

Career Curriculum Vita 1990 - 2024

Dr. Paris Strom, Professor

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EDUCATION

Arizona State University, PhD Educational Psychology, 1997

Arizona State University, MA Art Education, 1994

Arizona State University, BFA Art Education, 1991

TEACHING EXPERIENCE

Auburn University, Professor, 2012-current

Auburn University, Associate Professor, 2006-2011

Auburn University, Assistant Professor, 2001-2006

Arizona State University, Adjunct Professor, 1999-2001

Peoria Public Schools, High School Teacher, 1998-2001

Scottsdale Public Schools, High School Teacher, 1997-1998

Teacher Certification:

Secondary Public Schools, Arizona Department of Education, 1997-2004.

Community Colleges of Arizona Certification, 1997 - Lifetime.

AWARDS and RECOGNITION

Certificate of Recognition, Exemplary Assessment Practices, by Auburn University Director of Academic Assessment, for the Educational Psychology PhD program 2019, P. Strom Coordinator: “In thanks for hard work and recognition of enthusiasm of Educational Psychology program for improving quality of assessment practices. The team clearly places emphasis on engaging faculty and is enthusiastic in working towards improvement.” Letter dated November 21, 2019 from Katie Boyd, Office of Academic Assessment. Boyd also commented in the letter that the most recent program report that I headed up as author was going to be posted as an exemplar for other departments and programs to see at Auburn University.

Exemplary Program Assessment Practices for 2018-2019, awarded by Office of Academic Assessment, Auburn University, for Educational Psychology PhD Program, P. Strom Coordinator

Biggio Center, Auburn University, Faculty Showcase Showdown, Selected Professor, Presentation for Teamwork Skills Inventory, held at the Mell Classroom Building for all AU faculty interested in improving teaching practices, February 20, 2018. Each selected professor had his/her own table like a poster session in which a brief summary of the innovative teaching practice was presented along with handouts about the Teamwork Skills Inventory, which I have developed and hold copyright.

Exemplary Program Assessment Practices for 2017-2018, awarded January 22, 2019 by Office of Academic Assessment, Auburn University, for Educational Psychology PhD Program, P. Strom Coordinator

Certificate of Recognition, by Auburn University Director of Academic Assessment for the Educational Psychology Assessment for PhD program 2017-2018, P. Strom Coordinator: “In thanks for hard work and recognition of enthusiasm of Educational Psychology program for improving quality of assessment practices. The team clearly places emphasis on engaging faculty and is enthusiastic in working towards improvement.”

Certificate of Recognition, by Auburn University Director of Academic Assessment presented Fall 2017 to Educational Psychology PhD Program, P. Strom Coordinator: “For improving programmatic assessment practices from 2016 to 2017. The program made great strides in improving the quality of their assessment practices.”

Outstanding Faculty Award for Auburn University Graduate School, presented by Student Government Association, April 2014.

Outstanding Faculty Award for Research, College of Education Auburn University, April 2011.

Who’s Who in America 2008, 62nd Edition, Marquis.

Who’s Who in America 2006, 60th Diamond Anniversary Edition, Marquis.

Gerald and Emily Leischuck Outstanding Undergraduate Teaching Award, Auburn University, 2005.

AU Report, May 2, 2005, AU Research: “Time Together is Best Way to Strengthen Ties with Children” (by Katie Crew). Paris Strom personal interview regarding Parent Success Indicator study of Blacks, Hispanics, and White American mothers and adolescents.

Implementation of Technology with Teachers in Rural Schools, Auburn University, National Advisory Council, \$1,500 Spring 2002-Summer 2003.

CLASSES TAUGHT AT AUBURN UNIVERSITY SPRING 2024 – FALL 2001

<i>Semester</i>	<i>Course #</i>	<i>Course Name</i>	<i>Credit Hours</i>	<i>Enrollment</i>
Spring 2024	FOUN 3100 DMK	Child Development	6	19
Fall 2023	FOUN 3100 DMK	Child Development	6	18
Fall 2023	EPSY 8410-001	Learning in the Social Context	3	9
Fall 2023	EPSY 8410-D01	Learning in the Social Context	3	4
Fall 2023	EPSY 8990-003	Research and Dissertation	1	1
Spring 2023	FOUN 3100-DMK	Child Development	6	17
Spring 2023	EPSY 8410-001	Learning in the Social Context	3	11

Spring 2023	EPSY 8410-D01	Learning in the Social Context	3	10
Spring 2023	EPSY 8990-003	Research and Dissertation	1	1
Fall 2022	EPSY 8990-D01	Research and Dissertation	1	1
Fall 2022	FOUN3100	Child Development	6	21
Spring 2022	EPSY 8410	Learning in the Social Context	3	13
Spring 2022	EPSY 8410D01	Learning in the Social Context	3	5
Spring 2022	EPSY 8990	Research and Dissertation	1	1
Spring 2022	FOUN3100	Child Development	6	28
Spring 2021	FOUN3103	Child Development	6	19
Spring 2021	EPSY 8410	Child Development	3	14
Spring 2021	EPSY 8416	Learning in the Social Context	3	7
Spring 2020	FOUN 3103	Child Development	6	25
Spring 2020	EPSY 8410	Learning in the Social Context	3	12
Spring 2020	EPSY 8416	Learning in the Social Context	3	3
Spring 2020	EPSY 8440	Ed Psy Apprenticeship Seminar	3	1
Spring 2020	EPSY 8990	Research and Dissertation	*9	2
Fall 2020	FOUN 3103	Child Development	6	25
Fall 2020	EPSY 8990	Research and Dissertation	*13	2
Spring 2019	EPSY 8990	Research and Dissertation	1	1
Spring 2019	FOUN 3103	Child Development	6	13
Spring 2019	EPSY 8410	Learning in the Social Context	3	3
Spring 2019	EPSY 8416	Learning in the Social Context	3	17
Spring 2019	EPSY 8640	Teaching Apprenticeship	3	1
Fall 2019	FOUN 3103	Child Development	6	13
Fall 2019	EPSY 8540	Research Apprenticeship in Ed Psy	3	1
Fall 2018	FOUN 3103	Child Development	6	22
Fall 2018	EPSY 8410	Learning in the Social Context	3	9
Fall 2018	EPSY 8416	Learning in the Social Context	3	6
Fall 2018	EPSY 7970	Special Topics: Later Life Learning	3	3
Spring 2018	FOUN 3103	Child Development	6	17

