

Lori Price Aultman

Curriculum Vitae

2018

**Associate Professor and
Chair, Division of Education
Spring Hill College
Mobile, AL 36608**

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251-380-3473**

EDUCATION

Ph.D. Educational Psychology in the areas of Cognition and Human Development, University of Georgia, May 2005. Minor concentration in research methods, including an Interdisciplinary Qualitative Research Certificate.

Dissertation titled: *The Journey to Self-Regulation and Identity: Students' Perspectives of the Transition to Higher Education.*

M.S. School Counseling, Tennessee State University, May 1987.
Licensure: Tennessee, Georgia P-12

B. S. Psychology, Minor-Sociology, Magna Cum Laude, Belmont University, May 1981.

PRESENT ACADEMIC APPOINTMENT

Associate Professor, Division of Education, Spring Hill College
Chair, Division of Education, Spring Hill College
Director of Graduate Education Programs
Certification Officer

Previous Academic Appointment

Assistant Professor (67% teaching/33% research), Division of Academic Enhancement,
University of Georgia

Graduate Faculty Status, appointed December 2005 by Department of Educational Psychology,
University of Georgia

TEACHING

*Courses taught, Spring Hill College 2009-2015. (Courses I developed. *)*

EDU 131. Human Development (3 hours)

Study of theories, methodology, and research related to human development.

EDU 260. Principles of Educational Psychology (3 hours)

A survey of psychological principles of behavior and learning, basic needs, and the application of these principles to educational practice. This course covers social and personal development, exceptionalities including gifted and creative education, motivational theory, creating a productive and collaborative classroom, classroom and standardized assessment.

EDU 514. Psychological Interpretations of Learning and Development (3 hours)

Current research of learning and development with emphasis on their relationship to educational products, programs, and techniques.

EDU 526. Research Methodology and Evaluation in Education (3 hours)

A survey of research methods in the behavioral sciences. The development, administration, evaluation, and interpretation of educational assessment.

EDU 329. Reading in the Content Areas (3 hours)

Assists the student in understanding the reading and learning process and in developing skills and habits essential in teaching reading in content areas. One focus of the course is the incorporation of students' interests and the new literacies into the classroom.

EDU 565. Teaching Reading in the Content Areas (3 hours)

Focuses on effective reading practices in content areas, with major emphases on the nature of the subject matter, application of instructional strategies to develop the reading process, and knowledge of cognitive strategies to promote literacy.

EDU 331. Instructional Media and Technology in Education (3 hours)

An exploration of and practical experience with the preparation and use of various forms of instructional media including current and emerging technologies.

EDU 520. Computer-Based Instructional Technologies (3 hours)

A study of the historical, social, and educational context of computers; hands-on experience with computers in the areas of computer systems, software, operations, word processing, databases, spreadsheets, graphics, telecommunications, and adaptive devices.

EDU 370. Survey of Exceptionality (3) Designed to provide students with basic understanding regarding the full range of exceptional children. Attention given to etiology, prevention, emerging issues and current methodologies.

EDU 517. Survey of Exceptionality (3) Advanced study of the full range of exceptionality in children. Examination of etiology, prevention, emerging issues, and current methodologies.

EDU 391. Multicultural Teaching (3) A survey of educational and social scientific concepts to help teachers understand the social and cultural milieu of different learners and help develop teaching strategies to maximize student opportunities. Course also includes instruction in the SIOP model for students who are English learners.

EDU 450. Strategies and Resources for Teaching in Secondary and Middle Schools (3 hours) A study of secondary and middle schools, the curriculum, instructional strategies, classroom management, and resources.

EDU 503/505. Curriculum, Instruction, and Teaching Methodology for the Secondary School (3 hours)

A study of the current research and practice involving curricular designs and their impact on the secondary school. Attention is given to content-related teaching methodologies and pedagogy proven effective in the secondary school.

EDU 501. Strategies for Creative Classroom Management (3 hours)

An examination of prominent theories and research regarding instructional and management strategies and their relationship to teacher effectiveness. The course covers motivational theory as basis for classroom management.

EDU 150. Oral and Written Language (3 hours) Principles of oral and written communication and practical application of those principles. Emphasizes knowledge and skills appropriate to children in oral and written language and how to apply them. Includes methods of teaching basic language skills in early childhood and elementary school.

