

# Eric C. Schoute

College of Education, Department of Human Development and Quantitative Methodology  
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## Educational Background

PhD	<b>Human Development and Quantitative Methodology</b> University of Maryland, College Park, MD <i>Specialisation:</i> Educational Psychology <i>Advisor:</i> Dr. Patrica A. Alexander	Anticipated 2024
	<b>Graduate Certificate in Measurement, Statistics, and Evaluation</b> University of Maryland, College Park, MD <i>Advisor:</i> Dr. Gregory Hancock [3.96 GPA]	2022
MSc	<b>Master of Science, Educational Psychology</b> Erasmus School of Social and Behavioural Sciences, Erasmus University Rotterdam <i>Specialisation:</i> Human Learning & Performance <i>Thesis:</i> University Student's Perceptions of Personal Interest, Task Value, and Relevance: An Exploratory Study <i>Advisors:</i> Prof. Dr. Sofie M. M. Loyens & Prof. Dr. G. W. C. Fred Paas	2018
BA	<b>Bachelor of Arts [Cum Laude], Liberal Arts and Sciences</b> University College Roosevelt Middelburg, Honors College of University Utrecht <i>Major:</i> Psychology, Cognitive Science, Linguistics <i>Specialisation:</i> Psychology <i>Thesis:</i> Low Linguistic Competence as Acculturative Problem for Underage Arabic-Speaking Refugees Integrating into Dutch Society <i>Advisor:</i> Dr. Elizabeth Wiese Batista-Pinto	2017

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## Professional Interests

- Critical-analytic thinking
- Knowledge
- Motivation
- Epistemic competence
- Expertise
- Multiple-source use

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## Published/Accepted Articles & Chapters

- Murphy, P. K., Ogata, T., & **Schoute, E. C.** (2023). "Valued" thinking in education: Liberating the narrative. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-023-09754-0>
- Alexander, P. A., Fusenig, J., **Schoute, E. C.**, Singh, A., Sun, Y., & van Meerten, J. E. (2023). Confronting the challenges of undergraduates' argumentation writing in a "Learning How to Learn" course. *Written Communication*. <https://doi.org/10.1177/07410883221148468>
- Schoute, E. C.**, Alexander, P. A., Loyens, S. M. M., Lombardi, D., & Paas, F. (2022). College students' perceptions of relevance, personal interest, and task value. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2022.2133075>
- Alexander, P. A., & **Schoute, E. C.** (2022). Knowledge, knowing, and information: Their meaning and meaningfulness to learning and development. In T. Good & M. McCaslin (Sect. Eds.), and D. Fisher (Gen. Ed.), *Online encyclopedia on education*. Routledge. <https://doi.org/10.4324/9781138609877-REE203-1>
- Alexander, P. A., & **The Disciplined Reading and Learning Research Laboratory**. (2020). Relational reasoning: The bedrock of integration within and across multiple representations, documents, and perspectives. In P. N. Van Meter, A. List, D. Lombardi, & P. Kendeou. (Eds.), *Handbook of learning from multiple representations and perspectives* (pp. 401-424). Routledge. <https://doi.org/10.4324/9780429443961-26>
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## Manuscripts in Preparation

- Schoute, E. C.**, & Alexander, P. A. (Under review). *A critical analysis of critical thinking interventions in higher education*. Department of Human Development and Qualitative Methodology, University of Maryland, College Park. PsychArchives. <https://doi.org/10.23668/psycharchives.13935>
- Schoute, E. C.**, Bailey, J. M., & Lombardi, D. (Under review). *Learning about science topics of social relevance using lower and higher autonomy-supportive scaffolds*. Department of Human Development and Qualitative Methodology, University of Maryland, College Park.
- Schoute, E. C.**, van Meerten, J. E., & Alexander, P. A. (In preparation). *Unfolding the stages of a multiple source use task: Testing a moderated mediation model*. Department of Human Development and Qualitative Methodology, University of Maryland, College Park.
- van Meerten, J. E., **Schoute, E. C.**, Sun, Y., Alexander, P. A., & Singh, A. (In preparation). *Undergraduates' online search behaviors in searching and using multiple sources for academic writing*. Department of Human Development and Qualitative Methodology, University of Maryland, College Park.
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## Local, National, and International Presentations

