

## Curriculum Vitae

June, 2022

### Helen Vrailas Bateman, Ph.D.

Associate Professor of Psychology  
Department of Psychology  
Interim Chair  
Neuroscience Program  
University of the South  
735 University Avenue  
Sewanee, TN 37383

### Education

- 2000 Post-doctoral fellowship. James S. McDonnell Foundation.  
Saint Louis, MO
- 1998 Vanderbilt University, TN  
Ph. D., Dept. of Psychology and Human Development  
"Creating a psychological sense of community in the classroom:  
Effects on students' social skills and social behavior."
- 1994 Vanderbilt University, TN  
M.S., Dept. of Psychology and Human Development  
"The overload construct: Nature, function, and components."
- 1982 Vanderbilt University, TN  
B.S.  
Major: Psychology  
Minor: Sociology

### Selected Research Activities

- 2017-Present Primary Investigator  
Project: "Exploring Sense of Community in a college setting"  
The goal of this four-year longitudinal research study is to explore the investigate the factors that contribute to students' sense of community in a college setting and its relationship to students' academic achievement and psychological and physical well-being. Two freshmen cohorts will be participating in this study. Co-investigator: Dr. Noffsinger-Frazier.

- 2017-Present Investigator  
 Project: “Let’s Be Friends”. The goal of this community-engagement project is to engage developmental psychology students in implementing an anti-bullying program that can help children accept and respect each other’s differences. The community engagement aspect of the child development course removes students from the controlled laboratory conditions and enables them to study and learn child development through community-based service learning activities. Students are able to interact with children in their schools and are able to work with children in the implementation of a program designed to improve children’s lives in our community. Funding Agency: The Collaborative for Southern Appalachian Studies.
- 2009-2016 Investigator  
 Project: “Healthy Bodies and Healthy Minds website”. The goal of this community-engagement project is to engage developmental psychology students in evaluating the effects of obesity in the United States on children’s lives and in designing and implementing nutrition education and physical activities that can help children learn how to have a healthier life style. The community engagement aspect of the child development course removes students from the controlled laboratory conditions and enables them to study and learn child development through community-based service learning activities. Students are able to interact with children in their schools and are able to work with children in the implementation of a program designed to improve children’s lives in our community. This particular grant was used to create a website for the HB&HM program. The open-access website includes lesson plans with suggested activities and materials. Funding Agency: Associated Colleges of the South: Faculty Advancement Grant.
- 2006-2009 Investigator  
 Project: “Building Flexible Computer-Based Modules to Enhance Learning of Human Development”. The goal of this three-year project is to guide students to create flexible computer-based modules that will be used as learning tools in the area of child development in a new website for the course on child development. Funding Agency: University of the South.
- 2009-2016 Investigator  
 Project: “Healthy Bodies and Healthy Minds”. The goal of this three-year research project is to combat childhood obesity by creating, implement, and evaluating a nutrition and physical exercise after-school program for elementary and middle school students. Agency: The Center for Liberal Education and Community Engagement

(CLECE).

- 2008                    Co-investigator  
Project: “Empowering Student-Faculty Collaboration Through Research”. The goal of this project is to support undergraduate student research. This project will fund research opportunities for three student research projects. It will also provide opportunities for these three students to present their findings at a conference as sole presenters and to publish their findings as sole authors. Agency: Appalachian Colleges Association (ACA).
- 2008-2010            Evaluation Consultant  
Project: “Center for Liberal Education and Community Engagement” (CLECE). I am serving as an evaluation consultant for the Center and my duties are to assist faculty who apply and receive a CLECE grant with their evaluation needs.
- 2008                    Evaluation Consultant  
Project: “Center for Liberal Education and Community Engagement” (CLECE). Evaluation consultant for CLECE.
- 2005                    Consulting Director of Evaluation  
Project: “Arts, Education, and the use of Technology: Evaluation of the A4L website and its effectiveness”. The goal of this three-year project is to investigate the effectiveness of an innovative website called Arts for Learning (A4L). Arts for Learning is a national organization whose goal is enhance students’ learning by incorporating the arts in their learning activities. Their new web-site is designed to facilitate the creation and support of learning communities focused on arts-related education for students in elementary and middle schools.
- 2004                    Investigator  
Project: “Building Flexible Computer-Based Modules to Enhance Learning of Human Development”. The goal of this three-year project is to guide students to create flexible computer-based modules that will be used as learning tools in the area of child development in a new website for the course on child development. Funding Agency: University of the South.
- 2003-2004            Consulting Director of Evaluation  
Project: “Arts, Education, and the use of Technology: Evaluation of the A4L website and its effectiveness”. The goal of this three-year project is to investigate the effectiveness of an innovative website called Arts for Learning (A4L). Arts for Learning is a national organization whose goal is enhance students’ learning by incorporating

the arts in their learning activities. Their new web-site is designed to facilitate the creation and support of learning communities focused on arts-related education for students in elementary and middle schools.

