

Eric Mitchel Anderman



Chair and Professor, Department of Educational Studies

Program Area: Educational Psychology

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Biography

Eric M. Anderman is Chair of the Department of Educational Studies and Professor of Educational Psychology. After working as a middle school and high school teacher, he earned his Ph.D. in Educational Psychology from the University of Michigan. He studies academic motivation, focusing in particular on (a) academic cheating, (b) the effects of school transitions on student motivation, and (c) HIV/pregnancy prevention in adolescent populations. He is a fellow of both the American Psychological Association and the American Educational Research Association. He recently co-edited the 3rd edition of the *Handbook of Educational Psychology* with Lyn Corno, and the *International Guide to Student Achievement* with John Hattie. He also is the co-author of three text books, as well as numerous articles and chapters. His research on academic cheating has been featured in numerous media outlets, including CBS News, NBC News (Dateline NBC), CNN, *The Huffington Post*, and numerous others.

Education

- PhD, Educational Psychology, University of Michigan, 1994
- MA, Developmental Psychology, University of Michigan, 1992
- EdM, Education, Harvard University, 1986
- BS, Psychology and Spanish, Tufts University, 1985

Research Interests

- [Adolescent and At-Risk Youth](#)
 - School-based interventions aimed at preventing engagement in risky behaviors
- [Child Development](#)

- [Cognitive Development](#)
 - Cognitive Development as it relates to learning
- [Cognitive Psychology](#)
- [Educational Achievement](#)
- [Educational Psychology](#)
 - Academic Motivation
 - Development
 - Instructional Strategies
- [Educational Statistics and Research Methods](#)
- [Health Teacher Education](#)
- [Junior High/Intermediate/Middle School Education and Teaching](#)
- [Teacher Education](#)
- [Teacher Education Policy and Leadership](#)

Selected Publications

Books

- Ormrod, J., Anderman, E.M., & Anderman, L.H. (2016). *Educational psychology: Developing learners*. Ninth edition. Boston: Pearson.
- Ryan, A., Urdan, T., & Anderman, E.M. (2016). *Adolescent development for educators*. Boston: Pearson.
- Corno, L., & Anderman, E.M. (2015). *Handbook of Educational Psychology*. Third Edition. New York: Routledge.
- Anderman, E.M., & Anderman, L.H. (2014). *Classroom motivation*. Second Edition. Columbus: Pearson.
- Hattie, J., & Anderman, E.M. (2013). *International guide to student achievement*. New York: Routledge.
- Anderman, E.M. & Anderman, L.H. (2009). *Psychology of classroom learning: An encyclopedia*. Detroit: Gale Cengage Learning. [Received Choice award for Outstanding Academic Title, January 2010]
- Anderman, E.M., & Murdock, T. (2007). *Psychology of academic cheating*. San Diego, CA: Elsevier.

