

# Jeanne M. Friedel

## Curriculum Vitae

### Business Address:

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## Education

2006 *Ph.D., Education and Psychology, University of Michigan*

2001 *M.A., Psychology, University of Michigan*

1997 *B.A., Psychology and Biology, Cum Laude, University of Rochester*

## Honors and Awards

2004 *Rackham Dissertation Fellowship, University of Michigan*

2003 *Barbara Perry Roberson Endowment Fellowship, University of Michigan*

1997 *Simeon Cheatham Award for Service to Children, University of Rochester*

1996 *Presidential Award for Community Service, University of Rochester*

## Research Biography

Since completing my doctorate, I have continued my research in the field of motivation and achievement. My research has focused on the development of achievement motivation across school transitions as well as family support for student motivation in early and middle childhood. In collaboration with colleagues at the University of Michigan, I have examined relations between teacher practice and children's personal achievement goals, school engagement, efficacy beliefs, coping strategies, expectations and valuing of school success during early and middle childhood. In addition, these research collaborations have yielded methodological contributions to the field of educational psychology through the application of multilevel modeling techniques to longitudinal datasets and the examination of assessment validity using cognitive pretesting.

## Professional Experience

2006-present *Research Area Specialist Intermediate: UM- Ready to Learn Project*  
*Principal Investigator: Susan B. Neuman*

2003-present *Research Assistant and Co-Investigator: MSP-Motivation Assessment Program*

*Principal Investigators: Martin Maehr, Ph.D., & Stuart Karabenick, Ph.D.*

- 1999-2005 *Research Assistant and Co-Investigator: Success Despite the Odds*  
*Principal Investigator: Leslie M. Gutman, Ph.D.*
- 2002-2003 *Research Assistant: Making Makin' It Possible*  
*Principal Investigator: Elizabeth Birr Moje, Ph.D.*
- 2002-2003 *Research Assistant: Parental Scaffolding of Children's Learning*  
*Principal Investigator: Addison Stone, Ph.D.*
- 1999-2003 *Research Assistant: Macarthur School Engagement Project*  
*Principal Investigator: Phyllis Blumenfeld, Ph.D.*
- 1998-2001 *Research Assistant: Mathematics and School Transitions*  
*Principal Investigators: Carol Midgley, Ph.D., and Julianne C. Turner, Ph.D.*
- 1996-1997 *Principal Investigator: What would you do? Coping with peer conflict.*  
*Supervisor: Michael Lynch, Ph.D.*

## Publications

- Blumenfeld, P., Modell, J. Bartko, W. T., Secada, W., Fredricks, J., Friedel, J. & Paris, A. (2005). School engagement of inner city students during middle childhood. In C. R. Cooper, C. Garcia Coll, W. T. Bartko, H. M. Davis & C. Chatman (Eds.), Developmental pathways through middle childhood: rethinking diversity and contexts as resources for children's developmental pathways. Mahwah, NJ: Lawrence Erlbaum.
- Fredricks, J. A., Blumenfeld, P. C., Friedel, J. & Paris, A. (2005). School engagement. In K. A. Moore & L. Lippman (Eds.), Conceptualizing and measuring indicators of positive development: What do children need to flourish? New York: Kluwer Academic/Plenum Press.
- Fredricks, J. A. & Blumenfeld, P. C., & Friedel, J. (under review). An analysis of the impact of the social and academic context on engagement in urban elementary school settings. Manuscript under review at Journal of Educational Psychology.
- Friedel, J. M., Schnabel, K. S., Turner, J. C., & Midgley, C. (2007). Achievement goals, efficacy beliefs, and coping strategies in mathematics: The roles of perceived parent and teacher goal emphases. Contemporary Educational Psychology, 32(3), 434-458.
- Friedel, J. M., Schnabel, K. S., Turner, J. C., & Midgley, C. (submitted). Efficacy beliefs in mathematics across the transition from 6<sup>th</sup> to 7<sup>th</sup> grade: The effect of changes in perceived teacher goal emphases.
- Gutman, L., Friedel, J., & Hitt, R. (2003). Keeping adolescents safe from harm: Management strategies of African American families in high-risk communities. Journal of School Psychology, 3, 167-184.