***CAE 101. College Success Strategies (2 hours)**

Focuses on learning theory and learning strategies that lead to success in college, including studying in a variety of disciplines, note taking skills, critical reading, and test preparation strategies. This course also covers life skills that impact college success such as time management, stress management, and self-management.

***RDG 021. Developmental Reading and Study Strategies (3 hours)**

The goal of this course is to direct students in developing efficient reading habits including deliberate and resourceful strategies for reading textbooks (and other non-fictional materials), flexible use of reading styles according to purposes, and the systematic use of a dictionary to develop reading vocabulary.

***EDU 295. Education, identity, and culture: representations in film. (3 hours).**

This course focuses on psychological, sociological, political, and historical factors that impact children and education through the lens of film. Film is used to prompt us to think

of ways in which educational issues are both perceived and portrayed in popular culture. The course also examines the construction of images of the teacher, students, the curriculum, instructional modalities, and the institution of school. This is a means of considering both the relationship between representation and reality, and the way in which understandings of reality are affected by fictional or media images. Special attention is given to adolescent identity formation and how that formation is nested within school, family, and culture.

Courses taught, August 2004-May 2009, University of Georgia:

Learning to Learn-UNIV 1102 (3 hours), Division of Academic Enhancement (DAE)

Focuses on learning theory and learning strategies that lead to success in college, including studying in a variety of disciplines.

Text Comprehension and Vocabulary Development-UNIV 1111 (3 hours), DAE

Strategies to better comprehend, learn, and remember text information; emphasizes the processes of identifying key information, understanding organizational patterns, monitoring, higher-level thinking, and fixing-up comprehension difficulties; vocabulary and the role it plays in text comprehension.

Learning and Development in Education-EPsy 2020 (3 hours)

Major theories, ideas, and research findings about learning, and child and adolescent development, including development of motivation, with special emphasis on practical implications for school teaching and learning.

Course facilitated (during extended absence of instructor of record, spring 2005):

Advanced Seminar in Motivation for Education-EPsy 8060 (3 hours)

Examines research on goals, expectancy, self-efficacy beliefs, and attributional beliefs. The focus will be on primary sources that are theory-based and research oriented.

Other teaching contributions:

Academic Workshops

Helping students learn, Presentation to University of Georgia Computer Science Teaching Assistants, September 2008.

Helping students learn, Presentation to University of Georgia Psychology Teaching Assistants, September 2008.

Helping students become active learners across disciplines, Presentation to University of Georgia Teaching Assistant Mentors in the Center for Teaching and Learning, March 2008.

Effective student learning, Presentation to the University of Georgia Psychology Teaching Assistants, December 2007.

Using rubrics and constructive feedback to help students learn, Presentation to the University of Georgia History Teaching Assistants, November 2007.

Motivating students in pass/fail courses, Presentation to the University of Georgia Kinesiology Teaching Assistants, October 2007.

Helping students become active learners across disciplines, Presentation to University of Georgia Teaching Assistant Mentors in the Center for Teaching and Learning, October 2007.

Why students do what they do in labs, Presentation to the University of Georgia Physics Teaching Assistants, October 2007.

Helping students learn in science courses, Presentation to the University of Georgia Microbiology Teaching Assistants, September 2007.

Using rubrics to help students succeed, Presentation to the University of Georgia History Teaching Assistants, October 2006.

Helping students learn, Presentation to the University of Georgia Physics Teaching Assistants, October 2006.

Helping students learn, Presentation to the University of Georgia Psychology Teaching Assistants, September 2006.

Helping students learn, Presentation to the Political Science Teaching Assistants, September 2006.

The interaction of learning and instruction, Presentation at the University of Georgia Teaching Assistant Orientation, August 2006.

Strategies to teach active learning in the classroom, Presentation to the University of Georgia, Department of Psychology Teaching Assistants, October 2005.