- Schoute, E. C.**, Bailey, J. M., Sinatra, G. M., & McAuliffe, C. (2024, March 18). *Developing a measure to assess students' understanding and reasoning about issues of socioscientific relevance*. [Paper presentation]. 2024 NARST Annual International Conference, Denver, CO, United States. PsychArchives. <https://doi.org/10.23668/psycharchives.14251>
- Schoute, E. C.** (2023, August 26). *Characteristics, context, and conditions: A systematic review of critical thinking interventions*. [Paper presentation]. 2023 Biennial Meeting of the European Association for Research in Learning and Instruction, Thessaloniki, Greece. PsychArchives. <https://doi.org/10.23668/psycharchives.13157>

- Schoute, E. C.**, Jaffe, J., & Lombardi, D. (2023, August 24). *Checkmate: Examining chess masters' expertise in relation to interest and motivation*. [Poster presentation]. 2023 Biennial Meeting of the European Association for Research in Learning and Instruction, Thessaloniki, Greece.
- Schoute, E. C.** (2023, August 23) (Chair). *Curriculum development in higher education*. Papers presented at the 2023 Biennial Meeting of the European Association for Research in Learning and Instruction, Thessaloniki, Greece.
- Schoute, E. C.**, Bailey, J. M., Sinatra, G. M., & McAuliffe, C. (2023, April 15). *Capturing the effects of scaffolded science learning: Assessing students' knowledge and reasoning about socioscientific issues*. [Paper presentation]. Annual Meeting of the National Consortium for Instruction and Cognition, Chicago, IL, United States. PsychArchives. <http://doi.org/10.23668/psycharchives.13026>
- van Meerten, J. E., **Schoute, E. C.**, Sun, Y., Singh, A., Logan, M. W., & Richard, L. (2023, April 13-16). *Classroom-based multiple source use: Comparing profiles across search conditions*. [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States. PsychArchives. <https://doi.org/10.23668/psycharchives.12837>
- Murphy, P. K., Ogata, T., & **Schoute, E.C.** (2023, April 13-16). "Valued" thinking in education: Liberating the narrative. In A. J. K. Maki (Chair), *Navigating the murky waters of Higher-Order, Critical, and Critical-Analytic Thinking* [Symposium presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL, United States. PsychArchives. <https://doi.org/10.23668/psycharchives.12694>
- Schoute, E.C.**, & Lombardi, D (2022, April 22-25). Differential effects of autonomy-supportive scaffolding on secondary students' scientific evaluations and knowledge construction. In A. List (Chair), *Focusing the analytic lens on evidence based reasoning: Where we are and where we need to go* [Symposium presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA, United States. PsychArchives. <https://doi.org/10.23668/psycharchives.6491>
- Schoute, E. C.**, & Singh, A. (2021). *DOIs: What to get them for and how to get them* [Instructional presentation]. Human Development and Quantitative Methodology Educational Psychology Colloquium Series at University of Maryland, College Park. PsychArchives. <https://doi.org/10.23668/psycharchives.5182>
- van Meerten, J. E., **Schoute, E.C.**, & Alexander, P. A. (2021, August 2-4). *Unfolding the stages of a multiple source use task: Testing a moderated mediation model* [Paper presentation]. Annual Meeting of Society for Text and Discourse.
- Schoute, E. C.**, van Meerten, J. E., Sun, Y., & Singh, A. (2021, April 9-12). Search logs, argumentative essays, and performance profiles: Positioning multiple source use in a classroom context. In J. Braasch (Chair), *Synergy of reading and writing within multiple source tasks: Novel approaches and innovative techniques* [Symposium presentation]. Annual Meeting of the American Educational Research Association. PsychArchives. <https://doi.org/10.23668/psycharchives.8170>
- van Meerten, J. E. & **Schoute, E.C.**, (2021, April 1). *Exploring undergraduate students' online search behaviors: Multiple source use in the classroom* [Paper presentation]. College of Education Graduate Student Organization Student Research Symposium at University of Maryland, College Park, United States (Online symposium).

