

Biographical sketch: Allan Wigfield

I am Professor and Chair of the Department of Human Development and Distinguished Scholar-Teacher at the University of Maryland, and have been at Maryland since 1989. I received my Ph. D. in educational psychology from the University of Illinois in 1982, and then went to the University of Michigan on a postdoctoral fellowship in developmental psychology. I stayed at Michigan until 1989.

My research focuses on how children's motivation in different academic areas develops across the school years. I have done several longitudinal studies (grounded in the expectancy – value theory of achievement motivation) on the development of children's motivation, focusing on the development of children's competence beliefs, expectancies for success, and valuing of different activities. These studies have shown that children's competence beliefs and values for different activities tend to decline over the school years. We have explored why this is the case.

I have focused much of my recent research on the development of children's motivation for reading during the elementary school years, and how different instructional practices influence children's reading motivation. I have collaborated extensively with Dr. Guthrie on this work, on a project called the Reading Engagement Project. In this project we have looked at how different reading instruction programs influence children's reading comprehension and reading motivation. We have focused in particular on Concept Oriented Reading Instruction (CORI) in this work. CORI is a reading comprehension instruction program that blends science and literacy instruction, and includes specific instructional practices designed to facilitate children's reading motivation. We have found that CORI has strong positive effects on both reading comprehension and reading motivation. We began last a year a new study of CORI's effectiveness with middle school students, and are developing new measures of reading motivation as part of this project. This project is the Reading Engagement for Adolescent Literacy (REAL) project.

My research has been supported by grants from the National Science Foundation, National Institutes of Health, and the Spencer Foundation. I have authored more than 100 peer-reviewed journal articles and book chapters on children's motivation and other topics, including the chapter on the development of motivation in the recently-published *Handbook of child psychology* (6th edition). I was Associate Editor of the *Journal of Educational Psychology* from 2000 to 2002 and Associate Editor of *Child Development* from 2001 to 2005. In 2007 I became editor of the teaching, learning, and human development section of the *American Educational Research Journal*.

During the time I have been at Maryland I have mentored *19 doctoral students* through the completion of their degrees. Upon completing their degrees these students obtained academic positions, research positions, postdoctoral fellowships, positions in the federal government, and positions in different school systems. I also advised *12 masters' students* through the completion of their degrees. Two of the master's students completed theses under my direction.

My most recent Ph. D. graduate, Stephen Tonks, is now a faculty member at Northern Illinois University. Two of my current doctoral students are working on their dissertations. Laurel W. Hoa is doing a qualitative study of Asian-American adolescents'

bi-racial identity development. Susan Lutz is studying parents' involvement in their early adolescents' reading activities and how parent involvement relates to their children's reading motivation. My third doctoral student, Jenna Cambria, is in her second year of our program and is working with us on the REAL project.