

ELLEN RYDELL ALTERMATT

Department of Psychology

Hanover College

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EDUCATION

- Ph.D. University of Illinois at Urbana-Champaign, May 2001
Major Area: Developmental Psychology
Minor Areas: Quantitative Psychology and Educational Psychology
- M.S. University of Illinois at Urbana-Champaign, August 1997
Department of Educational Psychology
Division of Development and Socialization Processes
- B.A. Millersville University of Pennsylvania, May 1995
Major Areas: Psychology and English
Minor Area: Linguistics

APPOINTMENTS

- Professor, Hanover College, 2015 – Present
Associate Professor, Hanover College, 2008 – 2015
Assistant Professor, Hanover College, 2003 – 2008
Assistant Professor, Michigan State University, 2001 – 2003

OTHER PROFESSIONAL EXPERIENCE

- Data Analyst and Program Evaluation Consultant, Madison Consolidated School District, 2016 – Present
Program Evaluation Consultant, Indiana Youth Institute, 2015 – Present
Editorial Board, *Journal of Educational Psychology*, 2007 – 2013

RESEARCH INTERESTS

- | | |
|---------------------------------|-------------------------------|
| Academic Achievement | Peer Relationships |
| Achievement Motivation | Program Evaluation |
| Development Across the Lifespan | Teacher-Student Relationships |
| Educational and Social Policy | Sex Differences |

TEACHING EXPERIENCE

Hanover College

Adulthood and Aging
Advanced Research Methods
Basic Principles in Psychology
Child and Adolescent Development
Hanover 101
Human Sexuality

Nature and Nurture
Psychology of Gender
Psychology of the Family
Research Practicum
Research Seminar

Michigan State University

Cognitive Development across the Lifespan
Psychological Development

Proseminar in Educational Psychology
Social Development across the Lifespan

University of Illinois at Urbana-Champaign

Child Development

Social and Personality Development

PUBLICATIONS

Note that names in bold represent student co-authors.

Altermatt, E. R. (2017). Academic support from peers as a predictor of academic self-efficacy among college students. *Journal of College Student Retention*. Advance Online Publication. DOI: 10.1177/1521025116686588

Altermatt, E. R. (2017). Academic competence perceptions moderate the effects of peer support following academic success disclosures. *Social Development, 1*, 1-16.

Altermatt, E. R. (2016). Grade-level declines in perceived academic support from peers: A moderated mediation analysis. *Journal of Early Adolescence*. Advance Online Publication. DOI: 10.1177/0272431615624568

Altermatt, E. R., & **Painter, J. K.** (2016). I did well. Should I tell? Gender differences in children's academic success disclosures. *Sex Roles, 74*(1), 46-61.

Altermatt, E. R. (2015). Predicting day-to-day changes in students' school-related affect from daily academic experiences and social interactions. *Journal of Experimental Education, 83*(2), 218-235.

Altermatt, E. R. (2012). Children's achievement-related discourse with peers: Uncovering the processes of peer influence. In A. Ryan and G. Ladd (Eds.), *Peer Relationships and Adjustment at School* (pp. 109-134). Charlotte, NC: Information Age Publishing.

Altermatt, E. R., & **Ivers, I.** (2011). Friends' responses to children's disclosure of an achievement-related success: An observational study. *Merrill-Palmer Quarterly, 57*(4), 429-454.

Altermatt, E. R. (2011). Capitalizing on academic success: Students' interactions with friends as predictors of school adjustment. *Journal of Early Adolescence, 31*, 174-203.

Altermatt, E. R. & Broady, E. F. (2009). Coping with achievement-related failure: An examination of conversations between friends. *Merrill-Palmer Quarterly, 55*(4), 454-487.

Krantz, J. H., Dine Young, S., Altermatt, T. W., Altermatt, E. R., & Mamberg, M. H. (2008). Encouraging undergraduate research: Hanover College's psychology major. In S. F. Davis, M. Ware, R. Miller, & R. Rycek (Eds.), *Promoting, Developing, and Sustaining the Undergraduate Research Experience in Psychology* (pp. 78-80). The Society for the Teaching of Psychology.

Altermatt, E. R. (2007). Coping with academic failure: Gender differences in students' self-reported interactions with family members and friends. *Journal of Early Adolescence, 27*, 479-508.

Altermatt, E. R., & Kenney-Benson, G. A. (2006). Friends' influence on school adjustment: A review of three perspectives. In A. V. Mitel (Ed.), *Trends in Educational Psychology* (pp. 137-153). New York: Nova Science Publishers.

Altermatt, E. R., & Pomerantz, E. M. (2005). The implications of having high-achieving versus low-achieving friends: A longitudinal analysis. *Social Development, 14*, 61-81.