Spring 2018	EPSY 8640	Teaching Apprenticeship	3	2
Spring 2018	EPSY 8990	Research and Dissertation	1	2
Spring 2017	EPSY 8410	Learning in the Social Context	3	4
Spring 2017	EPSY 8416	Learning in the Social Context	3	17
Spring 2017	EPSY 8640	Teaching Apprenticeship	3	1
Spring 2017	FOUN 3103	Child Development	6	20
Spring 2017	EPSY 8990	Research and Dissertation	8	3
Summer 2017	EPSY 8990	Research and Dissertation	1	1
Fall 2017	EPSY 7420	Learning Theory & Ed Practice	3	2
Fall 2017	EPSY 7426	Learning Theory	3	8
Fall 2017	EPSY 7440	Classroom Management	3	3
Fall 2017	EPSY 8410	Learning in the Social Context	3	1
Fall 2017	EPSY 8416	Learning in the Social Context	3	6
Fall 2017	EPSY 8640	Teaching Apprenticeship	3	1
Fall 2017	FOUN 3103	Child Development	3	9
Fall 2017	EPSY 8990	Research and Dissertation	1	2
Spring 2016	EPSY 8416	Learning in the Social Context	3	13
Spring 2016	FOUN 3103	Child Development	6	20
Spring 2016	EPSY 8410	Learning in the Social Context	3	4
Spring 2016	EPSY 8640	Teaching Apprenticeship	3	1
Spring 2016	EPSY 8990	Research and Dissertation	(9)	2
Spring 2016	EPSY 8996	Research and Dissertation	(2)	2
Summer 2016	EPSY 8990	Research and Dissertation	(3)	3
Summer 2016	EPSY 8996	Research and Dissertation	(1)	1
Fall 2016	EPSY 7970	Special Topics: Later Life Learning	3	13
Fall 2016	FOUN 3103	Child Development	6	18
Fall 2016	EPSY 8990	Research and Dissertation	(10)	3
Fall 2016	EPSY 8996	Research and Dissertation	(1)	1
Fall 2015	EPSY 8990	Research and Dissertation	7	4
Fall 2015	EPSY 8996	Research and Dissertation	2	2
Fall 2015	FOUN 3103	Child Development	6	16
Fall 2015	EPSY 7440	Classroom Management	3	7
Fall 2015	EPSY 7426	Learning Theory	3	24
Summer 2015	EPSY 8990	Research and Dissertation	3	3
Summer 2015	EPSY 8996	Research and Dissertation	1	1

Spring 2015	EPSY 8990	Research and Dissertation	8	3
Spring 2015	EPSY 8996	Research and Dissertation	1	1
Spring 2015	EPSY 8416	Learning in the Social Context	3	21
Spring 2015	FOUN 3103	Child Development	6	27
Fall 2014	EPSY 8990	Research and Dissertation	15	4
Fall 2014	FOUN 3103	Child Development	6	16
Fall 2014	EPSY 7440	Classroom Management	3	17
Summer 2014	EPSY 8996	Research and Dissertation	2	1
Summer 2014	EPSY 8990	Research and Dissertation	10	2
Spring 2014	EPSY 8416	Learning in the Social Context	3	16
Spring 2014	EPSY 8410	Learning in the Social Context	3	17
Spring 2014	EPSY 8990	Research and Dissertation	11	3
Spring 2014	FOUN 3103	Child Development	6	25
Fall 2013	FOUN 3100	Child Development	6	24
Fall 2013	EPSY 7406	Ed Psy & Ed Implications	3	19
Fall 2013	EPSY 7400	Ed Psy & Ed Implications	3	22
Fall 2013	EPSY 8990	Research and Dissertation	4	2
Spring 2013	EPSY 7420	Learning Theory & Ed Practice	3	25
Spring 2013	EPSY 8640	Ed Psy: Learning & Instruction Apprenticeship Seminar	3	1
Spring 2013	EPSY 7426	Learning theory & Ed Practice	3	15
Spring 2013	EPSY 8410	Learning in the Social Context	3	12
Spring 2013	EPSY 8416	Learning in the Social Content	3	10
Fall 2012	FOUN 3100	Child Development	6	20
Fall 2012	EPSY 7440	Classroom Management	3	18
Fall 2012	EPSY 8640	Ed Psy: Learning & Instruction Apprenticeship Seminar	3	1
Spring 2012	FOUN 3100	Child Development	6	14
Spring 2012	EPSY 8640	Ed Psy: Learning & Instruction Apprenticeship Seminar	3	3
Spring 2012	EDLD 8990	Research & Dissertation	1	1
Spring 2011	FOUN3100	Child Development	6	22
Spring 2011	EPSY8416	Learning in Social Context	3	20
Spring 2011	EPSY8640	Teaching Apprenticeship	3	4

Spring 2011	EDLD8990	Dissertation Hours	4	1
Fall 2010	FOUN3100	Child Development	6	22
Fall 2010	EDLD8990	Dissertation Hours	3	2
Fall 2010	EPSY8440	Ed Psy Apprenticeship Seminar	3	11
Summer 2010	EDLD8990	Research and Dissertation	3	3
Spring 2010	EDLD8990	Research and Dissertation	3	3
Spring 2010	EPSY8640	Ed Psy Teaching Apprenticeship Intro	3	1
Spring 2010	EPSY8440	Ed Psy Intro to Apprenticeship	3	1
Spring 2010	FOUN3100	Child Development	6	23
Fall 2009	EPSY8640	Teaching Apprenticeship	3	2
Fall 2009	FOUN3110	Adol Development 1	3	14
Fall 2009	FOUN3100	Child Development	6	24
Spring 2009	FOUN3100	Child Development	6	22
Spring 2009	FOUN7426	Learning Theory & Ed Practice	3	13
Spring 2009	EPSY8410	Social Context of Learning	3	7
Fall 2008	EPSY8640	Ed Psychology Teaching Apprentice	3	1
Fall 2008	FOUN3100	Child Development	6	19
Fall 2008	EPSY7440	Classroom Management	3	14
Spring 2008	EPSY7426	Learning Theory & Ed Practice	3	9
Spring 2008	FOUN3100	Child Development	6	22
Fall 2007	FOUN 3100	Child Development	6	26
Fall 2007	FOUN 8640	Ed Psy Teaching Apprenticeship	3	7
Spring 2007	FOUN 3100	Child Development	6	23
Fall 2006	FOUN 8440	Ed Psy Apprenticeship I	3	6
Fall 2006	FOUN 7426	Learning Theory & Ed Practice	3	15
Fall 2006	FOUN 7420	Learning Theory & Ed Practice	3	5
Fall 2006	FOUN 7930	Directed Study: Motiv & Achievement	3	1
Spring 2006	FOUN 3100	Child Development	6	27
Fall 2005	FOUN 8440	Ed Psy Apprenticeship I	3	5
Fall 2005	FOUN 3100	Child Development	6	26
Spring 2005	FOUN 3100	Child Development	6	26
Fall 2004	FOUN 3100	Child Development	6	24
Fall 2004	FOUN 7400	Ed Psy Implications	3	13

Spring 2004	FOUN 6400	Classroom Management	3	9
Spring 2004	FOUN 3110	Adolescent Development I	3	19
Fall 2003	FOUN 7400	Educational Psychology and Implications	3	13
Fall 2003	FOUN 3100	Child Development	6	29
Summer 2003	FOUN 7420	Learning Theory and Applications	3	21
Summer 2003	FOUN 7420	Learning Theory and Applications	3	3
Summer 2003	FOUN 7426	Learning Theory and Applications	3	7
Spring 2003	FOUN 6400	Classroom Management	3	21
Spring 2003	FOUN 3110	Adolescent Development I	3	26
Fall 2002	FOUN 3110	Adolescent Development I	3	18
Fall 2002	FOUN 3100	Child Development	6	24
Spring 2002	FOUN 3100	Child Development	6	16
Fall 2001	FOUN 3110	Adolescent Development I	3	10
Fall 2001	FOUN 3120	Adolescent Development II	3	15

GRADUATE STUDENTS: CHAIR/COMMITTEE 2023 - 1998

A total of 120 graduate students (Masters and Ph.D.) have been served as either Chair or Committee member from the years 1998 to 2023. Programs included Educational Psychology, Adult Education, Music Education, Educational Leadership, Curriculum and Teaching, Elementary Education, Early Childhood Education, Higher Education Administration, and Environmental Design.