Recent Journal Articles

- Anderman, E.M., Koenka, A.C., Anderman, L.H., & Won, S. (in press). Math and science motivation in internationally adopted adolescents. *School Psychology Quarterly*.
- Anderman, E.M., & Won, S. (in press). Academic cheating in disliked classes. *Ethics & Behavior*.
- Anderman, E.M., Espelage, DL., Reddy, L.A., McMahon, S.D., Martinez, A., Lane, K.L., Reynold, C., & Paul, N. (2018). Teachers' reactions to experiences of violence: An attributional analysis. *Social Psychology of Education, 21*(3), 621-653. doi.org/10.1007/s11218-018-9438-x
- Cantrell, S.C., Rintamaa, M., Anderman, E.M., & Anderman, L.H. (2018). Rural adolescents' reading motivation, achievement, and behavior across the transition to high school. *Journal of Educational Research, 111*(4), 417-428.
- Anderman, E. M., & Koenka, A. C. (2017). The relation between academic motivation and cheating. *Theory into Practice, 56*(2), 95-102. [Editorial responsibilities and review processes were handled by Ann Allen]
- Martinez, A., McMahon, S. D., Espelage, D., Anderman, E. M., Reddy, L. A., & Sanchez, B. (2016). Teachers' experiences with multiple victimization: Identifying demographic, cognitive, and contextual correlates. *Journal of School Violence, 15*(4), 387-405.
- Lucariello, J. M., Nastasi, B. K., Anderman, E. M., Dwyer, C., Ormiston, H., & Skiba, R. (2016). Science supports education: The behavioral research base for psychology's top 20 principles for enhancing teaching and learning. *Mind, Brain, and Education, 10*(1), 55-67.
- Lucariello, J. M., Nastasi, B. K., Dwyer, C., Skiba, R., DeMarie, D., & Anderman, E. M. (2016). Top 20 Psychological Principles for PK–12 Education. *Theory into Practice, 55*(2), 86-93.
- Anderman, E.M., Gimbert, B., O'Connell, A., & Riegel, L. (2015). Approaches to growth assessment. *British Journal of Educational Psychology, 85*(2), 138-153.
- Chang, Y., Leach, N., & Anderman, E.M. (2015). The role of perceived autonomy support in principals' affective organizational commitment and job satisfaction. *Social Psychology of Education*. doi:10.1007/s11218-014-9289-z
- Gray, D., Chang, Y., & Anderman, E.M. (2015). Conditional effects of mastery goal structure on changes in students' motivational beliefs: Need for cognition matters. *Learning and Individual Differences, 40*, 9-21.
- McMahon, S.D., Martinez, A., Espelage, D., Rose, C., Reddy, L.A., Lane, K., Anderman, E.M., Reynolds, C.R., Jones, A., & Brown, V. (2014). Violence directed against teachers: Results from a national survey. *Psychology in the Schools, 51*(7), 753-766.
- Guskey, T., & Anderman, E.M. (2013/2014). In search of a useful definition of mastery. *Educational Leadership, 71*(4), 18-23.
- Turner, J.C., Gray, D.L., Anderman, L.H., Dawson, H.S., & Anderman, E.M. (2013). Getting to know my teacher: Does the relation between perceived mastery goal structures and perceived teacher support change across the school year? *Contemporary Educational Psychology, 38*(4), 316-327.

- Reddy, L.A., Espelage, D., McMahon, S.D., Anderman, E.M., Lane, K., Brown, V., Reynolds, C.R., Jones, A., & Kanrich, J. (2013). Violence against teachers: Case studies from the APA task force. *International Journal of School & Educational Psychology*, 1, 231-245.
- Espelage, D., Anderman, E.M., Brown, V.E., Jones, A., Lane, K.L., McMahon, S.D., Reddy, L.A., & Reynolds, C.R. (2013). Understanding and preventing violence directed against teachers: Recommendations for a national research, practice, and policy agenda. *American Psychologist*, 68(2), 75-87.
- Hamilton, R., Sanders, M., & Anderman, E.M. (2013) The multiple choices of sex education. *Phi Delta Kappan*, 94 (5), 34-39.
- Anderman, E.M., Sinatra, G., & Gray, D. (2012). The challenges of teaching and learning about science in the 21st century: Exploring the abilities and constraints of adolescent learners. *Studies in Science Education*, 48(1), 89-117.
- Anderman, E.M., Cupp, P.K., Lane, D.R., Zimmerman, R., Gray, D., & O'Connell A. (2011). Classroom goal structures and HIV/pregnancy prevention education in rural high school health classrooms. *Journal of Research on Adolescence*, 21, 904-922.
- Anderman, E.M. (2011). Educational Psychology in the Twenty-First Century: Challenges for our Community. *Educational Psychologist*, 46, 185-196.
- Gray, D.L., Anderman, E.M., & O'Connell, A.O. (2011). Associations of teacher credibility and teacher affinity with learning outcomes in health classrooms. *Social Psychology of Education: An International Journal*, 14, 185-208.
- Anderman, E.M., Anderman, L.H., Yough, M.S., & Gimbert, B.G. (2010). Value added models of assessment: Implications for motivation and accountability. *Educational Psychologist*, 45(2), 123-137.
- Anderman, E.M., Cupp, P.K., & Lane, D.R. (2010). Impulsivity and academic cheating. *Journal of Experimental Education*, 78, 135-150.
- Anderman, E.M., Lane, D.R., Cupp, P.C., Zimmerman, R., & Phebus, V. (2009). Comparing the Efficacy of Permanent Classroom Teachers to Temporary Health Educators for Pregnancy/HIV Prevention Instruction. *Health Promotion Practice*, 10, 597-605.
- Anderman, E.M., & Danner, F. (2008). Achievement goals and academic cheating. *International Review of Social Psychology*, 21, 155-180.
- Guskey, T.R., & Anderman, E.M. (2008). Students at bat. *Educational Leadership*, 66 (3), 8-