- Schoute, E. C.**, van Meerten, J. E., Fusenig, J., & Llewellyn, J. J. (2020, May 13). *Innovative interventions: Ecologically-valid video models for improving academic writing* [Poster presentation]. 26<sup>th</sup> Annual Innovations in Teaching and Learning Conference at University of Maryland, College Park, United States.
- van Meerten, J. E., **Schoute, E. C.**, Fusenig, J., & Llewellyn, J. J. (2020, August 6–9). *Improving students' academic writing through video modeling: An intervention study* [Poster presentation]. Annual Meeting of the American Psychological Association, Washington D.C., United States. PsychArchives. <https://doi.org/10.23668/psycharchives.8169>
- Schoute, E. C.**, Alexander, P. A., Loyens, S. M. M., & Paas, F. (2019, April 5–9). *In the eyes of the beholder: Tertiary students' perceptions of personal interest, task value, and relevance* [Poster presentation]. Annual Meeting of the American Educational Research Association, Toronto, Canada. PsychArchives. <https://doi.org/10.23668/psycharchives.8171>
- Schoute, E. C.** & Hoek, G. A. (2017, April 18–21). *Embodied understanding of the grotesque in literature* [Paper presentation]. Smolny 6th international student conference at SPbU Smolny College, Saint Petersburg, Russia. PsychArchives. <https://doi.org/10.23668/psycharchives.8172>
- Hoek, G. A. & **Schoute, E. C.** (2016, October 21–22). Embodied understanding of the grotesque in literature. In M. Burke (Chair), Embodied Cognition and Reading [Symposium presentation]. *The Best Liberal Arts and Science Teaching Expanded and Reinforced (BLASTER) conference*, Leuphana University, Lüneburg, Germany. PsychArchives. <https://doi.org/10.23668/psycharchives.8172>
- Schoute, E.C.** (2016, October 21–22). Undergraduate research at University College Roosevelt: Presentation of the research progress of the civic and social competences curriculum for adolescents (UCARE). In M. Burke (Chair), *The Best Liberal Arts and Science Teaching Expanded and Reinforced (BLASTER) conference* [Symposium presentation]. Leuphana University, Lüneburg, Germany.
- Sklad, M. C., Park, E., & **Schoute, E. C.** (2016, June 23). *Educating for safe and democratic societies: The instructor's handbook for the civic and social competences curriculum for adolescents UCARE* [Poster presentation]. Final terrorism and radicalisation (TerRa) conference on prevention, de-radicalisation and citizenship in Amsterdam, The Netherlands.
- Schoute, E. C.** & Tran, A. P. (2016, May 18–20). *TERRA II: U.CaRe. A high-school intervention programme for anti-radicalisation in youth* [Paper presentation]. Cultural Difference and Social Solidarity (CDSS) Network Workshop, Blackburn College, Blackburn, England. PsychArchives. <https://doi.org/10.23668/psycharchives.8173>

## Grants & Research Awards

University of Maryland Graduate School, Faculty-Student Research Award (FSRA) Co-Investigator: Improving students' academic writing through video modeling: An intervention. \$10,000.	2020-2021
University of Maryland Teaching and Learning Transformation Center, Fearless Teaching Research Seed Grant Co-Investigator: Examining the effectiveness of a video-modeling intervention to improve undergraduate's academic writing in the context of a general education course. \$2,700.	2020

## Honours, Awards, Fellowships, & Scholarships

2024 AERA Division C Graduate Student Seminar	2024
University of Maryland, Department of Human Development and Quantitative Methodology Travel Awards (5x)	2018-2024
University of Maryland, College of Education, Department of Human Development & Quantitative Methodology Graduate Fellowship	2020-2023
University of Maryland, College of Education Greatest Need Fund Scholarship (2x)	2022/2023
University of Maryland, College of Education, Dean's Office Travel Award (2x)	2023
University of Maryland Graduate School, International Conference Student Support Award	2023
University of Maryland, College of Education, Richard L. Matteson Endowed Scholarship	2023
University of Maryland Graduate School, Jacob K. Goldhaber Travel Grant (2x)	2023
University of Maryland Graduate School, Phi Delta Gamma Graduate Fellowship, HDQM Nominee (2x)	2022/2023
University of Maryland Graduate School, Outstanding Graduate Assistant Award, HDQM Recipient	2022
University of Maryland, HDQM Summer Funding Award	2021
University of Maryland, College of Education Scholarship	2018-2020

