at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.

Woolfolk Hoy, A. E. (1996, August). *Education psychology in teacher education: Appreciated, appropriated, abandoned*. Presidential Address: The Division of Educational Psychology. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Woolfolk Hoy, A. (1996, April). *Invited conversation hour*. Presented at the annual meeting of the American Educational Research Association, New York, NY.

Woolfolk Hoy, A. (1996, February). *Psychology perspectives in education*. Invited address: Eastern Educational Research Association, Boston, MA.

Woolfolk Hoy, A. E. (1994, October). *Teaching educational psychology*. Paper presented at the annual meeting of the Midwestern Association for the Teaching of Educational Psychology, Chicago, IL.

Woolfolk Hoy, A. E. (1994, October). *I wouldn't have seen it if I hadn't believed it: Prior knowledge and learning to teach*. Invited address at the Midwestern Association for Educational Research, Chicago, IL.

Woolfolk, A. E., (1993, October). *Taking educational psychology seriously: From knowledge to action*. Midwe, GAst Association for Teachers of Educational Psychology, Anderson, Indiana.

Weinstein, C.S. & Woolfolk, A. E. (1993, April). *Exploring student teachers' beliefs about classroom management*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

O'Donnell, A.M., & Woolfolk, A. E. (1991, August). *Elementary and secondary teachers' beliefs about testing and grading*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1991, April). *Teachers' beliefs and students' motivation to learn*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hoy, W. K., & Woolfolk, A. E. (1990, April). *School health and teacher efficacy*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Lynott, D., & Woolfolk, A. E. (1989, March). *Teachers' implicit theories of intelligence and their educational goals*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Hoy, W. K., Woolfolk, A. E. (1989, March). *Socialization of student teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Woolfolk, A. E., Rosoff, B., Hoy, W. K. (1989, March). *Efficacy beliefs and motivational orientations of teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Woolfolk, A. E., & Hoy, W. K. (1988, April). *Efficacy beliefs and control orientations of prospective teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Woolfolk, A. E. (1987, October). *The graduate preparation of teachers*. Invited address to the faculty of the College of Education, Oklahoma State University, Stillwater.

Woolfolk, A. E. (1987, October). *Effective college instruction*. Invited address to the faculty of Oklahoma State University, Stillwater.

Woolfolk, A. (1986, April). *Research perspectives on communication in classrooms*. paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.



Weinstein, C., Stewart, J., & Woolfolk, A. (1986, April). *The student teaching seminar and classroom management: Research, theory, and anecdote*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Woolfolk, A. E. (1985, August). *The influence of teachers' nonverbal behaviors on students' perceptions and performance*. Invited colloquium, Institute fur Erziehungswissenschaft II, University of Tubingen, West Germany.

Woolfolk, A. E., & Woolfolk, R. L. (1984, April). *The effects of brief training in time-management for student teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Woolfolk, A. E. (1984, March). *Models and methods for research on nonverbal communication in education*. Invited address to the Eastern Communication Association, Philadelphia, PA.

Woolfolk, A. E. (1982, March). *Teacher nonverbal behaviors and their impact on classroom management and instructional outcomes*. Paper presented at the annual meeting of the American Education Association, New York, NY.

Woolfolk, A. E. (1980, November). *Recent research on nonverbal communication in teaching*. Invited address, Institute for Nonverbal Communication Research, Columbia University, New York, NY.

Weinstein, C.A., & Woolfolk, A. E. (1979, April). *The physical environment of the classroom as a source of students' expectations about teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Weinstein, C. S., & Woolfolk, A. E. (1979, April). *Impression formation and classroom design: The impact of spatial arrangement and neatness on judgments of teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Meyers, L., & Woolfolk, A. E. (1978, April). *Children's perception and reciprocation of teachers' self-disclosing behavior*. Paper presented at the annual meeting of the Eastern Psychological Association, Washington D.C.

Woolfolk, A. E. (1977, April). *The impact of teacher nonverbal behavior upon student learning and performance*. Paper presented at the annual meeting of the American educational research Association, New York, NY.

Woolfolk, A. E., Woolfolk, R. L., & Wilson, G.T. (1976, December). *Language, labeling, and biases against behavior modification*. Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New York, NY.

Woolfolk, R. L., Woolfolk, A. E., & Garlinsky, K. (1976, April). *Teacher nonverbal behavior: Some empirical findings*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Snapp, M., & Woolfolk, A. E. (1973, March). An examination of children in special education over a thirteen-year period. Paper presented at the National Association of School Psychologists, 5th Annual Meeting, New York.

#### **Participation in Invisible College for Research on Teaching**

*Educational psychology and teacher preparation*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, New York, NY, April, 1995, member of panel.

*Successful classroom research that is not in the schools*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, Washington, DC., April, 1987, member of panel.

*Research on classroom motivation: Teachers' thoughts about and strategies for motivating students to learn*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, Chicago, IL, March, 1985, member of panel.

*The use and misuse of findings on research on teaching for teacher education*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, Chicago, IL, March, 1985, member of panel.

*Research into practice for preservice teachers*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, New Orleans, LA, April, 1984, member of panel.

*Nonverbal behavior and teaching effectiveness: Issues and directions*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, New Orleans, LA, April, 1984, member of panel.