PUBLICATIONS (*peer reviewed, **invited)

Aultman, L. P. (2012). How to succeed in college (while really trying). [Review of the book *How to succeed in college (while really trying)*, by Jon Gould]. *Teachers College Record*.
* **

- Schutz, P. A., **Aultman, L. P.**, Williams-Johnson, M. R. (2009). Educational psychology perspectives on teacher emotion, in M. Zembylas & P. A. Schutz (Eds.), *Advances in Teacher Emotion Research: The Impact on Teachers' Lives*. Springer Publications. * **
- Aultman, L. P.**, Williams, M. R., & Schutz, P. A. (2009). Boundary dilemmas in teacher-student relationships: Struggling with “the line”. *Teaching and Teacher Education*, 25, 636-646. *
- Aultman, L. P.** (2009). A story of transition: Using poetry to express liminality. *Qualitative Inquiry*, 15, 1189-1196. *
- Holschuh, J. P. & **Aultman, L. P.** (2009). Comprehension development, in R. F. Flippo & D. C. Caverly (Eds.), *Handbook of College Reading and Study Strategy Research*, (2nd ed.), (pp. 121-144), New York: Rutledge. * **
- DeCuir-Gunby, J. T, **Aultman, L. P.**, Schutz, P. A. (2009). Investigating transactions among motives, emotional regulation related to testing, and test emotions, *Journal of Experimental Education*, 77(4), 409-436. *
- Williams, M. R., Cross, D. I., Hong, J. Y., **Aultman, L. P.**, Osbon, J. N., Schutz, P. A. (2008). “There are no emotions in math”: How teachers approach emotion in the classroom, *Teachers College Record*, 110(8), 1574–1610. *
- Aultman, L. P.** (2006). An unexpected benefit of formative student evaluations, *College Teaching*, 54(3), 251. *
- Glynn, S. M., **Aultman, L. P.**, & Owens, A. M. (2005). Motivation to learn in general education programs, *Journal of General Education*, 54(1), 150-170. *

Current research:

Aultman, L. P. (2016). Etext or hard copy? College students’ attempts to read and learn.

Manuscripts to be submitted:

Aultman, L. P. (2016). Understanding college students’ perceptions of time. *

PRESENTATIONS

National Conferences

Aultman, L. P. (2011, April). *College students’ perceptions of time and time management*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Holschuh, J. P. & Aultman, L. P. (2008, November). *Comprehension development*. Paper presented at the annual meeting of the College Reading Association, Sarasota, Fl.

Holschuh, J. P. & Aultman, L. P. (2007, March). *Why do students think they don't have to read their textbooks?* Paper presented at the annual meeting of the National Association of Developmental Educators, Nashville, TN.

Aultman, L. P. (2006, April). *An integrated model of transition and self-regulation during the first year of college.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Aultman, L. P. (2005, April). *The nexus of institutional mission and student integration: Freshmen's perceptions of institutional programs, practices, and environment.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Williams, M. R., Cross, D. I., Hong, J. Y., Aultman, L. P., Osbon, J. N., & Schutz, P. A. (2005, April). *Emotions in the classroom: The first week of school.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Schutz, P. A., Aultman, L. P., & Garcia, R. I. (2004, April). *Emotions in the classroom: Teachers' beliefs and experiences.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

Schutz, P. A., Aultman, L. P., & Garcia, R. I. (2003, April). *Teachers' perceptions of emotions in the classroom.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Schutz, P. A., DeCuir, Jessica T., Garcia, R. I., & Aultman, L. P. (2003, April). *Investigating transactions among approach/avoidance motives, emotions and emotional regulation during testing.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Regional Conferences

Aultman, L. P. (2018, May). *A deeper look at student interactions with digital vs. print text.* Presentation at the Conference for Teaching and Learning, University of South Alabama, Mobile, Alabama.

Aultman, L. P. (2017, May). *Student interactions with digital vs. print text.* Presentation at the Conference for Teaching and Learning, University of South Alabama, Mobile, Alabama.

Aultman, L. P. (2016, July). *edTPA Task 2: Instructing and engaging students in learning.* Presentation at the Alabama Association of Colleges of Teacher Education, Auburn University-Montgomery, Alabama.

Aultman, L. P. (2015, May). *How students interact (or don't) with their textbooks.*

Presentation at the Conference for Teaching and Learning, University of South Alabama, Mobile, Alabama.

Aultman, L. P. (2012, May). *College students' perceptions and experiences of time*. Presentation at the Conference for Teaching and Learning, University of South Alabama, Mobile, Alabama.

Ginter, E. J., Pisarik, C., Larson, K., Edwards, L., Aultman, L. P., Moran, M., & Li, Xuechao. (2007, April). *Easy and nonintrusive methods to demonstrate a program's effectiveness*. Presentation at the annual University System of Georgia Learning Support Conference, St. Simon's Island, Georgia.