## Instructional Experiences

Graduate Fellow, Department of Human Development & Quantitative Methodology, University of Maryland, College of Education

Instructor of Record	2020–Present
EDHD 306 Research Methods in Human Development (synchronous online, in-person, online/in-person hybrid, & asynchronous online summer course)	
EDHD 201 Learning How to Learn (synchronous online)	
Teaching Assistant	2018–2020
EDHD 201 Learning How to Learn (in person and synchronous online)	
EDHD 231 Inside 21st Century Creativity: How Creative Ideas, Concepts, and Products are Generated (in person)	

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## Research Experiences

Disciplined Reading and Learning Research Laboratory (DRLRL)	2018–Present
Dr. Patricia A. Alexander, Department of Human Development and Quantitative Methodology, University of Maryland, College Park, MD	
<ul style="list-style-type: none"> <li>• Conduct first-authored and co-authored theoretical and empirical classroom research with high ecological validity <ul style="list-style-type: none"> <li>• Collect, clean, score, and analyse data, and present and report on findings</li> <li>• Contribute to projects from peer doctoral students</li> </ul> </li> </ul>	
Science Learning Research Group (SLRG)	2021–Present
Dr. Doug Lombardi, Department of Human Development and Quantitative Methodology, University of Maryland, College Park, MD	
<ul style="list-style-type: none"> <li>• Research novel research questions regarding differential effects of various science learning instructional scaffolds; Conduct advanced structural equation models</li> <li>• Craft knowledge measure for Lateral Reading Model-Evidence-Link (LR-MEL) NSF-funded project under guidance of Dr. Janelle M. Bailey</li> </ul>	
Music & Arts Education Data Lab (MADLab)	2023–Present
Dr. Kenneth Elpus & Dr. Stephanie Prichard, School of Music, University of Maryland, College Park, MD	
<ul style="list-style-type: none"> <li>• Assist in compiling dataset for nationally representative arts educators survey for National Endowment for the Arts-funded project</li> <li>• Contribute to stratified sampling methodology</li> </ul>	
Project Terra II/U.Care: Evaluation of a Universal School Intervention Program Preventing Radicalization	2016–2017
University College Roosevelt, Middelburg, Netherlands	
<ul style="list-style-type: none"> <li>• Implement intervention program at local high school</li> <li>• Take field notes during/after teaching</li> <li>• Evaluate activities and implementation efficacy</li> <li>• Resulted in acknowledged publication: Sklad, M., &amp; Park, E. (2016). <i>Educating for safe and democratic societies: the instructor's handbook for the civic and social competences curriculum for adolescents UCARE</i>. De Drukkery. ISBN 978-94-92170-15-6.</li> </ul>	

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## Editorial and Review Experiences

Editorial Assistant for <i>Contemporary Educational Psychology</i>	2018–2022
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Ad Hoc Reviewer, Peer-reviewed Academic Journals

2019–Present

- *The Educational and Developmental Psychologist*
- *Translational Issues in Psychological Science*
- *Contemporary Educational Psychology*
- *International Journal of Educational Research*
- *Cognitive Processing*

Ad Hoc Reviewer, Professional Organisations

2022

- 2023 Conference of the European Association for Research on Learning & Instruction (EARLI)

## Professional Experiences

Co-instructor

2024

*NSF-funded Quantitative Research Methods for STEM Education Scholars Program at University of Maryland*

Co-organiser

2020–2021

*How to Get Published Workshop for the American Educational Research Association*

## Professional Memberships

American Educational Research Association, Division C

American Psychological Association, Division 15

Society for Text and Discourse

National Consortium for Instruction &amp; Cognition

European Association for Research in Learning &amp; Instruction

NARST

## Organisational Experiences

College of Education Senate, Doctoral Student Representative

2023–2024

College of Education, Graduate Student Organization

2021–2023

Human Development &amp; Quantitative Methodology Dept. Representative

University College Roosevelt College Choir

2014–2018

Administrator

IFES Veritas Forum Middelburg

2015–2017

Chair

Treasurer

## Community and Volunteer Work

Aldersgate Choir at University United Methodist Church

2018–present

Bass/bariton/tenor

University College Roosevelt College Choir

2015–2018

Bass/bariton