2002-2003

Principal Investigator

Project: “Arts, Education, and the use of Technology: Evaluation of the A4L website and its effectiveness”. The goal of this three-year project is to investigate the effectiveness of an innovative website called Arts for Learning (A4L). Arts for Learning is a national organization whose goal is enhance students’ learning by incorporating the arts in their learning activities. Their new web-site is designed to facilitate the creation and support of learning communities focused on arts-related education for students in elementary and middle schools. Funding Agency: Young Audiences, Inc.

2001-2003

Project Director

Project: “Community Rubric”. The goal of this project is to investigate the relationship between classroom characteristics and students’ academic and social development. The project includes the design and evaluation of a rubric designed to code community components in classroom environments: New Mellon project. Supervisors: John Bransford, Nancy Vye.

2000-2002

Principal Investigator

Project: “Using Technology as a Facilitator for Building Learning Communities: Modularization and Online Community Development in an Adolescent Psychology Course”. The goal of this project is to create and assess an innovative on-line learning community for an undergraduate course on adolescent development psychology at Vanderbilt University. The on-line components of the course follow case-based and problem-based approaches to adolescent development and provide students with multiple opportunities to extend discourse beyond the classroom to the online community created for the course. Students are given opportunities to respond to challenges and to get feedback from experts on-line. Faculty seed grant. Source of seed grant: Catalyst Project. Funding Agency: US Department of Education.

2000-2002

Investigator

Project: “Pilot study of Fin (Family Information Notebook)”. The goal of this project is to investigate the effectiveness of an innovative family information resource (available electronically) that facilitates access, collection and organization of information for chronically ill-children and their families.

Funding sources: Junior League Family Resource Center, Friend's of children's hospital, Forest Pharmaceutical, Ross Labs.  
Principal Investigator: Barbara Ramsey, Associate in Pediatrics, Department of Pediatrics, Vanderbilt University Medical Center.

- 2000-2001      Evaluation Consultant  
Evaluation and program implementation consultant for the "Computers for Children" project. Children's Hospital, Vanderbilt University.
- 2000-2001      Evaluation Consultant  
Evaluation and program implementation design for the SchoolFirst Foundation "Technology in Schools" project.
- 1998-2000      McDonnell Postdoctoral Fellow  
J.S. McDonnell Fellowship Award. Project: "Psychological Sense of Community in the School: Listening to students' voices." A two-year assessment of students' psychological sense of community in different school settings. Assessment focused on three public middle schools in St. Louis School District, St. Louis, MO. Funding source: J.S. McDonnell Foundation. Award Grant: \$75,000.00
- 1995-1996      Research Assistant, Assessment Development  
Project: SMART.  
Funding agency: National Science Foundation.  
Supervisor: Nancy Vye, Vanderbilt University.  
Assessment of effectiveness of SMART Science and Mathematics curriculum. Conducted and analyzed pilot study for assessing "Stone's River Mystery" video. Designed and implemented assessment of students attitudes, beliefs and interest in science and technology for SMART science curriculum.
- 1995-1998      Dissertation research  
Examined students' social development in "Schools for Thought" classrooms: Designed, implemented, and analyzed social assessment study on pre-adolescent students' social, cognitive, and affective development in "Schools For Thought" classrooms as part of dissertation research.
- 1995-1996      Research Design and Assessment Consultant  
Project: Real-world mathematics problem-solving in Asian classrooms. Evaluation design and data analyses of Asian students' affective responses to mathematical problem-solving activities in Hong-Kong classrooms. Funding agency: Honk Kong University. Collaborator: Xiaodong Lin, Columbia University.