Aultman, L. P. (2005, May). *The journey to self-regulation and identity: Students' perspectives of the transition to higher education*. Paper presented at the annual conference of the Student Qualitative Inquiry Group, University of Georgia, Athens, Georgia. Served as **coordinator** of the conference as well.

Aultman, L. P. (2005, January). *New beginnings: Poetic representations of the college transition experience*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, Georgia.

Aultman, L. P. (2004, January). *Academic, emotional, and social transition to higher education: Students' perspectives*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, Georgia.

Aultman, L. P., Garcia, R. I., & Schutz, P. A. (2003, January). *Teachers' perceptions of emotions in the classroom*. Paper presented at the annual Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, Georgia.

Local Conferences

Aultman, L. P. (2011, February). *College students' perceptions of time and time management*. Faculty Friday presentation at Spring Hill College, Mobile, Alabama.

Schutz, P. A., Aultman, L. P., & Garcia, R. I. (2003, May). *Teachers' perceptions of emotions in the classroom*. Paper presented at the Georgia Systemic Teacher Education Program (GSTEP) Research Symposium on the Preparation of Educators, Athens, Georgia.

Invited Presentations

Aultman, L.P. (2005, September). *The academic job search*. Classroom presentation for EPSY 8990—Doctoral Seminar, Dr. Martha Carr, Professor, University of Georgia.

Aultman, L. P. (2004, May). *Using focus groups as a means of supplementing and complementing individual interview data*. Classroom presentation for ERSB 8520—Research Interviewing, Dr. Kathy Roulston, Instructor, University of Georgia.

AREAS OF RESEARCH INTEREST

Self-regulation and motivation in human learning, adolescent identity and developments research methods

HONORS AND AWARDS

Named as a New Faculty Scholar (2007) for Division C, Learning and Instruction, of the American Educational Research Association. New Faculty Scholars are recognized as emerging scholars in their field and chosen based on their potential for research excellence and leadership in their profession.

Named as an Outstanding Doctoral Student (2004) for Division C, Learning and Instruction, of the American Educational Research Association.

(2004) First place in the University of Georgia College of Education Student Research Conference (\$300 cash prize).

Chosen as the student representative, Carnegie Initiative on the Doctorate (2002-2004), Department of Educational Psychology Faculty Committee, University of Georgia.

GRANTS AWARDED

Alabama State Department of Education Grant (2016-2018). \$15,000 for implementation of edTPA.

New Faculty Scholar Travel Grant (2007). \$150 for travel to the annual conference of the American Educational Research Association.

Outstanding Doctoral Student, Division C (2004). \$150 for travel to the annual conference of the American Educational Research Association.

Schutz, P. A., Aultman, L. P., & Garcia, R. I. (2003) Beginnings: Constructing the classroom emotional climate. The Georgia Systemic Teacher Education Program (GSTEP) & University of Georgia, College of Education Professional Preparation of Educators Grant. \$2,700.

Schutz, P. A., Aultman, L. P., & Garcia, R. I. (2003) Creating and maintaining a facilitative emotional climate in the classroom. The Georgia Systemic Teacher Education Program (GSTEP) & University of Georgia, College of Education Travel Grant. \$500.

Schutz, P. A., Aultman, L. P., & Garcia, R. I. (2002) Creating and maintaining a facilitative emotional climate in the classroom. The Georgia Systemic Teacher Education Program (GSTEP) & University of Georgia, College of Education Professional Preparation of Educators Grant. \$2,800.

SERVICE*Spring Hill College*

2017-2018, member of a faculty search committee
 2017-present, member of Ad hoc committee of Rank and Tenure
 2016 Chair, Core Development Committee: wrote policy for transfer core overlay requirements
 2016 Pathways to Purpose Mentor
 2016 Pathways to Purpose Retreat Leader
 2013-present Spring Hill College Core Development Committee
 2011-2018 Spring Hill College Curriculum Committee
 2011-present Assessment Committee Liaison-Graduate Program of Education
 2014-2016 Spring Hill College Senate
 2012-2013 Board of Trustees Educational Policy and Academic Affairs Committee
 2010-2014 Strategic Planning Committee-Summer Bridge Program
 2011 Study Strategies Workshop for the Center for Academic Excellence
 2011 and 2012 Scholarship Day Program—volunteer interviewer
 2009-present Participate in admissions recruiting activities
 2010-2011 Academic Standards Committee
 2010-2012 Institutional Review Board Committee
 2009 Faculty Consultant, development of the Donnelly Scholars Program
 2009 & 2010 Freshman Common Reader Committee
 2009 & 2010 Freshman Common Reader Facilitator
 2009 Student Recruitment Activity-volunteer presenter for Future Teachers of America (Citronelle, AL)