Recent Chapters

- McMahon, S.D., Martinez, A., Reddy, L., Espelage, D., & Anderman, E.M. (2017). Predicting and reducing aggression and violence toward teachers: Extent of the problem and why it matters. In P. Sturmey (Ed.), *The Wiley Handbook of Violence and Aggression Volume 3. Societal Interventions* (pp. 1335-1350). Hoboken, NJ: John Wiley & Sons.
- Anderman, E. M., & Gray, D. L. (2017). The roles of schools and teachers in fostering competence motivation. In A. J. Elliot, C. S. Dweck, D. S. Yeager, A. J. Elliot, C. S. Dweck, D. S.

Yeager (Eds.) , *Handbook of competence and motivation: Theory and application* (pp. 604-619). New York, NY, US: Guilford Press.

- Anderman, E. M., Okonkwo, C., Lee, Y. J., & Collen, C. (2016). Teaching pre-service teachers about goal orientations. In M. C. Smith, N. DeFrates-Densch, M. C. Smith, N. DeFrates-Densch (Eds.), *Challenges and innovations in educational psychology teaching and learning* (pp. 151-163). Charlotte, NC, US: IAP Information Age Publishing.
- Anderman, E.M. (2015). School effects on psychological outcomes during adolescence. In A.T. Vazsonyi (Ed.), *Adolescence*. Los Angeles, CA: Sage. [Reprint of article originally published in *Journal of Educational Psychology* in 2002]
- Anderman, E.M., & Gray, D. (2015). Motivation, learning, and instruction. In J.D. Wright (Ed.), *International Encyclopedia of Social & Behavioral Sciences* (2nd Edition) (pp. 928-935). San Diego: Elsevier.
- Anderman, E.M. (2015). Students cheat for good grades. Why not make the classroom about learning and not testing? *The Conversation*. Available at: <http://theconversation.com/students-cheat-for-good-grades-why-not-make-the-classroom-about-learning-and-not-testing-39556>.
- Woolfolk Hoy, A., Davis, H.A., & Anderman, E.M. (2013). Theories of learning and teaching in TIP. *Theory into Practice*, 52, 9-21.
- Anderman, E. M., Gray, D. L., & Chang, Y. (2012). Motivation and classroom learning. In W.M. Reynolds & G.E. Miller (Eds.), *Handbook of Psychology 2nd edition, Volume 7: Educational Psychology* (pp. 99-116). Hoboken, NJ: John Wiley & Sons, Inc.
- Anderman, E.M., & Patrick. H. (2012). Achievement goal theory, conceptualization of ability/Intelligence, and classroom climate. In S. Christenson, A.L. Reschly, & C. Wylie (Eds.), *The handbook of research on student engagement* (pp. 173-191). Springer Science.
- Anderman, E.M. (2012). Adolescence. In K.R. Harris, S. Graham, & T. Urdan (Eds.), *APA Handbook of Educational Psychology, Volume 3: Applications to learning and teaching* (pp. 43-61). Washington D.C.: American Psychological Association.
- Anderman, E.M., & Dawson, H. (2011). Learning and motivation. In P. Alexander and R. Mayer (Eds.), *Handbook of research on learning and instruction* (pp. 219-241). New York: Routledge.
- Anderman, E.M. (2010). Reflections on Wittrock's generative model of learning: A motivation perspective. *Educational Psychologist*, 45, 55-60.
- Anderman, E.M., & Mueller, C. (2010). Middle school transitions and adolescent development. In J. Meece & J.S. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 198-215). New York: Routledge.
- Anderman, L. H., & Anderman, E. M. (2009). Oriented towards mastery: Promoting positive motivational goals for students. In R. Gilman, E. S. Heubner, & M. Furlong (Eds.), *Handbook of Positive Psychology in the Schools* (pp. 161-173). New York, NY: Routledge.