- Summer 1996      Research Assistant, Database Coordinator  
 Project: Schools for Thought (SFT).  
 Funding agency: James S. McDonnell Foundation.  
 Supervisor: Teresa Secules, Vanderbilt University.  
 Supervision and coordination of database for SFT 1995-1996 assessment data.
- 1994-1995      Research Assistant, Data Analyst, Assessment  
 Project: Jasper Series: A generative approach to improve mathematical thinking. Funding agency: National Science Foundation.  
 Supervisor: Allison Moore, Vanderbilt University.  
 Assessment of the effectiveness of the Jasper Woodbury Series on students' problem solving skills and students' motivation interest and beliefs about mathematics.
- Summer 1995      Research Assistant, Database Coordinator, Data Analyst, Assessment Development  
 Project: Schools for Thought (SFT).  
 Funding agency: James S. McDonnell Foundation.  
 Supervisor: Teresa Secules, Vanderbilt University.  
 Supervision and coordination of data management and preliminary data analyses for SFT 1995 data. Participation in the development of reading and writing assessments for SFT students. Development of coding schemes for both measures. Reliability training and coding of reading and writing assessments.
- 1991-1993      Research Assistant, Database Assistant, Tutor  
 Project: Fast-Track.  
 Funding agency: NIMH.  
 Supervisor: Ken Dodge. Vanderbilt University.  
 Student-tutoring, parent counseling, data management and data analyses.
- 1991-1993      Research Assistant, Database Coordinator, Data Analyst, Data Coder  
 Project: Dyadic relationships: Development of coding scheme for boys' dyadic interactions.  
 Funding agency: NIMH.  
 Supervisor: Ken Dodge, Vanderbilt University.  
 Coding of behaviors of children in dyadic interactions. Coordinator of data management, data entry and preliminary data analyses.

### **Selected Teaching Activities**

Fall 2009-Present Associate Professor of Psychology  
Sewanee: The University of the South

Fall 2003-2009 Assistant Professor of Psychology  
Sewanee: The University of the South

#### Courses taught:

Human Development in Context  
Adolescent and Adult Development  
Child Development  
Adolescence  
Adult Development & Aging  
Infancy, Early and Middle Childhood  
Introduction to Psychology  
Introduction to Special Education  
Social Psychology  
Community Psychology  
Research Seminar  
Child, Family, and Community Development in Rural  
Appalachia (guest lecturer)

### **Selected Community Service Activities**

Interim Chair of the Neuroscience Program

Chair of the Psychology Department

Chair of the Institutional Review Board for Human Subjects

Tennessee Campus Compact: Faculty representative for the University of the South.

Member of the Leaves Committee

Member of the Teacher Education Committee

Member of the Scientific Sewanee Coordinating Committee

Member of the Pre-Medical Advisory Committee

Member of the Discipline Committee

Member of the Degrees Committee

Member of the College Standards Committee

(two one-year replacement terms: Fall 2013/Spring 2014)

Member of the Advisory Board for the Neuroscience Minor

Member of the Diversity-in-Curriculum Task Force

Faculty Resource for the Sewanee Children's Center

Doctoral dissertation research faculty for the School of Theology (2012-2013)

### **Student and Faculty Organizations**

Faculty advisor to the Psychology Club

Faculty advisor to Psi Chi, the National Honor Society in Psychology

### **Student Advising**

Faculty Advisor to Psychology majors

Faculty Advisor to Freshmen students

### **Selected Reviewer Activities**

The Athens Journal of Social Sciences

The Journal of Higher Education

The Journal of Learning Sciences

The Journal of Community Psychology

The American Educational Research Association

Learning Environments Special Interest Group

Adolescence Special Interest Group

American Journal of Community Psychology



The International Journal of Interdisciplinary Social Sciences

Psychology of Violence Journal

Society for The Teaching of Psychology (APA, 2009, Division 2)

15th Biennial Conference of the Society for Community Research and Action

(Division 27 of the American Psychological Association)

### **Selected Presentations**

Bateman, H. V. (April 2022). The Effects of an Aggressive Classroom Culture on Students' Bullying Behavior. Poster presented at the ResCon2022 Conference. Nashville, Tennessee.

Bateman, H. V. (July, 2019). Relationship between Children's Overt and Relational Aggression and Children's Social Skills. Paper presented at the 6<sup>th</sup> Annual International Conference on Social Sciences. Athens, Greece

Bateman, H.V. (April, 2019). The Relationship between Children's Sense of Community and Self-Esteem. Paper presented in the Resilience Con 2019 Conference. Nashville, TN.

Bateman, H. V. (May, 2017). The Relationship Between Students' Psychological Sense of Community in the Classroom, Aggressive Behavior, and Academic Competence. Paper presented in the 11<sup>th</sup> Annual International Conference on Psychology. Athens, Greece.

Bateman, H.V. (April, 2017). Psychological Sense of Community in the Classroom and its role in increasing resilience. Paper presented in the Resilience Con 2017 Conference. Nashville, TN.