*SHC Division of Education***Fall 2012-present Division Chair**

Direct the work of the division; create and manage budget; develop teaching schedules; observe faculty; facilitate pre-tenure and tenure reviews; successfully led division through ALSDE state review in 2014; developed successful chemistry secondary education proposal—approved in 2018

Fall 2012-present Institutional representative to ALACTE: Travel to Montgomery 3 times per year; stay abreast of changes to the Alabama Administrative Code for Educator Preparation Programs

Fall 2012-present Graduate Program Coordinator

Fall 2015-present Certification Officer: Stay abreast of changes to the Alabama Administrative Code for Certification; calculate teaching field and professional studies grade point averages every semester for 100+ students; complete certification paperwork for all completers—undergraduate and graduate

August 2012-present Program Review Coordinator

Fall 2009-2011 Secondary Education Coordinator: Responsible for coordinating and supervising laboratory and clinical experiences for graduate and undergraduate secondary education students.

Fall 2009-2011 Division web page coordinator

SHC Student Service

Academic Advising—approximately 20 students per semester
2010-present Donnelly Scholars Mentor

Community—Mobile

2017 Presenter, UMS-Wright Career Program
April 2012-Fall 2014 Board member Literacy Coalition of South Alabama
2012-present Mobile Area Education Foundation—Supporter
2010-2014 McKemie Place—volunteer/supporter
July 2010 Spring Hill College Faculty/Staff Service Day: Little Flower
Catholic School
Nov-Dec 2010 Christ United Methodist Church
Help for the Homeless—McKemie Place
Holiday Meals Committee
Nov-Dec 2011 Holiday Meals Committee Mobile

Service to the Profession

Executive Board, Alabama Association of Colleges of Teacher Education (ALACTE)
July 2016 to present

Chair, Student Awards Committee, Studying and Self-regulated Learning Special Interest Group of the American Educational Research Association, 2009, 2010. Coordinated submission, review process, and final selection of awards.

Member, Student Awards Committee, Studying and Self-regulated Learning Special Interest Group of the American Educational Research Association, 2008.
Reviewed conference proposals for this award.

Chair, (2007, April). *Influences on self-regulated learning*, Paper Session at the annual meeting of the American Educational Research Association, Chicago, IL.

Discussant, (2007, April), Studying and Self-Regulated Learning Special Interest Group, Graduate Student Awards. Paper Session at the annual meeting of the American Educational Research Association, Chicago, IL.

Member, Student Awards Committee, Studying and Self-regulated Learning Special Interest Group of the American Educational Research Association, 2007.
Reviewed conference proposals for this award.

Coordinator (2004-05), Qualitative Inquiry Group Conference (QUIG). Annual regional conference at the University of Georgia for academics conducting qualitative research.

Reviewer, *Teachers College Record*

Reviewer, *Contemporary Educational Psychology*

Reviewer, *American Educational Research Journal*

Reviewer, *Educational Researcher*
Reviewer, *Journal of Experimental Education*
Reviewer, *Teaching and Teacher Education*
Reviewer, *Journal of Advanced Academics*

Service at the University of Georgia
Departmental (UGA)

2005-2009: Chair, Program Evaluation Committee
2007: Chair, Search Committee Reading Component Position
2007: Program Review Committee
2006: Search Committee, Counseling Position

University (UGA)

Developed and taught workshops for graduate assistants in departments across UGA campus
Invited to present to students during 2007 Georgia DAZE (minority recruitment program)
Served as a faculty mentor to students in the Freshman College Summer Experience program in 2006 and 2007.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
International Reading Association
American Association of Colleges of Teacher Education
Alabama Association of Colleges of Teacher Education
American Psychological Association

PRIOR PROFESSIONAL EMPLOYMENT

School counselor, Jackson County Comprehensive High School, Georgia, 2000-2002.
School counselor, Father Ryan High School, Nashville, Tennessee, 1987-1999.