Dirkin, K. H., Mishra, P., & Altermatt, E. R. (2005). All or nothing: Levels of sociability of a pedagogical software agent and its impacts on student perceptions and learning. *Journal of Educational Multimedia and Hypermedia, 14*, 113-127.

Altermatt, E. R., & Kim, M. E. (2004). Can anxiety explain sex differences in college entrance exam scores? *Journal of College Admission, 183*, 6-11.

Altermatt, E. R., & Kim, M. E. (2004). Getting girls de-stereotyped for SAT exams. *The Education Digest, 70*(1), 43-47.

Guzick, D. T., Dorman, W. J., Groff, T. S., Altermatt, E. R., & Forsyth, G. A. (2004). Fostering social interest in schools for long-term and short-term outcomes. *Journal of Individual Psychology, 60*, 361-378.

Altermatt, E. R., & Pomerantz, E. M. (2003). The development of competence-related and motivational beliefs: An investigation of similarity and influence among friends. *Journal of Educational Psychology, 95*, 111-123.

Altermatt, E. R., & Pomerantz, E. M. (2003). Easing student exam anxiety. *The Education Digest, 68*(8), 20-22.

Altermatt, E. R., & Pomerantz, E. M. (2003). Why girls worry about school performance. *Principal, 82*(4), 67-68.

Pomerantz, E. M., Altermatt, E. R., & Saxon, J. L. (2002). Making the grade but feeling distressed: Gender differences in academic performance and internal distress. *Journal of Educational Psychology, 94*, 396-404.

Altermatt, E. R., Pomerantz, E. M., Ruble, D. N., Frey, K. S., & Greulich, F. K. (2002). Predicting changes in children's self-perceptions of academic competence: A naturalistic examination of evaluative discourse among classmates. *Developmental Psychology, 38*, 903-917.

Pomerantz, E. M., & Altermatt, E. R. (1999). Considering the role of development in self-regulation. In R. S. Wyer (Ed.), *Advances in Social Cognition: Vol. 12. Perspectives on Behavioral Self-Regulation* (pp. 175-192). Mahwah, NJ: Lawrence Erlbaum

Altermatt, E. R., Jovanovic, J., & Perry, M. (1998). Bias or responsiveness? Sex and achievement-level effects on teachers' classroom questioning practices. *Journal of Educational Psychology, 90*, 516-527.

CONFERENCE PRESENTATIONS

Note that names in bold represent student co-authors.

Altermatt, E. R., & **Gawronska, M.** (2017, September). *Ardent about AVID: A community-based participatory research approach to evaluating a college-readiness program*. Poster to be presented at the annual meeting of the Engagement Scholarship Consortium, Birmingham, AL.

Altermatt, E. R., **Dischinger-Smedes, G.**, & **Busch, I.** (2017, April). *Support from peers following everyday academic challenge and success disclosures predicts college students' academic self-efficacy*. Poster to be presented at the annual meeting of the Midwestern Psychology Association, Chicago, IL.

Altermatt, E. R., & **Painter, J. K.** (2016, January). *I did well. Should I tell? Gender differences in academic success disclosures*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Altermatt, E. R., **Ray, M.**, & **Wehmeyer, H.** (2015, May). *Grade-level declines in perceived academic support from peers: A multiple mediation analysis*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Ryan, A. M., Altermatt, E. R., **North, E. A.**, & **McKellar, S.** (2015, April). *Teacher practices, classroom peer ecology, and student engagement*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Altermatt, E. R., **Borton, W.**, **Burkhardt, C.**, **Mulvaney, M.**, **Painter, J. K.**, & **Tedder, B.** (2013, May). *Predictors of academic success disclosures in children*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Altermatt, E. R., & **Ivers, I. E.** (2011, March). *Social support in the context of positive events: Examining friends' responses to children's disclosures of success*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Altermatt, E. R. (2010, March). *Capitalizing on academic successes: Student interactions with friends as predictors of school adjustment*. Paper presented at the annual meeting of the Society for Research on Adolescence, Philadelphia, PA.

Altermatt, E. R. and **Broady, E. F.** (2008, April). *Predicting responses to achievement-related failure from children's conversations with friends: An observational study*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Altermatt, E. R., **Broady, E. F.**, & **Bellgard, T. C.** (2007, May). *Coping with achievement-related failure: An examination of conversations between friends*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Altermatt, T. W., & Altermatt, E. R. (2006, January). *Integrating student research across the major*. Poster presented at the annual meeting of the National Institute for the Teaching of Psychology, St. Petersburg, FL.