Bateman, H.V. (August, 2016). Psychological Sense of Community in School: Relationship to Aggressive Behavior and Bullying. Paper presented in the 11<sup>th</sup> International Conference on Interdisciplinary Social Sciences. London, UK.

Bateman, H.V. (April, 2015) Psychological Sense of Community: Does it matter? Paper presented in the Virtues, Narrative, and Resilience Conference. Sewanee, TN.

- Bateman, H.V., Steward, A. & Malloy, M. with the Development and Community Research Group (May, 2013). "Do it Yourself Health": Teaching Children how to make healthier lifestyle choices. Paper presented in the 18<sup>th</sup> International Conference of the Association of Psychology and Psychiatry for Adults and Children. Athens, Greece.
- Bateman, H.V., Previdi, S., Orlandy, D., & Steward., A. with the Development and Community Research Group (May, 2012). The Healthy Bodies and Healthy Minds Program: Empowering Children to Make Changes. Paper presented in the 17<sup>th</sup> International Conference of the Association of Psychology and Psychiatry for Adults and Children. Athens, Greece.
- Bateman, H.V., Duncham, H. & Maxwell, L. (May, 2011). Addressing the childhood epidemic: The Healthy Bodies and Healthy Minds project. Paper presented at the 16<sup>th</sup> International Conference of the Association of Psychology and Psychiatry for Adults and Children, Athens, Greece.
- Bateman, H.V., Jennings, S. & Rothschild, J. with the Development and Community Research Group (April, 2010). In the eye of the beholder: The importance of drinking for social acceptance in college. Poster presented at the Boston, MA.
- Bateman, H.V., Hille-Michaels, R. & Cardwell, S. (March, 2010). An assesment of community service and community-engagement courses. Center for Liberal Education and Community Engagement. Poster presented in "Day on the Hill" conference. Nashville, TN.
- Bateman, H.V. (March, 2010). An assesment of community service and community-engagment courses. Center for Liberal Education and Community Engagement. Paper presented to the Education Subcommittee, Tennessee House of Representatives. Nashville, TN.
- Bateman, H.V, & McKelvey D.K. (May, 2009) Do I fit in? Social acceptance and alcohol use in college settings. Paper presented at the annual conventio of the Association for Psychological Science. San Franscisco, CA.
- Bateman, H. V. with the Development and Community Research Group (May, 2008). Psychological Sense of Community in College: Relationship to stress, social acceptance, and drinking behavior. Poster presented at the annual convention of the Association for Psychological Science. Chicago, Illinois.
- Bateman, H. V. (July, 2006). Psychological Sense of Community: Relationship to human learning. Paper presented in the annual conference of the International Conference of Social Studies. Rhodes, Greece.
- Bateman, H. V. (February, 2006). Psychological Sense of Community: Its Relationship to parameters of Learning. Paper presented at the Faculty Research Luncheon series.

Sewanee: University of the South. Sewanee. TN.

Bateman, H. V. (January, 2006). Arts for Learning: Final report. Paper presented to the trustees of the Young Audiences Foundation. New York, New York.

Bateman, H. V., Bransford, J. D., & Moore, A. (2006). The Arts for Learning national research study on the arts and technology. Paper presented at the Arts Educational Partnership. Washington, D.C.

Bateman, H. V., Bransford, J. D., & Moore, A. (2006). Using technology for teachers' professional development. Paper presented at the Arts Educational Partnership. Washington, D.C.

Bateman, H. V., with Psych 357 students (September, 2005). Students as learners and teachers: Building community-based learning tools: Opportunities for collaboration. Paper presented at the Advisory Board Meeting. St. Augustine's College. Raleigh, NC.

Bateman, H. V. (November, 2005). Arts for Learning: National research and evaluation. Paper presented in the annual conference of the Young Audiences Foundation. New York, New York.

Bateman, H. V., with Psych 357 students (December, 2005). Students as learners and teachers: Building community-based learning tools. Paper presented at the Center for Teaching luncheon. Sewanee: University of the South. Sewanee. TN.

Bateman, H. V. (February 2004). Research design and evaluation tools for arts-integration. Paper presented in the annual conference of Young Audiences: National Organization. Dallas, Texas.

Bateman, H. V. (August, 2004). Arts integration evaluation: Lessons learned. Paper presented in the annual conference of Arts for Learning National Organization. Pacifica, California.