RESEARCH

PUBLICATIONS

Books

Mental Health and Relationships from Early Adulthood through Old Age (P. Strom & R. Strom) (2024). New York, NY: Routledge, 318 pp. (in press)

Polling Student Voices for School Improvement: A Guide for Educational leaders, 2nd ed. (P. Strom & R. Strom) (2024). Charlotte, NC: Information Age Publishing, 220 pp.
<https://www.infoagepub.com/products/Polling-Student-Voices-for-School-Improvement-2nd-Edition>

Adolescents in the Internet Age: A Team Learning and Teaching Perspective (3rd ed.) (P. Strom & R. Strom) (2021). Charlotte, NC: Information Age Publishing, 348 pp.
<https://www.infoagepub.com/products/Adolescents-in-the-Internet-Age-3rd-Edition>

Polling Students for School Improvement and Reform (P. Strom & R. Strom) (2016). Charlotte, NC: Information Age Publishing, 275 pp.
<https://www.infoagepub.com/products/Polling-Students-for-School-Improvement-and-Reform>

Adolescents in the Internet Age: Teaching and Learning from Them (2nd ed.) (P. Strom & R. Strom) (2014). Charlotte, NC: Information Age Publishing, 466 pp.
<https://www.infoagepub.com/products/Adolescents-In-The-Internet-Age-2nd-Edition>

Thinking in Childhood and Adolescence (P. Strom & R. Strom) (2013). Charlotte, NC: Information Age Publishing, 346 pp.
<http://www.infoagepub.com/products/Thinking-in-Childhood-and-Adolescence>

Learning Throughout Life: An Intergenerational Perspective (R. Strom & P. Strom) (2012). Charlotte, NC: Information Age Publishing, 494 pp.
<https://www.infoagepub.com/products/Learning-Throughout-Life>

Adult Learning and Relationships (P. Strom & R. Strom) (2011). Charlotte, NC: Information Age Publishing, 267 pp.
<https://www.infoagepub.com/products/Adult-Learning-and-Relationships>

*Book Review of *Adult Learning and Relationships* (P. Strom & R. Strom), Reviewed by Jeremy Bohonos, *Adult Education Quarterly*, 65(1), Feb 2015, 70-72.

Parenting Young Children: Exploring the Internet, Television, Play, and Reading (R. Strom & P. Strom) (2010). Charlotte, NC: Information Age Publishing, 214 pp.
<https://www.infoagepub.com/products/Parenting-Young-Children>

Adolescents in the Internet Age (P. Strom & R. Strom) (2009). Charlotte, NC: Information Age Publishing, 619 pp.
<https://www.infoagepub.com/products/Adolescents-in-the-Internet-Age>

Measurement Instruments

Test Reviews Published

Pruebas Publicadas en Espanol III: [English: An Index of Spanish Tests in Print] by J. E. Schlueter, N. Anderson, J. F. Carlson, & K. F. Geisinger (2023). The Buros Center for Testing, The University of Nebraska-Lincoln, Lincoln, Nebraska.
<https://buros.org/PPE%20III%20Sample%20pages.pdf> Description of Measurement: Parent Success indicator by Robert Strom & Paris Strom © 2009.

- Henington, C. (2017). Test review of *Teamwork Skills Inventory* (P. Strom and R. Strom). In J. F. Carlson, K. R. Geisinger, and J. L. Jonson (Eds.), *The Twentieth Mental Measurements Yearbook* (pp. 720-722). Lincoln, NE: Buros Center for Testing. <http://buros.org/tests-reviewed-twentieth-mental-measurements-yearbook> [To order review: <http://marketplace.unl.edu/buros>]
- Low, J. (2017). Test review of *Teamwork Skills Inventory* (P. Strom & R. Strom). In J. F. Carlson, K. R. Geisinger, and J. L. Jonson (Eds.), *The Twentieth Mental Measurements Yearbook* (pp. 722-724). Lincoln, NE: Buros Center for Testing. [To order review: <https://marketplace.unl.edu/buros>]
- Flanagan, R. (2014). Test review of *Parent Success Indicator* (R. Strom & P. Strom). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The Nineteenth Mental Measurements Yearbook* (pp. 526-528). Lincoln, NE: Buros Center for Testing.
- Thorpe, G. L. (2014). Test review of *Parent Success Indicator* (Revised Edition) (R. Strom & P. Strom). In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The Nineteenth Mental Measurements Yearbook* (pp. 526-530). Lincoln, NE: Buros Center for Testing.

Measurements

- 1) *Teamwork Skills Inventory* (P. Strom & R. Strom, 2011). Online description available at www.teamworkskillsinventory.org. This link provides the home page explaining the elements of the instrument works, issues regarding teamwork assessment, and the purposes which are used to systematically measure from the students' views the quality of teamwork displayed by each team in cooperative learning groups in school and work settings. Range of use is sixth grade through adulthood. Test Reviews have been published in *The Twentieth Mental Measurements Yearbook*, pp. 720-724, 2017 [shown above]. Several academic articles regarding the findings of this instrument have been published.
- 2) *Parent Success Indicator* (R. Strom & P. Strom, 2009). Bensenville, IL: Scholastic Testing Service, Inc. The purpose is "to identify favorable qualities of parents and aspects of their behavior where education seems warranted." Ages for use: Parents and their children ages 10-16, available in Spanish, Japanese and Mandarin versions, with Manual and Profile. Test Reviews were published in *The Nineteenth Mental Measurements Yearbook*, pp. 526-530, 2014. Several academic articles regarding the findings of this instrument have been published.
- 3) *Learning Polls* (P. Strom & R. Strom, 2006). Thirteen polls are accessible online as follows: (1) Internet Learning, (2) Tutoring, (3) Time Management, (4) Cheating, (5) Stress, (6) Cyberbullying, (7) Peer Support, (8) Career Exploration, (9) Dress Code, (10) Frustration, (11) Boredom, (12) Student Responsibilities, and (13) Attention and Distraction. Online access is available by school request at www.learningpolls.org. This link is the URL providing the home page which explains purposes of the polls, academic

publications, and administration procedures. Several academic articles and a book regarding the findings and purposes of polling secondary school students have been published.

- 4) *Interpersonal Intelligence Inventory* (P. Strom & R. Strom, 2001). Bensenville, IL: Scholastic Testing Service, Inc. Administration and Research Manual, Peer and Self-Measurement Instruments and Profile. Ages for use: Students in middle school, high school, college and older, in cooperative learning environments, to measure level of teamwork skills.
- 5) *School Code of Reportable Events and Parent Alert Signal System Measurement Instruments*. Title of the Project for field-testing: Improving High School Safety and Learning by Reducing Misbehavior. Co-Principal Investigators P. Strom and R. Strom. Supported by a Motorola Great Communities Grant and Arizona State University, with the Peoria Public Schools, Arizona 1999-2001. This system provided a coded method for teachers and parents to easily communicate about the behaviors of students while in class. This led to improved corrective guidance by parents and teachers, and also reinforced good student behaviors.
School Code of Reportable Events and Parent Alert Signal System Measurement Instruments. Received \$2000 grant in 2002 by National Advisory Council at Auburn University for this project including Alabama schools.

