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Curriculum Vitae of Christine Theimer Schuette

PERSONAL DATA

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Marital Status: Married (Maiden name: Theimer)

ACADEMIC BACKGROUND

Degrees

Ph.D. in Human Development, December, 1999, University of Maryland, College Park, MD.
Title: Children's Evaluations of Gender Roles in a Home Context. Advisor: Dr. Melanie Killen.

M.Ed. in Human Development, December, 1996, University of Maryland, College Park, MD.
Seminar Paper Title: The Development of Autonomy and Its Relation to Young Children's Self-Understanding. Advisor: Dr. Melanie Killen.

B.A. in Psychology, May, 1994, University of Virginia, Charlottesville, Virginia.

Honors and Citations

Graduate Assistantship, University of Maryland, 1995 - 1997.
Dean's List, University of Virginia, January, 1991- May, 1994.

PROFESSIONAL WORK EXPERIENCE

College Teaching Experience

Assistant Professor, School of Education, Regent University (Summer, 2006 – present).
Responsibilities include teaching undergraduate and graduate courses (Master's and doctoral level), teaching professional development courses for school teachers, and serving as the Director of Internship Experiences.

Instructor, Child and Adolescent Growth and Development (3 credits), School of Education, Regent University, Spring 2006 (8 weeks). I taught two sections of this class. Course enrollment (undergraduate students): 20 students. Course enrollment (graduate students): 14 students. Both sections of this course were Internet-hybrid courses. Students are required to spend half of their class time each week on activities, discussions, and assignments that are found online.

Instructor, Introduction to Psychology I (3 credits), Department of Psychology, Tidewater Community College, Chesapeake campus, Fall 2005. Course enrollment: 33 students

Instructor, Introduction to Psychology I (3 credits), Department of Psychology, Tidewater Community College, Chesapeake campus, Fall 2005. Course enrollment: 14 students. This course was an Internet-hybrid course.

Instructor, Child and Adolescent Growth and Development (3 credits), School of Education, Regent University, Fall and Summer, 2005. Course enrollment: 13 students (Fall, 2005) and 24 students (Summer, 2005). Internet-based.

Instructor, Research and Special Topics in Teaching and Learning (3 credits), School of Education, Regent University, Summer 2005. Course enrollment: 4 students. This course was for advanced doctoral students and was Internet-based

Instructor, Introduction to Psychology I (3 credits), Department of Psychology, Tidewater Community College, Chesapeake campus, Spring and Summer, 2005. Course enrollment: 39 students (Spring, 2005) and 16 students (Summer, 2005).

Instructor, Child and Adolescent Growth and Development (3 credits), School of Education, Regent University, Spring 2005 (8 weeks). Course enrollment: 26 students. This course was an Internet-hybrid course.

Instructor, Life Span Human Development (3 credits), Department of Psychology, Tidewater Community College, Virginia Beach campus, Fall 2004 (8 week class). Course enrollment: 8 students.

Instructor, Child and Adolescent Growth and Development (3 credits), School of Education, Regent University, Fall 2004. Course enrollment: 7 students. Internet-based.

Instructor, Introduction to Psychology I (3 credits), Department of Psychology, Tidewater Community College, Chesapeake campus, Fall 2004. Course enrollment: 24 students.

Instructor, Research and Special Topics in Teaching and Learning (3 credits), School of Education, Regent University, Summer 2004. Course enrollment: 2 students. This course was for advanced doctoral students and was Internet-based.

Instructor, Introduction to Psychology II (3 credits), Department of Psychology, Tidewater Community College, Chesapeake campus, Spring 2004. Course enrollment: 10 students. This course was an Internet-hybrid course.

Instructor, Introduction to Psychology I (3 credits), Department of Psychology, Tidewater Community College, Chesapeake campus, Fall 2003. Course enrollment: 17 students. This course was an Internet-hybrid course.

Instructor, Child Development (4 credits), Department of Liberal Studies, California State University, Monterey Bay, Fall 2000, Spring 2001, and Fall 2001. Course enrollment:

19 students (Fall, 2000), 17 students (Spring 2001), and 11 students (Fall 2001).

Instructor, Social Psychology (3 credits), Department of Psychology, Hawaii Pacific University, Honolulu, HI, Spring 1999. Course enrollment: 21 students.

Instructor, Human Development and Learning II: Adulthood, Aging, and Death (3 credits), Department of Psychology, Hawaii Pacific University, Honolulu, HI, Spring 1999. Course enrollment: 19 students.