Bateman, H. V., Bransford, J. D., Goldman, S. R., & Newbrough, J. R. (2000, April). Sense of community in the classroom: Relationship to students' academic goals. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Bateman, H. V. (September, 1999). Students' school sense of community: Relationship to social and academic development. Paper presented at the IXth European Conference on Developmental Psychology, Spetses, Greece.

Bateman, H. V., Newbrough, J. R., & Goldman, S. R. (1999, June). Elements of students' sense of community in the classroom (B). Paper presented at the seventh biennial conference of the American Psychological Association Division 27 and the Society

for Community Research and Action. New Haven: Yale University.

Bateman, H. V. (June, 1999). Elements of students' sense of community in the classroom. Poster presented at the 7th Biennial Society for Community Research and Action Conference. Yale University: New Haven, CO.

Bateman, H. V., Newbrough, J. R., Goldman, S. R., & Bransford, J. D. (1999, April). Elements of students' sense of community in the classroom (A). Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Bateman, H. V. (September, 1998). Fostering students' sense of community in a constructivist-collaborative learning environment. Paper presented at the annual meeting of the Cognitive Studies for Educational Practice program, J. S. McDonnell Foundation: Boulder, Colorado.

Bateman, H.V., Goldman, S. R., Newbrough, J. R., & Bransford, J. D., and the CTGV (1997, August). Fostering social skills and prosocial behavior through learning communities. Paper presented in the seventh biennial conference of the European Association for Research on Learning and Instruction, Athens, Greece.

Bateman, H. V., Newbrough, J. R., & Goldman, S. R. (1997, May). Psychological sense of community in the classroom: Relationships to students' social and academic skills and social behavior. Paper presented in the sixth biennial conference on Community Research and Action, Columbia, SC.

### **Selected Publications**

Bateman, H.V. (2018). Psychological Sense of Community in the Classroom: Relationship to Aggression, Victimization and Exclusivity. *The International Journal of Interdisciplinary and Community Studies* 13(3).

Bateman, H.V (2018). The Relationship between Students' Psychological Sense of Community in the Classroom, Aggressive Behavior, and Academic Competence. *The Athens Journal of Social Sciences*, vol. 5, issue 2, April 2018, pp. 151—166.

Bateman, H. V. (April, 2016). Comparative search of peer institutions (focused on diversity-focused course offerings in Psychology departments), questions, findings, conclusions, and recommendations. Diversity-in-Curriculum Task Force. Final report (Tech. Rep. No. 1). United States, Tennessee: University of the South.

Bateman, Vrailas, H. with the Developmental and Community Research Group at Sewanee. (2015, September). Do it yourself health: Teaching children how to make healthier life choices on their own. In J. Kouros, G. Freris, & F. Sidiropoulou (Eds.), *Proceedings of the 18<sup>th</sup> Annual International Conference of*

- the Association of Psychology and Psychiatry for Adults and Children*. Paper presented at the 18<sup>th</sup> International Conference of the Association for Psychology and Psychiatry for Adults and Children, Athens, Greece, 21-24 May (pp. 1-6). Bologna, Italy, Medimond Press.
- Bateman, Vrailas, H., Previdi, S., Orlandy, D., & Steward, A. (2015, June). The Healthy Bodies and Healthy Minds program: Empowering children to make changes. In J. Kouros, P. Beredimas, G. Freris, & F. Sidiropoulou (Eds.), *Proceedings of the 17<sup>th</sup> Annual International Conference of the Association of Psychology and Psychiatry for Adults and Children*. Paper presented at the 17<sup>th</sup> Annual International Conference of the Association of Psychology and Psychiatry for Adults and Children, Athens, Greece, (pp. 5-10). Bologna, Italy, Medimond Press.
- Bateman, H., Dunchan, H. & Maxwell, L. (2014, April). Addressing the childhood obesity epidemic: The Healthy Bodies and Healthy Minds project. In J. Kouros, G. Freris, & F. Sidiropoulou (Eds.), *Proceedings of the 16<sup>th</sup> Annual International Conference of the Association of Psychology and Psychiatry for Adults and Children*. Paper presented at the 16<sup>th</sup> Annual International Conference of the Association of Psychology and Psychiatry for Adults and Children, Athens, Greece, (pp. 5-10). Bologna, Italy, Medimond Press.
- Bateman, H.V. (2013). Report on the Healthy Bodies and Healthy Minds Grant (Report no. 1). Associated Colleges of the South.
- Bateman H.V. (2010). Center for Liberal Education and Community Engagement (CLECE) assessment report: CLECE faculty survey. Final report (Tech. Rep. No. 1). United States, Tennessee: University of the South.
- Bateman, H. V. (2008). Using technology to promote learning communities. *International Journal of Interdisciplinary Social Sciences*, 3(8), 209-218.
- Bateman, H. V. (2007). Psychological sense of community: Relationship to human learning. *International Journal of Interdisciplinary Social Science*, 1(6), 117-123.
- Bateman, H. V. (2003). *Parental influence and peer culture*. In J. W. Guthrie (Ed.) *Encyclopedia of Education* (2nd Edition). New York, NY: McMillan
- Bateman, H. V. (2003). *Adolescent peer culture: An overview*. In J. W. Guthrie (Ed.) *Encyclopedia of Education* (2nd Edition). New York, NY: McMillan
- Bateman, H. V. (2002). Students' sense of community: Implications for Class Size. In B. B. Hartman (Ed.), *Taking small classes one step further* (pp. 63-75). Philadelphia, PA: Laboratory for Student Success.
- Bateman, H. V. (2002). Sense of community in the school: Listening to students' voices.