Karabenick, S. A., Woolley, M. E., Friedel, J. M., Ammon, B. V., Blazeovski, J., Bonney, C. R., De Groot, E., Gilbert, M. C., Kelly, K. L., Kempler, T. M., & Musu, L. (in press). Cognitive processing of self-report items in educational research: Do they think what we mean? Educational Psychologist.

## Presentations

Blumenfeld, P., Fredericks, J., Friedel, J., Paris, A., and Rivas, D. (2001). School engagement in urban settings. Presented at the biannual meeting of the Society for Research on Child Development, Minneapolis, MN.

Fredericks, J., Blumenfeld, P., Friedel, J., & Paris, A. (2002). Increasing engagement in urban settings: An analysis of the influence of the social and academic context on student engagement. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Friedel, J., Hruda, L., & Midgley, C. (2001). When children limit their own learning: The relation between children's perceptions of their parents' achievement goals and their use of avoidance behaviors. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Friedel, J., Marachi, R., & Midgley, C. (2002). "Stop embarrassing me!" Relations among student perceptions of teachers, classroom goals and maladaptive behaviors. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Friedel, J., Schnabel, K., & Turner, J. (2005). Considering multiple contexts: Children's perceptions of parents' and teachers' achievement goal orientations. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Friedel, J., & Blazeovski, J. (2005). Measure development and customized technical assistance: A process analysis. Presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.

Gutman, L., Hitt, R., Nelson, J., & Amin, B. (2000). Parents' management strategies in high-risk communities: An examination of African American families living in poverty. Presented at the biannual meeting of the Society for Research on Adolescence, Chicago IL.

Friedel, J., & Karabenick, S. (2007). Perceived Family Support for Learning, Achievement Goal Emphases, and Students' Achievement Goal Orientations. Paper presented at the 12<sup>th</sup> Biennial Conference for Research on Learning and Instruction, Budapest, Hungary.

LoGerfo, L., & Nelson, J. (2000). Bookworms, social butterflies, and those in between: The effects of friends' social and academic orientations on high school achievement. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Marachi, R., Friedel, J., & Midgley, C. (2001). "I sometimes annoy my teacher during math." Relations between student perceptions of the teacher and disruptive behavior in the

classroom. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.

## College Teaching Experience

- Fall 2007*      *Instructor: Educational Psychology and Human Development*  
Subject Area Specialization: Elementary education.
- Winter 2005*      *Instructor: Educational Psychology and Human Development*  
Subject Area Specialization: Elementary and secondary music and physical education.
- Fall 2003*      *Teaching Assistant: Introduction to Psychology*  
Supervisor: Shelly Schreier, Ph.D.
- Summer 2003*      *Teaching Assistant: Introduction to Statistics I & II*  
Inter-University Consortium for Political and Social Research (ICPSR)  
Supervisors: Pedro Sanchez, Ph.D., and Merle Feldbaum
- Winter 2003*      *Instructor: Educational Psychology and Human Development*  
Subject Area Specialization: Secondary social studies.
- Fall 2002*      *Instructor: Educational Psychology and Human Development*  
Subject Area Specialization: Secondary social studies; elementary and secondary music and physical education.
- Fall 2001*      *Teaching Assistant: Developmental Psychology*  
Supervisor: Brenda Volling, Ph.D.

## K-12 Teaching Experience

- 1997-1998*      *Kindergarten Aide: Holy Cross Day Care, Toledo, Ohio*
- 1996-1998*      *Director: Toledo Service Project for Teens and Young Adults*  
Family Outreach Community United Services, Toledo, Ohio

## Professional Memberships & Activities

American Educational Research Association  
 Motivation Special Interest Group (reviewer)  
 Family, School and Community Partnerships Special Interest Group (reviewer)  
 Division C: Learning and Instruction  
 Division E: Counseling and Human Development  
 Society for Research on Child Development  
 Society for Research on Adolescence