Chapters in Books

- 1) Learning throughout life about the needs of all generations: Recognizing and counteracting generational isolation (R. Strom & P. Strom) (2021). In M. London (Ed.), *The Oxford Handbook of Lifelong Learning (2nd ed.)*. New York: Oxford University Press. Online released October 2020.
<https://doi.org/10.1093/oxfordhb/9780197506707.013.9>
- 2) Grandparent education: Curriculum, instruction, and evaluation (P. Strom & R. Strom). (2019). In B. Hayslip, Jr., & C. Fruhauf (Eds.), *Grandparenting: Influences on the Dynamics of Family Relationships* (pp. 331-346). New York: Springer. ISBN139780826149848
- 3) Grandparents and reciprocal learning for family harmony (R. Strom & P. Strom). In Phillip Hughes (Editor), *Achieving Quality Education for All: Perspectives from the Asia-Pacific Region and Beyond* (pp. 139-145). Series Education in the Asia-Pacific Region: Issues, Concerns and Prospects, Volume 20, 2013. New York, NY: Springer:
<http://www.springer.com/education+%26+language/book/978-94-007-5293-1> [See Section 4: Looking More Widely, Chapter 24]
<https://www.springer.com/us/book/9789400752931>

- 4) A paradigm for intergenerational learning (R. Strom & P. Strom). In Manuel London (Ed.), *The Oxford Handbook of Lifelong Learning* (pp. 133-146). New York: Oxford University Press, 2011.
- 5) Cheating in middle and high school (P. Strom & R. Strom). In K. Ryan & J. Cooper (Eds.), *Kaleidoscope: Contemporary and Classic Readings in Education* (12th ed.) (pp. 49-56). Belmont, CA: Wadsworth Cengage, 2010.
- 6) Improving American schools: Perceptions of adults and students (P. Strom & R. Strom). In D. McInerney & A. Liem (Eds.), *Teaching and Learning: International Best Practice* (Volume 8 Research on Sociocultural Influences on Motivation and Learning) (pp. 111-132). Charlotte, NC: Information Age Publishing, 2008.
- 7) Collaborative Integration Theory (Strom, R. & Strom, P.). In C. Wehlburg (Ed.). *Promoting Integrated and Transformative Assessment* (pp. 117-119). San Francisco, CA: Jossey-Bass, 2008.
- 8) New directions for teaching, learning, and assessment (R. Strom & P. Strom). In R. Maclean (Ed.), *Learning and Teaching for the Twenty-First Century: Festschrift for Professor Phillip Hughes*. Support from UNESCO International Centre, Germany, with the Asia-Pacific Educational Research Association. New York: Springer Publishers, 2007, 115-134.
- 9) Teaching through play and respecting the motivation of preschoolers (R. Strom & P. Strom). In D. McInerney & S. VanEtten (Eds.), *Research on Sociocultural Influences on Motivation and Learning* (Volume 5: Focus on Curriculum). Greenwich, CT: Information Age Publishing, 2005, 3-23.
- 10) Perceived parenting success of mothers in Japan (R. Strom, P. Strom, K. Makino, & Y. Morishima). In D. McInerney & S. VanEtten (Eds.), *Research on Sociocultural Influences on Motivation and Learning, Volume 1* (pp. 18-31). Greenwich, CT: Information Age Publishing, 2001.

Journal Publications [Peer Reviewed]

- 1) Strom, P. S., Strom, R. D., & Wang, C.-h. (2024). Peer and self-assessment of teamwork skills in high school: Using a multi-rater evaluation method for cooperative learning groups. *International Journal of Educational Reform*, 33(1), 81-100.
<https://doi.org/10.1177/10567879221082969>
- 2) Strom, P. S., Hendon, K. L., & Strom, R. D. (2023). Assessment of Internet learning for high school students. *Journal of Educational and Developmental Psychology*, 13(1), 39-62.
<https://doi.org/10.5539/jedp.v13n1p17>
- 3) Strom, P. S., Strom, R. D., Sindel-Arrington, T., & Rude, R. (2023). Student attention and distraction in community college. *Journal of Educational and Developmental Psychology*, 13(1),

41-52. <https://doi.org/10.5539/jedp.v13n1p41>

- 4) Strom, P. S., Strom, R. D., Sindel-Arrington, T., Rude, R., & Wang, C.-h. (2022). Gender differences in stress of community college students. *Community College Journal of Research and Practice*, 46(7), 472-487. <https://doi.org/10.1080/10668926.2021.1873872>
- 5) Strom, P. S., Hendon, K. L., Strom, R. D., & Wang, C.-h. (2022). High school student stress and school improvement. *The School Community Journal*, 32(2), 205-228. <https://psycnet.apa.org/record/2023-34193-009>
- 6) Strom, P. S., Strom, R. D., Sindel-Arrington, T., & Wang, C.-h. (2022). Tutoring support and student voice in middle school. *The School Community Journal*, 32(1), 39-62. <http://www.schoolcommunitynetwork.org/SCJ.aspx>
- 7) Strom, R. D., & Strom, P. S. (2020). Productive aging: Peer influence and retirement. *Educational Gerontology*, 46(11), 678-687. <https://doi.org/10.1080/03601277.2020.1807085>
- 8) Strom, P. S., Hendon, K., Strom, R. D., & Wang, C.-h. (2019). How peers support and inhibit learning in the classroom: Assessment of high school students in collaborative groups. *The School Community Journal*, 29(2), 183-202. <https://files.eric.ed.gov/fulltext/EJ1236590.pdf>
- 9) Education for grandparents in longevity societies (R. Strom & P. Strom). *Journal of Adult and Continuing Education*, 2018, 24(2), 208-228. <https://doi.org/10.1177/1477971418810652>
- 10) Grandparent learning and cultural differences (R. Strom & P. Strom). *Educational Gerontology*, 2017, 43(8), 417-427. <http://dx.doi.org/10.1080/03601277.2017.1314642>
- 11) Grandparent education for assisted living facilities (R. Strom & P. Strom). *Educational Gerontology*, 2017, 43(1), 11-20. <http://dx.doi.org/10.1080/03601277.2016.1231518>
- 12) Adolescent views of time management: Rethinking the school day in junior high school (P. Strom, R. Strom, & T. Sindel-Arrington). *American Secondary Education*, 2016, 44(3), 38-55. <https://eric.ed.gov/?id=EJ1110305>
- 13) Grandparent education and intergenerational assessment of learning (R. Strom, & P. Strom). *Educational Gerontology*, 2015, 42(1), 25-42. <https://doi.org/10.1080/03601277.2015.1059148>
- 14) Adolescent identity and career exploration (P. Strom, R. Strom, L. Whitten, & M. Kraska). *NASSP Bulletin*, March 2014, 98(2), 163-179. <https://doi.org/10.1177/0192636514528749>
- 15) Assessment of intergenerational communication and relationships (R. Strom & P. Strom). *Educational Gerontology*, 2014, 41(1), 41-52. <https://doi.org/10.1080/03601277.2014.912454>