- In A. T. Fisher, C. C. Sonn, & B. J. Bishop (Eds), *Psychological Sense of Community: Research, Applications, and Implications* (pp. 161-180). New York: Kluwer Academic/Plenum Publishers.
- Bateman, H. V., Bransford, J. D., Moore, A.(2005). Arts for Learning National Study: Final report (Tech. Rep. No. 3). United States, Tennessee: University of the South.
- Bateman, H. V., Bransford, J. D., Moore, A (2004). Arts for Learning National Study: Year 2 report (Tech. Rep. No. 2). United States, Tennessee: University of the South.
- Bateman, H. V., Bransford, J. D., Moore, A (2003). Arts for Learning National Study: Year 1 report (Tech. Rep. No. 1). United States, Tennessee: Vanderbilt University.
- Bateman, H. V., Davidson, H., Dokecki, P. R., Garrard, W., Lewis, S., Mahan, B., Newbrough, J. R., Plas, J. M., & Vaknin, T. (1999). *Psychological sense of community at Peabody*.(Tech. Rep. No. 1). Nashville, Tennessee: Peabody College, Vanderbilt University.
- Bateman, H. V. with Vye, N. Schwartz, D., Bransford, J. D., Barron, B., Zech, L., and CTGV (1998). SMART environments that support monitoring, reflection, and revision. In D. Hacker, J. Dunlosky, & A. Graessar (Eds). Hillsdale: Erlbaum Associates.
- Bateman, H. V., Goldman, S. R., Newbrough, J. R., & Bransford, J. D. (1998). Students' sense of community in constructivist/collaborative learning environments. *Proceedings of the Twentieth Annual Meeting of the Cognitive Science Society* (pp. 126-131). Mahwah, New Jersey: Lawrence Erlbaum.
- Bateman, H. V. with the Cognition and Technology Group at Vanderbilt (1996). *The Jasper Project: Lessons in curriculum, instruction, assessment, and professional development*. Mahwah, NJ: Lawrence Erlbaum.
- Bransford, J. D., Vye, N. J., & Bateman, H. V. (2002). Creating high-quality learning environments: Guidelines from research on how people learn. In P. A. Graham & N. G. Stacey (Eds.), *The knowledge economy and post secondary education: Report of a workshop* (pp. 159-197). Washington, DC: National Academy Press.
- Bransford, J. D., Sharp, D., Vye, N. & Bateman, H. V. (2001). On school productivity from a "How People Learn" perspective. In J. E. Adams (Ed.), *Investing in Adequacy: Critiquing the Challenges* (pp. 27-32). National Research Council: Department of Education.
- Coie, J. D., Cillessen, A. H. N., Dodge, K. A., Hubbard, J. A., Schwartz, D., Lemerise, E. D., Bateman, H. V. (1999). It takes two to fight: A test of relational factors and a method for assessing aggressive dyads. *Developmental Psychology*, 35(5), 1179-1188.

Schwartz, D., Dodge, K. A., Coie, J. D., Hubbard, J. A., Cillessen, A. H., Lemerise, E. A., & Bateman, H. V. (1998) Social-cognitive and behavioral correlates of subtypes of aggression and victimization in boy's play groups. *Journal of Abnormal Child Psychology*, 26(6), 431-440.

Goldman, S. R., Mayfield-Stewart, C., Bateman, H. V., Pellegrino, J. W. (1996). *Environments that Support Meaningful Learning*. Proceedings of the Second Conference on Interest and Gender.