Instructor, Human Development I: Conception through Adolescence (3 credits), Department of Psychology, Hawaii Pacific University, Honolulu, HI, Fall 1998. Course enrollment: 17 students.

Instructor, Human Development and Learning II: Adulthood, Aging, and Death (3 credits), Department of Psychology, Hawaii Pacific University, Honolulu, HI, Summer 1998. Course enrollment: 18 students.

Instructor, Professional Development Seminar in Early Childhood Education (3 credits), Department of Human Development, University of Maryland, College Park, MD, Fall 1997. Course enrollment: 29 students.

Instructor, Human Development and Learning (6 credits), Department of Human Development, University of Maryland, College Park, MD, Spring 1997. Course enrollment: 41 students.

Instructor, Human Development and Learning (6 credits), Department of Human Development, University of Maryland, College Park, MD, Fall 1996. Course enrollment: 23 students.

Teaching Assistant, Education and Early Childhood Development (4 credits), Department of Human Development, University of Maryland, College Park, MD, Fall, 1995. Course Enrollment: 65 students. Duties: Grading exams and papers.

Teaching Assistant, Professional Development Seminar in Early Childhood Education (3 credits), Department of Human Development, University of Maryland, College Park, MD, Fall 1995. Course Enrollment: 65 students. Duties: Grading exams and papers.

Supervisory Experience

Director of Internship Experiences, Regent University, January, 2006- present. Responsibilities include managing the university supervisors and overseeing the internship program.

Intern Supervisor, School of Education, Regent University, Spring 2005- Spring 2006. Responsibilities include supervising student teachers and observing and evaluating them during their instruction of K-6th grade classrooms.

Undergraduate Advisor, Early Childhood Education, Department of Human Development, University of Maryland, College Park, MD, Spring, 1996. Advised 100 undergraduates regarding course enrollment and college requirements.

Research Experience

Research Assistant, University of Maryland, College Park, MD, Fall 1996 - Spring 1998.

Project

title: Social reasoning about intergroup relations. P.I.s: Professors Melanie Killen and Charles Stangor. Responsibilities included: interviewing children ages 6, 10, 13; helping to develop a coding system for analyzing data; transcribing and coding interviews; and data analysis.

Research Assistant, University of Maryland, College Park, MD, Fall 1994 - Spring 1996.

Project

title: Social interactions in preschool classrooms and the development of young children's conceptions of the personal. P.I.s: Professors Melanie Killen and Judith Smetana. Responsibilities included: interviewing children ages 3-5; helping to develop a coding system for recording children's conflicts; transcribing and coding interviews; and assisting with reliability.

Research Assistant, University of Virginia, Charlottesville, VA, Spring 1993. Study investigating infant emotion regulation in response to Ainsworth's Strange Situation. P.I.: Dr. Miriam Voran. Responsibilities included: assisting in development of coding system; watching and coding from videotapes of infants involved in Strange Situation; and assisting with reliability.

Research Assistant, University of Virginia, Charlottesville, VA, Fall 1992. Study by the National

Institute of Child Health Education exploring the effects of daycare on children. P.I.: Sandra Scarr. Responsibilities included: making home visits; assisting in videotaping and interviewing mothers.

Preschool and Primary Teaching Experience

Teacher, 5- year old classroom, St. Peter's Preschool, San Diego, California, Summer 1997.

Teacher, 4-year old classroom, St. Peter's Preschool, San Diego, California, Summer 1996.

Teacher, 2-year old classroom, Little Friend's Farm, Newport, Rhode Island, Summer 1995.

Intern, Parents in Education (through Head Start), Charlottesville, Virginia, September 1993 –

May 1994. Responsibilities included: tutoring a second grade child daily and collaborating with other interns in conducting a large weekly teaching / observation session.

PUBLICATIONS

Articles

Hoskins, J., Schuette, C.T., & Charlton, M.L. (2011). *Program improvement and practice: Student teacher reflections*. Manuscript submitted for publication.

Schuette, C.T., Ponton, M.K., Sinno, S.M., & Charlton, M.L. (2011). *Children's judgments about parental endorsement of gender role stereotypes*. Manuscript submitted for publication.

Schuette, C.T., Ponton, M.K., & Charlton, M.L. (in press). Middle school children's career aspirations. *Career Development Quarterly*.

Schuette, C. T., Wighting, M. J., Spaulding, L. S., Ponton, M. K., & Betts, A. L. (Spring, 2010). Factors that influence teachers' views on standardized tests. *The Teacher Educators Journal*, 17, 27-40.