- 16) Teamwork evaluation by middle grade students in inclusive classrooms (P. Strom, M. Thompson, & R. Strom). *Middle Grades Research Journal*, 2013, 8(3), 83-97. <https://eric.ed.gov/?id=EJ1146281>
- 17) Collaboration and support for student success (P. Strom, & R. Strom). *Community College Journal of Research and Practice*, June 2013, 37(8), 585-595. <https://doi.org/10.1080/10668926.2012.753851>
- 18) Collaboration and support for student success (P. Strom & R. Strom). *The Ed Digest*, November 2013, 79(3), 50-56.
- 19) Growing up with social networks and online communities (P. Strom & R. Strom). *The Ed Digest*, September 2012, 78(1), 48-51.
- 20) Cyberbullying: Assessment of student experience for continuous improvement planning (P. Strom, R. Strom, J. Wingate, M. Kraska, & T. Beckert). *NASSP Bulletin*, June 2012, 96(2), 137-153. <https://doi.org/10.1177/0192636512443281>
- 21) Teamwork skills assessment for cooperative learning (P. Strom & R. Strom). *Educational Research and Evaluation*, 2011, 17(4), 233-251. <https://doi.org/10.1080/13803611.2011.620345>
- 22) Adolescent bullies on Cyber Island (P. Strom, R. Strom, J. Walker, T. Sindel-Arrington, & T. Beckert). *NASSP Bulletin*, 2011, 95(3), 195-211. <https://doi.org/10.1177/0192636511418641>
- 23) Grandparent education: Raising grandchildren (P. Strom & R. Strom). *Educational Gerontology*, 2011, 37(10), 910-923. <https://doi.org/10.1080/03601277.2011.595345>
- 24) Examining stakeholder expectations for guiding school reform: Including students (P. Strom, R. Strom, & T. Beckert). *American Secondary Education*, 39(3), Summer 2011, 5-16. <https://www.jstor.org/stable/23100421>
- 25) Personal goals and global awareness of American community college women regarding parenthood (R. Strom & P. Strom). *Community College Journal of Research and Practice*, 2010, 34(3), 277-286. <https://doi.org/10.1080/10668920902852186>
- 26) Adolescent learning and the Internet: Implications for school leadership and student engagement in learning (P. Strom, R. Strom, C. Wing, & T. Beckert). *The Education Digest*, Feb 2010, 75(6), 10-16. <https://eric.ed.gov/?id=EJ873590>
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- 28) Trading places: Adolescents as teachers (P. Strom & R. Strom). *Adolescence*, Spring 2009, 44(173), 21-32. PMID: 19435165
- 29) Polling students about conditions of learning (P. Strom, R. Strom, & C. Wing). *NASSP Bulletin*, December 2008, 92(4), 292-304. <https://doi.org/10.1177/0192636508325512>
- 30) Comparing Black, Hispanic and White mothers of adolescents with a national standard of parenting (R. Strom, P. Strom, & T. Beckert). *Adolescence*, Fall 2008, 43(171), 525-546. PMID:19086668
- 31) Single mothers of early adolescents: Perceptions of competence (T. Beckert, P. Strom, R. Strom, K. Darre, & A. Weed). *Adolescence*, Summer 2008, 43(170), 275-290.
- 32) Adolescent perception of mothers' parenting strengths and needs: A cross-cultural approach to curriculum development for parent education (T. Beckert, P. Strom, & R. Strom). *Family Therapy*, 2008, 35(1), 23-36.
- 33) Taiwanese grandmothers: Strengths and learning needs as perceived by Grandmothers, Mothers, and Granddaughters (R. Strom, T. Lee, P. Strom, K. Nakagawa, & T. Beckert). *Educational Gerontology*, 2008, 34(9), 812-830.
- 34) Intercollegiate athletics: A tax haven for now (O. Adams & P. Strom). *Journal of Contemporary Issues in Education Research*, 2008, 1(2), 22-27.
- 35) Curbing cheating, raising integrity (P. Strom & R. Strom). *The Ed Digest*, April 2007, 72(8), 42-50.
- 36) Cheating in middle school and high school (P. Strom & R. Strom). *The Educational Forum*, 71(2), Winter 2007, 104-116.
- 37) Adolescent perceptions of mothers' parenting strengths and needs: A cross-cultural approach to curriculum development for parent education (T. Beckert, P. Strom, & R. Strom). *Adolescence*, Fall 2007, 42(167), 487-500. PMID: 18047234
- 38) Black, Hispanic, and White American mothers of adolescents: Construction of a National Standard (R. Strom, P. Strom, S. Strom, Y. Shen, & T. Beckert). *Family Therapy*, 2007, 34(3), 191-208. [Reprinted from *Adolescence*, 2004, 39(156), 669-686.]
- 39) Parent Success Indicator: Cross-cultural development and factorial validation (T. Beckert, R. Strom, P. Strom, C. Yang, & A. Singh). *Educational and Psychological Measurement*, 2007 April, 67(2) 311-327.
- 40) Effective teaching and learning environments and principal self-efficacy (W. Smith, A. Guarino, P. Strom & O. Adams). *Journal of Research for Educational Leaders*, 2006, 3(2), 4-23.

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- 42) The success of Taiwanese fathers in guiding adolescents (T. Beckert, R. Strom, P. Strom, & C. Yang). *Adolescence*, 2006 Fall, 41(163), 493-509.
- 43) Minimizing cyberbullying (P. Strom & R. Strom). *Kappa Delta Pi*, online, 2006. Reprinted from *The Education Forum*, P. Strom & R. Strom, 2005, Cyberbullying by adolescents: A preliminary assessment, 70(1), 21-36.
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- 45) Cyberbullying by adolescents: A preliminary assessment (P. Strom & R. Strom). *The Educational Forum*, Fall 2005, 70(1), 21-36.
- 46) When teens turn bullies (P. Strom & R. Strom). *The Ed Digest* (Issue: Creating Great School Climate), 2005, 71(4), 35-41.
- 47) Parent-Child relationships in early adulthood: College students living at home (P. Strom & R. Strom). *Community College Journal of Research and Practice*, 2005, 29(7), 517-529.
- 48) The success of Taiwanese mothers in guiding adolescents (T. Beckert, R. Strom, P. Strom, C. Yang, & Y. Shen). *Adolescence*, 2005, 40(159), 475-488.
- 49) The success of Taiwanese mothers in guiding adolescents (T. Beckert, R. Strom, P. Strom, C. Yang, & Y. Shen). *Family Therapy*, 2005, 32(3), 175-188, 2005. [Reprinted from *Adolescence* 2005.]
- 50) Performance of Black Grandmothers: Perceptions of three generations of females (R. Strom, S. Heeder, & P. Strom). *Educational Gerontology*, March 2005, 31(3), 187-205.
- 51) Black, Hispanic and White American mothers of adolescents: Construction of a national standard (R. Strom, P. Strom, S. Strom, Y. Shen, & T. Beckert). *Adolescence*, 2004, 39(156), 669-686.
- 52) Parent expectations of young children in Taiwan (T. Beckert, P. Strom, R. Strom, C. Yang, N. Huang, & Y. Lin). *Early Childhood Research and Practice*, Fall 2004, 6(2). <http://www.ecrp.uiuc.edu/v6n2/index.html>
- 53) Entitlement: The coming debate in higher education (P. Strom & R. Strom). *The Educational Forum*, Summer 2004, 68, 325-335.