Altermatt, E. R., **Mosher, J., & Broady, E.** (2005, April). *Capitalizing on success and coping with failure: Examining the effects of students' interactions with family members and friends*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Krantz, J. H., Dine Young, S. Altermatt, E. R., & Altermatt, T. W. (2004, April). *Integrating research into the curriculum to foster intellectual development regardless of the career path*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Altermatt, E. R., & **Kamplain, S. E.** (2004, April). *Sex differences in social support seeking in the academic domain*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Hershey, K., Mishra, P., & Altermatt, E. R. (2004, April). *All or nothing: Levels of sociability of a pedagogical software agent and its impact on perceptions of presence, learning, and motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Altermatt, E. R., **Kim, M. E., Mosher, J., & Swartz, A.** (2004, January). *Coping with failure and capitalizing on success: An examination of students' interactions with family members and friends*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Austin, TX.

Altermatt, E. R., Pomerantz, E. M., & Ruble, D. N. (2003, April). *Predicting changes in achievement-related beliefs: An examination of children's discourse with peers*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Altermatt, E. R., & Pomerantz, E. M. (2003, April). *The tradeoffs of selecting high-achieving versus low-achieving friends*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Altermatt, E. R. (2002, November). *Promoting school success: What role do friends play?* Invited paper presented at the King-Chavez-Parks College Day Program Annual Conference, East Lansing, MI.

Altermatt, E. R., & Pomerantz, E. M. (2002, April). *Friendship choice and student achievement: A social-comparative analysis*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Altermatt, E. R., & Pomerantz, E. M. (2001, April). *Similarity and influence among friends: An investigation of self-evaluative beliefs*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Altermatt, E. R., Pomerantz, E. M., & Ruble, D. N. (1999, April). *Evaluative discourse in the classroom: Predicting competence perceptions*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Forsyth, G. A., Altermatt, E. R., & Forsyth, P. (1997, August). *Humor, emotional empathy, creativity, and cognitive dissonance*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

Saxon, J. L., Altermatt, E. R., & Pomerantz, E. M. (1997, April). *Conceiving of ability as stable: Implications for vulnerability to depressive symptoms*. Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Altermatt, E. R., Jovanovic, J., & Perry, M. (1997, March). *Bias or sensitivity? Gender and achievement level effects on teachers' classroom questioning practices*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Altermatt, E. R. (1995, April). *Student-teacher interactions related to cognitive level of question and gender*. Paper presented at the annual meeting of the Eastern Psychological Association, Boston, MA.

RESEARCH GRANTS

Principal Investigator

Improving the Outcomes of K-12 Students Through Community-Based Research
Indiana Campus Compact Scholarship of Engagement Grant
2016-2017

Principal Investigator

Capitalizing on Academic Success
Hanover College Faculty Development Grant Program
2011-2013

Principal Investigator

Daily Academic Experiences and Social Interactions as Predictors of Changes in School-Related Affect
Hanover College Faculty Development Grant Program
2010-2011

Principal Investigator

Coping with Academic Difficulty: An Investigation of Conversations Between Friends
National Science Foundation, Division of Developmental and Learning Sciences
2003-2007

Principal Investigator

Coping and Friendship Support in the Academic Context
National Institute of Child Health and Human Development
2003-2005 (declined)

Principal Investigator

Academic Performance and Social Interactions as Predictors of School Adjustment: A Daily Diary Approach
Michigan State University Internal Research Grant Program
2002-2004

Co-Investigator

Children's Understanding of and Interactions with Anthropomorphic Toys
College of Education Research Grant, Michigan State University
2002-2004

Principal Investigator

Coping with Academic Challenge: An Investigation of Conversations Between Friends
College of Education Research Grant, Michigan State University
2001-2002

HONORS AND AWARDS

The Daryl R. Karns Award for Scholarly and Creative Activity, Hanover College, 2015
Dissertation Completion Fellowship, University of Illinois, 2000
Incomplete List of Teachers Ranked as Excellent by Students, University of Illinois, 2000
Higginson Graduate Research Award, Department of Psychology, University of Illinois, 1999
Dallenbach Fellowship, Department of Psychology, University of Illinois, 1997
Graduate College Travel Grant, University of Illinois, 1997
College of Education William Chandler Bagley Award, University of Illinois, 1996
College of Education Dean's Fellowship, University of Illinois, 1995
Allyn and Bacon Thesis Competition Award, 1995
Psi Chi Regional Research Award, 1995

SERVICE

Faculty Evaluation Committee, Hanover College, 2010 – 2012 and 2014 – Present
Coordinator, Butler Undergraduate Research Conference, Hanover College, 2007 – Present
Committee of the Faculty, Hanover College, 2012 – 2013
Psychology Department Chair, Hanover College, 2009 – 2011
Faculty Steering Committee, Hanover College, 2007 – 2010
Rules Application Committee, Hanover College, 2007 – 2008
Center for Child Development Advisory Board (Chair), Hanover College, 2006 – 2007
Mortar Board Faculty Advisor, Hanover College, 2006 – 2009
Community Board of Standards, Hanover College, 2006 – 2007
Faculty Liaison to the Center for Child Development, Hanover College, 2005 – 2006
Teacher Education Committee, Hanover College, 2004 – 2007