Schuette, C. T., & Killen, M. (2009). Children's evaluations of gender-stereotypic household activities in the family context. *Early Education and Development*, 20(4), 693-712.

Ponton, M.K., Schuette, C.T., & Confessore, G. J. (2009). An agentic perspective of self-directed learning as applied to children. *International Journal of Self-Directed Learning*, 6(1), 46-58. Available: <http://www.sdlglobal.com/docs/IJSDL/IJSDL6.1-2009.pdf>

Ponton, M. K., & Schuette, C. T. (2008). The Learner Autonomy Profile: A discussion of scale combination to measure autonomous learning. *International Journal of Self-Directed Learning*, 5(1), 55-60. Available: http://www.sdlglobal.com/IJSDL/IJSDL_5.1-2008.pdf

Theimer, C. E., Killen, M., & Stangor, C. (2001). Young children's evaluations of exclusion in gender-stereotypic peer contexts. *Developmental Psychology*, 37, 18-27.

CONFERENCE PRESENTATIONS

Charlton, M.L. & Schuette, C.T. (2011, March). *Making the light bulb turn on*. Presentation at the Virginia Early Childhood Education Conference, Richmond, VA.

Schuette, C.T., Ponton, M.K., & Charlton, M.L. (2011, April). *The impact of*

stereotype flexibility and tolerance on children's judgments about parental roles.
Presentation at the Society for Research in Child Development Conference, Montreal, Canada.

Ponton, M. K., Carr, P.B., Schuette, C. T., & Confessore, G. J. (2011, February). *Self-efficacy and the learner autonomy profile.* Paper presented at the 25th International Self-Directed Learning Symposium, Cocoa Beach, FL.

Sinno, S., Schuette, C.T., & Charlton, M. L. (2010, April). *Who's the Boss? Children's social reasoning about conflicting parental desires for roles in the home.* Presentation at the Gender Development Research Conference, San Francisco, April, 2010.

Hoskins, J., Schuette, C.T., & Charlton, M.L. (2010, March). *Reflections of Student Teaching on Program Improvement and Practice.* Presentation at Association of Teacher Educators.

Schuette, C.T., Ponton, M.K., & Charlton, M. L. (2010, March). *Use of children's literature to foster career self-efficacy in preschool children.* Presentation at the Virginia Association for Early Childhood Education, Richmond, VA, March 2010.

Sinno, S. M., & Schuette, C.T. (2009, April). *Children's evaluations of parental roles regarding work and family: The role of traditional and non-traditional family work.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, Colorado.

Schuette, C. T., Wighting, M. J., Spaulding, L. S., Ponton, M. K., & Betts, A. L. (2009, February). *Factors which contribute to positive teacher views of standardized tests.* Presentation at the New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.

Ponton, M. K., Schuette, C. T., & Confessore, G. J. (2009, February). *An agentic perspective of self-directed learning as applied to children.* Paper presented at the 23rd International Self-Directed Learning Symposium, Cocoa Beach, FL.

Schuette, C. T., & Ponton, M. K. (2008, June). *Middle school children's career self-efficacy.* Paper presented at the 38th Annual Meeting of the Jean Piaget Society, Quebec City, Canada.

Schuette, C. T., & Ponton, M. K. (2008, April). *The influence of stereotypes and role models on middle school children's career aspirations.* Poster presented at the 3rd Gender Development Research Conference, San Francisco, CA.

Schuette, C. T., & Killen, M. (2007, May). *Children's evaluations of gender-stereotypic household activities in the family context.* Poster presented at the Annual Meeting of the Association for Psychological Science, Washington, D.C.

Theimer, C. E. (1997, April) *The development of autonomy and its relation to young children's self-understanding*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D. C., 1997.

GRANTS

Schuette, C.T., Flannagan, J.S., & Newton, H. *Promoting self-esteem and perceived competence in science in girls*. Faculty grant awarded, 2010, Regent University

Schuette, C. T., & Wighting, M. J. *The effects of high-stakes testing on teachers' motivation and morale*. Faculty grant awarded, 2008, Regent University.

Schuette, C. T., & Wighting, M. J. *Teachers' views on standardized tests*. Faculty grant awarded, 2007, Regent University.

PROFESSIONAL ORGANIZATIONS

Society for Research in Child Development

National Association for the Education of Young Children

Association for Teacher Educators

American Psychological Association

RESEARCH INTERESTS

Gender role development

Gender stereotypes

Career self-efficacy

Autonomous learning in children