- 54) Principal self-efficacy and effective teaching and learning environments (W. Smith, A. Guarino, P. Strom, & C. Reed). *Journal of School Leadership and Management, Research News*, November 2003, 23(4), 505-508.
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- 57) Uniting adolescent support systems for safe learning environments (P. Strom & R. Strom). *The Educational Forum*, Winter 2003, 67, 164-173.
- 58) Changing the rules: Education for creative thinking (R. Strom & P. Strom). *Journal of Creative Behavior*, 2002, 36(3), 183-200.
- 59) Overcoming limitations of cooperative learning among community college students (P. Strom & R. Strom). *Community College Journal of Research and Practice*, 2002, 26(4), 315-331.
- 60) Personal digital assistants and pagers: A model for parent collaboration in school discipline (P. Strom & R. Strom). *Journal of Family Studies*, 2002, 8(2), 226-238.
- 61) Evaluating the success of Caucasian fathers in guiding adolescents (R. Strom, T. Beckert, P. Strom, S. Strom & D. Griswold). *Adolescence*, 2002 Spring, 37(145), 131-149.
- 62) African American mothers of early adolescents: Perceptions of two generations, (R. Strom, J. Dohrmann, P. Strom, D. Griswold, T. Beckert, S. Strom, E. Moore, K. Nakagawa). *Youth & Society*, 33(3), March 2002, 394-417.
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- 64) Maternal guidance of adolescents: An African American perspective (R. Strom, J. Dohrmann, P. Strom, D. Griswold, T. Beckert). *Journal of Family Studies*, 7(2), 2001, 189-207.
- 65) African American mothers of adolescents (R. Strom, J. Dohrmann, D. Griswold, T. Beckert, P. Strom & S. Strom). *The Journal of Intercultural Studies*, 28, 2001, 1-17. (By The Intercultural Research Institute, Kansai Gaidai University, Japan)
- 66) Strengths and learning needs of African American fathers, (R. Strom, H. Amukamara, P. Strom, T. Beckert, S. Strom, & D. Griswold). *Journal of Family Studies*, 7(1), April 2001, 40-55.

- 67) Perceived parenting success of mothers in Japan (R. Strom, S. Strom, P. Strom, K. Makino, Y. Morishima). *Journal of Family Studies*, 6(1), 2000, 25-45.
- 68) Parenting success of African American fathers (R. Strom, H. Amukamara, S. Strom, T. Beckert, P. Strom & D. Griswold). *Journal of Research and Development in Education*, 33(4), 2000, 257-267.
- 69) African-American fathers: Perceptions of two generations (R. Strom, H. Amukamara, S. Strom, T. Beckert, E. Moore, P. Strom, & D. Griswold). *Journal of Adolescence*, 23, August 2000, 513-516.
- 70) Parent development in Japan (R. Strom, S. Strom, P. Strom, K. Makino & Y. Morishima). *Scientia Paedagogica Experimentalis*, 37(1), 2000, 27-50.
- 71) Peer and self-evaluation of teamwork skills (P. Strom, R. Strom & E. Moore), *Journal of Adolescence*, 22, 1999, 539-553.
- 72) Making students accountable for teamwork (P. Strom & R. Strom). *Community College Journal of Research and Practice*, 23(2), 1999, 171-182.
- 73) Adolescent and parent perceptions of father success (R. Strom, T. Beckert, S. Strom, E. Moore, P. Strom & D. Griswold). *Scientia Paedagogica Experimentalis*, 36(1), 1999, 19-36.
- 74) Evaluating parent success in guiding adolescents (R. Strom, S. Strom, P. Collinsworth & P. Strom), *Journal of Instructional Psychology*, 25(4), 1998, 242-249.
- 75) Student participation in the evaluation of cooperative learning (P. Strom & R. Strom). *Community College Journal of Research and Practice*, 22(3), 1998, 265-278.
- 76) Cooperative learning in old age: Instruction and assessment (R. Strom, S. Strom, L. Fournet & P. Strom). *Educational Gerontology*, 1997, 23(6), 581-599.
- 77) Learning and teaching in later life (R. Strom, S. Strom, L. Fournet & P. Strom). *Scientia Paedagogica Experimentalis*, 34(1), 1997, 39-64.
- 78) Student evaluation of social skills (R. Strom & P. Strom). *Journal of Instructional Psychology*, 23(2), 1996, 111-116.
- 79) Learning to assess teamwork skills (R. Strom & P. Strom). *International Journal of Experimental Research in Education*, 33(1), 1996, 25-36.
- 80) Black grandparents: Curriculum development (R. Strom, S. Strom, P. Collinsworth, P. Strom & D. Griswold). *The International Journal of Aging and Human Development*, 43(2), 1996, 119-134.

- 81) Intergenerational relationships in Black families (R. Strom, S. Strom, P. Collinsworth, P. Strom & D. Griswold). *International Journal of Sociology of the Family*, 26(2), 1996, 129-141.
- 82) Parent competence in families with gifted children (R. Strom, S. Strom, P. Strom, & P. Collinsworth). *Journal for the Education of the Gifted*, 18(1), 1994, 39-54.
- 83) Support for creativity in early adolescence (R. Strom, S. Strom, P. Strom, E. El-Samadony, Z. Al-Sherpeny, F. Fisharah & A. El-Khatib). *International Journal of Sociology of the Family*, 24(2), 1994, 93-98.
- 84) Parent influence on gifted adolescents (R. Strom, S. Strom, P. Strom & P. Collinsworth). *International Journal of Experimental Research in Education*, 31(1), 1994, 69-85.
- 85) Evaluating the contributions of Black grandparents (R. Strom, P. Collinsworth, S. Strom, D. Griswold, & P. Strom). *International Journal of Sociology of the Family*, 23(1), 1993, 59-76.
- 86) Educating gifted Hispanic children and their parents (R. Strom, A. Johnson, S. Strom & P. Strom). *Hispanic Journal of Behavioral Sciences*, 14(3), 1992, 383-393.
- 87) Parental differences in expectations of gifted children (R. Strom, A. Johnson S. Strom & P. Strom). *Journal of Comparative Family Studies*, 23(1), 1992, 70-77.
- 88) Grandparent education for Black families (R. Strom, P. Collinsworth, S. Strom, D. Griswold & P. Strom). *Journal of Negro Education*, 61(4), 1992, 554-569.
- 89) Designing curriculum for parents of gifted children (R. Strom, A. Johnson, S. Strom & P. Strom). *Journal for the Education of the Gifted*, 15(2), 1992, 182-200.
- 90) Gifted child and parent development (R. Strom, A. Johnson, S. Strom & P. Strom). *International Journal of Experimental Research in Education*, 28(2), 1991, 267-280.
- 91) Talented child in minority families (R. Strom, A. Johnson, S. Strom & P. Strom). *International Journal of Early Childhood*, 22(39), September 1990, 39-48.
<https://doi.org/10.1007/BF03174662>

Invited Articles - International

Publications with **Child Research Net**, Tokyo, Japan, 2003-2017, thirteen articles, listed below, pertaining to teaching were published, and are available at Website <http://www.childresearch.net> This Internet based research institute brings together parents, teachers, and professional researchers and organizations from around the world to resolve children's issues. Available in Japanese, Mandarin, and English online.

- 1) Strom, P., & Strom, R. (2012 January). Social Networking and Child Development Part 1: Growing up with Social Networks and Online Communities. Child Research Net, Tokyo, Japan. <http://www.childresearch.net> [Section: Children in the Digital Age, Papers and Essays]
- 2) Strom, P., & Strom, R. (2012 January). Social Networking and Child Development Part 2: Benefits and Limitations of Social Networking. Child Research Net, Tokyo, Japan. <http://www.childresearch.net> [Section: Children in the Digital Age, Papers and Essays]
- 3) Managing Fears and Worries in Early Childhood (R. Strom & P. Strom). Child Research Net, Tokyo, Japan, July 2011.
- 4) Decision Making about Becoming a Parent (R. Strom & P. Strom). Child Research Net, Tokyo, Japan, January 1, 2009.
- 5) Trading Places: Adolescents as Teachers (P. Strom & R. Strom), October 31, 2008. Child Research Net, Tokyo, Japan.
- 6) A New Playground for Preschoolers and Parents (R. Strom & P. Strom), March 2008. Child Research Net, Tokyo, Japan.
- 7) Adolescent Polling and School Improvement (R. Strom & P. Strom), October 2007. Child Research Net, Tokyo, Japan.
- 8) Understanding the Preschool Soldier (R. Strom & P. Strom), May 2007. Child Research Net, Tokyo, Japan.
- 9) Parents and Children Watching Television Together (R. Strom & P. Strom), January 1 2006. Child Research Net, Tokyo, Japan.
- 10) Cheating in Schools (R. Strom & P. Strom), December 2005. Child Research Net, Tokyo, Japan.
- 11) Bullied by a Mouse (P. Strom & R. Strom), November 26, 2004. Child Research Net, Tokyo, Japan.
- 12) What is the Student role in Assessment of Cooperative Learning? (P. Strom & R. Strom), December 5, 2003. Child Research Net, Tokyo, Japan.
- 13) Teacher-Parent Communication Reforms (P. Strom & R. Strom), August 29, 2003. Child Research Net, Tokyo, Japan.

Teaching Philosophy

(1) Cooperative Learning: Many traditional classrooms utilize negative interdependence in which one student does well and is rewarded by virtue of how poorly others perform. In comparison to this competitive approach or to individualistic learning, a considerable body of research supports positive interdependence. With this condition, students are linked together in cooperative teams so that one person's success positively influences the success of peers. Using this strategy in my courses, achievement motivation is stimulated by peer pressure and support, question-asking is more likely to occur, and higher order thinking is encouraged. This is also a way to harness the diversity of students. Cooperative learning fosters face-to-face interaction when the concepts or skills learned must be learned through interaction, dialogue, and teamwork. Teachers must be able to work effectively and collaborate with other teachers, administrators, and parents.

(2) Service Learning: Efforts are made to positively and realistically affect my students' outlook as future educators by providing them experience working with children in the very educational environments in which they plan to work. Several local schools in Auburn and Opelika collaborate with Auburn University College of Education and serve as an outlet for service learning. Each student helps tutor children and works with teachers at these sites. Auburn students gain valuable experience in these classrooms and from those who work there. Such experience puts theory into practice and shows students what schools are really like.

(3) Student-Centered Teaching and Assessment Formats: My courses are taught either in distance education format or hybrid. In both cases, online instruction is an important platform as it enables consistent delivery of instruction and assessment for learning. It also enables undergraduate and graduate level students to learn from the materials at a schedule that fits their needs without course conflict and fosters self-directedness.

(4) Self-Evaluation and Values: Overall, I feel successful as an instructor of both undergraduate and graduate courses; in addition, I am always improving and updating my courses with each new semester. Teaching to me is really a never-ending process of reflection on what can be improved and putting efforts forth to make the improvements, then assessing their effect to make further refinements. Making them inclusive of more application and creative problem-solving are long-term goals as well as being more socially interactive and visually stimulating whenever possible.

Professional Board

Child Research Network, of Advisory Board, Tokyo, Japan, beginning April 2009 to present, <http://www.childresearch.net> This is a cyber institute for the study, exploration, and discussion of children, families, and related issues, online in three languages English, mandarin, and Japanese. See list of twelve publications in section Invited Publications, which have been published on the CRN website 2003-2014.

Associate Director, Office of Parent Development International, College of Education, Arizona State University, Tempe, Arizona, 2003-present. <https://www.public.asu.edu/~rdstrom/> International academic researchers involved with projects and publications have come from Australia, Japan, Taiwan, China, Germany, Egypt, Hong Kong, and Nigeria. National and

international collaboration include research and publications regarding: Preschool learning for parents of young children; White, Hispanic, and African American parents of adolescents; Japanese mothers of adolescents; Taiwanese parents of preschoolers; Development of safe learning environments for high school students; Accountability for evaluation of cooperative learning in the classroom; Building American parenting norms for White, Black and Hispanic parents in the United States; Grandparents in the United States and Japan; and Creativity. Appointment began 1995-2002 as a Research Associate, Office of Parent Development International, Arizona State University, College of Education, Tempe, Arizona.

Presentations at Auburn University, National and International Conferences

- 1) American Association of Behavioral and Social Sciences Annual Conference, Co-Presenters Paris Strom, Robert Strom, Tricia Sindel-Arrington, Renee Rude, & Chih-hsuan Wang. Gender Differences in Stress of Community College Students, July 14-15, 2021, Virtual Annual Conference.
- 2) American Association of Behavioral and Social Sciences Annual Conference, Co-Presenters Paris Strom, Stephanie Cason, C.-h. Wang. Gender Differences on Teamwork Skills for Math in 8th Grade Cooperative Learning, held in Las Vegas, February 25, 2020.
- 3) American Association of Behavioral and Social Sciences, Teaching Teamwork Skills: Steps in a Nutshell, Presentation at Annual Conference, Las Vegas, February 2019.
- 4) Southeastern School Behavioral Health Conference, hosted by University of South Carolina School Behavioral Health Community and South Carolina Department of Education, Office of Special Education. Topic: Reaching the Tipping Point for Effective School Behavioral Health. Presentation: Assessment of Secondary Student Risk Behavior in the Social Context of Cooperative Learning, April 18, 2019.
- 5) Biggio Center for the Enhancement of Teaching and Learning, February 20, 2018. Invited Presentation to Professional Development Seminar Series, Auburn University, *The Teamwork Skills Inventory*.
- 6) American Association of Behavior and Social Sciences, *Revising Cooperative Learning Expectations for Schools and Students*. Annual Conference, Las Vegas, February 8-11, 2015.
- 7) American Association of Behavioral and Social Sciences, *Teamwork Evaluation by Middle Grade Students in Inclusive Classrooms*, Annual Conference, Las Vegas, February 8-11, 2015.
- 8) American Association of Behavior and Social Sciences, Adolescent Identity and Career Exploration. Annual Conference, Las Vegas, February 2014.

- 9) American Association of Behavioral and Social Sciences, Teamwork Evaluation by Middle Grade Students in Inclusive Classrooms, Annual Conference, Las Vegas, February 2014.
- 10) American Association of Behavioral and Social Sciences, Considerations for Improving Cooperative Learning in the Internet Age, Annual Conference, Las Vegas, February 2013.
- 11) American Association of Behavioral and Social Sciences, *Workshop--School Teamwork Assessment Strategies*, Annual Conference, Las Vegas, February 2013.
- 12) Hawaii International Conference on Education, Whitten, L. S. (Presenter, and Assistant Professor of Educational Psychology, Austin Peay State University), with P. Strom, M. Kraska (2013). High school career exploration opinion polling and ethnicity. Hawaii International Conference on Education Proceedings, January 6 - 9, 2013, Honolulu, Hawaii.
- 13) American Association of Behavioral and Social Sciences, High School Student Opinion Polling on Career Exploration (P. Strom & L. Whitten), Annual Conference, Las Vegas, February 2012.
- 14) American Association of Behavioral and Social Sciences, *Workshop--School Teamwork Assessment Strategies*, Annual Conference, Las Vegas, February 2012.
- 15) American Association of Behavioral and Social Sciences, Hollywood Goes to the Game: College Football in the Cinema (O. Adams & P. Strom), Annual Conference, Las Vegas, February 2012.
- 16) American Association of Behavioral and Social Sciences, Collaborating with Students for Improvement of Underperforming Schools (P. Strom, R. Strom, & T. Beckert), Annual Conference, Las Vegas, February 2011.
- 17) American Association of Behavioral and Social Sciences, Improving the Accuracy of Teamwork Skill Assessment in the Classroom, Annual Conference, Las Vegas, February 2011.
- 18) American Association of Behavioral and Social Sciences, Reconciling Sexuality and Athleticism in Women's Sports (O. Adams & P. Strom), Annual Conference, Las Vegas, February 2011.
- 19) American Association of Behavioral and Social Sciences, Sharing Responsibility with Students for Assessment of Teamwork Skills, Annual Conference, Las Vegas, February 2010.

- 20) American Association of Behavioral and Social Sciences, A Strategy for Improving conditions of Learning in Secondary Schools (P. Strom, R. Strom, & T. Beckert). Annual Conference, Las Vegas, February 2010.
- 21) European Conference for Academic Disciplines: International Journal Arts & Sciences Conference. Presentation-- Schools in the United States: Improving Student Achievement. Bad Hofgastein, Austria, June 1-4, 2009.
- 22) American Association of Behavioral and Social Sciences, The Benefits and Challenges of Participating in Service Learning: Reflections by Pre-service Teachers in After-school Programs (P. Strom & J. Salisbury-Glennon). Annual Conference, Las Vegas, February 2009.
- 23) American Association of Behavioral and Social Sciences, Polling Students About Internet Learning (P. Strom, T. Beckert & R. Strom). Annual Conference, Las Vegas, February 2009.
- 24) American Association of Behavioral and Social Sciences, Teamwork Social Skills of Regular and Special Education Students in Middle School. Annual Conference, Las Vegas, February 2009.
- 25) Biggio Center for the Enhancement of Teaching and Learning, March 26, 2008. Invited Presentation: Professional Development Seminar Series, Auburn University, Active Learning for Undergraduates with Cooperative Learning Enrichment and Roles.
- 26) American Association of Behavioral and Social Sciences, Adolescent Polling and School Improvement. Annual Conference, Las Vegas, February 2008.
- 27) American Association of Behavioral and Social Sciences, Single Mothers of Early Adolescents: A Multigenerational View. Annual Conference, Las Vegas, February 2008.
- 28) American Association of Behavioral and Social Sciences, Horse racing: Coping with Change in Consumer Preferences for Gambling (P. Strom & O. Adams). Annual Conference, Las Vegas, February 2008.
- 29) American Association of Behavioral and Social Sciences, Parents as Teachers of Young Children, Annual Conference, Las Vegas, February 2007.
- 30) American Association of Behavioral and Social Sciences, Intercollegiate Athletics: A Tax Haven, For Now (O. Adams & P. Strom), Annual Conference, Las Vegas, February 2007.
- 31) American Association of Behavioral and Social Sciences, The Success of Taiwanese Fathers in Guiding Adolescents (T. Beckert & P. Strom), Annual Conference, Las Vegas, February 2007.

- 32) Biggio Center for the Enhancement of Teaching and Learning, Auburn University, Professional Development Seminar Series 2006-2007. Presentation: An Approach to the Assessment of Teamwork in Cooperative and Group Learning, November 1, 2006.
- 33) American Association of Behavioral and Social Sciences, Cheating in Middle School and High School. Annual Conference, Las Vegas, February 2006.
- 34) American Association of Behavioral and Social Sciences, Parent Education in Taiwan (P. Strom & T. Beckert). Annual Conference, Las Vegas, February 2006.
- 35) American Association of Behavioral and Social Sciences, Polling Adolescents to Improve Learning, Annual Conference, Las Vegas, February 2006.
- 36) American Association of Behavioral and Social Sciences, Observational Tools for Assessment of Team Skills and Social Maturity in Adolescents. Annual Conference, Las Vegas, February 2005.
- 37) American Association of Behavioral and Social Sciences, Electronic Intimidation of Adolescents: Bullied by a Mouse. Annual Conference, Las Vegas, February 2005.
- 38) American Educational Research Association, Respecting Student Perceptions in Assessment of Cooperative Learning, Annual Conference, San Diego, April 2004.
- 39) American Association of Behavioral and Social Science, Entitlement: The Coming Debate on Higher Education, Annual Conference, Las Vegas, February 2004.
- 40) American Educational Research Association, A Model for Uniting Social Support Systems and Communication Technology to Create Safe School Environments for Adolescent Learning, Annual Conference, Chicago, IL, April 2003.
- 41) American Educational Research Association, Student Evaluation of Cooperative Learning: The Interpersonal Intelligence Inventory (P. Strom & R. Strom), Annual Conference, Chicago, IL, April 2003.
- 42) American Educational Research Association, Principal Self Efficacy and Instructional Leadership (P. Strom Presenter, with W. Smith, A. Guarino, C. Reed & W. Spencer). Annual Conference, Chicago, IL, April 2003.
- 43) American Association of Behavioral and Social Sciences, Instrumentation for the Evaluation of Cooperative Learning (P. Strom & R. Strom), Annual Conference, Las Vegas, February 2003.
- 44) American Association of Behavioral and Social Sciences, Establishing Norms for American Parents (P. Strom & R. Strom), Annual Conference, Las Vegas, Feb 2003.

- 45) American Association of Behavioral and Social Sciences, Improving Adolescent Learning and School Safety Through Collaboration (P. Strom & R. Strom), Annual Conference, Las Vegas, February 2003.
- 46) Arizona Educational Research Association, Cooperative Learning, Tempe, Arizona, at Annual Conference presented October 2002.
- 47) Mid-South Educational Research Association, Annual Conference, Palm Pilots, Pagets and Parents, Little Rock, AR, November 2001.

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-----End of CV-----

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