

**VITA**  
**Jeanne D. Day**

**Work Address**

Department of Psychology  
University of Notre Dame  
Notre Dame, IN 46556  
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**Home Address**

51811 Villager Pkwy  
Granger, IN 46530  
(219) 277-7623

**Education**

B.A. (1974) in Psychology, University of California San Diego  
M.A. (1977) in Developmental Psychology, University of Illinois  
Champaign-Urbana  
Ph.D. (1980) in Developmental Psychology, University of Illinois  
Champaign-Urbana

**Research and/or Professional Experience**

August 31, 1994-present - Professor, Department of Psychology, University of Notre Dame

August 31, 1987 - August 31, 1994 - Associate Professor, Department of Psychology, University of Notre Dame

January 1 - August 31, 1987 - Assistant Professor, Department of Psychology, University of Notre Dame

May 31, 1984 - January 1, 1986 - On leave from the Department of Psychology, University of Notre Dame

August 1980 - May 31, 1984 - Assistant Professor, Department of Psychology, University of Notre Dame.

**Awards**

1993 - Charles E. Sheedy Award for Excellence in Teaching, College of Arts and Letters, University of Notre Dame  
1996 - John A. Burns, CSC Graduate School Award (for excellence in graduate education)  
1999 - Presidential Award

**Grants**

Day, J. D., The development and training of prose summarization skills, Biomedical Research Support Grant (2260-1803). April 1, 1980 - August 31, 1981.

Day, J. D., The contributions of text structure and knowledge base on the comprehension of expository prose, National Council of Teachers of English Research Grant (2260-46709). May 1, 1981 - December 31, 1983.

McDaniel, M., & Day, J. D. Comprehension and memory of prose as a function of domain-specific knowledge and text structure. Institute for the Advancement of Scholarship in the Liberal Arts. June 1, 1984 - December 1, 1984.

Day, J. D., Borkowski, J. G., & Saenz, D. Academic success among Chicanos: Child and family influences. National Institute of Health.

Day, J. D. Race Talk. Lilly Foundation.

Day, J. D., & Bolig, E. E. The influence of social self-concept, affective perspective taking and instructional method on children's social-cognitive zone of proximal development. Administration for Children, Youth, and Families. (Head Start Research Scholars Grant).

Day, J. D., & Braungart-Rieker, J. (2000). Ready to excel! Administration in Children, Youth and Families. (Not Funded).

### **Consulting Activities**

#### **Ad Hoc Reviewer:**

Behavior Research Methods, Instruments, and Computers.

Child Development

Developmental Psychology

Reading Research Quarterly

Journal of Educational Psychology

Journal of Reading Behavior

American Journal on Mental Retardation

Psychological Bulletin

Field Methods

Merrill-Palmer Quarterly

Grant Reviewer for NIH and Administrator on Children, Youth, and Families

Research consultant: Bashor Home, Goshen, IN.

Instructor: Educational Services Center, Lubbock, TX.

### **Papers presented at professional meetings**

- Day, J. D., Stein, N. L., Trabasso, T. A. & Shirey, L. (1979, March). A study of inferential comprehension. The use of a story schema to remember picture sequences. Paper presented at the Society for Research in Child Development. San Francisco, CA.
- Day, J. D., & Brown, A. L. (1980, April). Developmental trends in the use of summarization rules. Paper presented at the Society for Research in Child Development. Boston.
- Day, J. D. (1981, April). Training students to write summaries: A comparison of teaching methods. Paper presented at the Society for Research in Child Development. Boston.
- Day, J. D., Wildenhain, P., Aportela, L., Bollas, J., Kerwin, M. L., & Trainor, M. (1982, March). The effects of structural variations on the comprehension of simple expository paragraphs. Paper presented at the American Educational Research Association. New York.
- Hall, L. K., & Day, J. D. (1982, March). A comparison of the zone of proximal development in learning disabled, mentally retarded, and normal children. Paper presented at the American Educational Research Association. New York.
- Hall, L. K., & Day, J. D. (1982, March). Programming generalization in EMR children: An application of Vygotskian instruction techniques. Paper presented at the Gatlinburg Conference on Research in MR/DD. Gatlinburg, TN.
- Hall, L. K., & Day, J. D. (1983, March). Proximal development in EMR and normal adolescents. Paper presented at the Gatlinburg Conference on Research in MR/DD. Gatlinburg, TN.
- Weed, K., Ryan, E. B., & Day, J. D. (1984, April). Motivational and metacognitive aspects of strategy use and transfer. Paper presented at the American Educational Research Association. New Orleans.
- Hall, L. K., & Day, J. D. (1984, April). Intelligence and cognitive control as predictors of generalization of learning. Paper presented at the American Educational Research Association. New Orleans.
- Pryor, J. B., & Day, J. D. (1986, May). Judgments of Sexual Harassment. Paper presented at the Midwest Psychological Association. Chicago.
- Kerwin, M. L. E., & Day, J. D. (1987, April). The relationship between the form of maternal teaching and children's performance on a balance scale task. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.
- Kerwin, M. L. E., & Day, J. D. (1987, April). Advantages of joint over individual problem solving for independent performance on cognitive tasks. Paper presented at the meetings of the Society for Research in Child Development, Baltimore, MD.

- Kerwin, M. L., & Day, J. D. (1987, May). Determinants of effective maternal teaching styles. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.
- Day, J. D., & Kerwin, M. L. (1989, June). Variations in instructional style: Teaching about balance scales. Paper presented as part of a symposium Mothers and children: Creating contexts for development, L. French, Chair, Meetings of the Jean Piaget Society, Philadelphia, PA.
- Day, J. D., & Borkowski, J. G. (1990, July). Possible selves and academic achievement. Paper presented at the International Congress of Applied Psychology, Kyoto, Japan.
- Kerwin, M.L.E., & Day, J. D. (1991, April). Static versus dynamic assessments of intelligence. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Bolig, E. E., & Day, J. D. (1995, April). The influence of three parental characteristics on preschool children's social-cognitive and cognitive zones of proximal development. Paper presented at the meeting of the Society for Research in Child Development, Indianapolis, IN.
- Bolig, E. E., & Day, J. D. (1998, July). The influence of instructional method, social self-concept, and affective perspective taking on children's social-cognitive zone of proximal development. Poster presented at the National Head Start Research Conference, Washington, D.C.
- Karsakova, E., & Day, J. D. (1999, March). Similarity thinking. Paper presented at the Early Childhood Conference, South Bend, IN.
- Thorpe, P., & Day, J. D. (1999, March). Developing Awareness of Number in Preschool Children. Paper presented at the Early Childhood Conference, South Bend, IN.
- Malofeeva, E., & Day, J. D. (2000 March). Developing emergent math and literacy skills in young children. Paper presented at the Early Childhood Conference, South Bend, IN.
- Ciancio, D. J., & Day, J. D. (2001 April). Individual Differences of Emergent Literacy in Head Start Children. Paper presented at the Society for Research in Child Development Conference, Minneapolis, MN.
- Malofeeva, E., & Ciancio, D., & Day, J. D. (2001 August). Development of Emergent math and Literacy Skills. Paper presented at the American Psychological Association meeting, San Francisco, CA.
- Malofeeva, E. & Day, J.D. (2003 May). Developing Number Sense in Preschool Children. The 2003 Early Childhood Conference, Indiana University at South Bend, South Bend IN.

Ciancio, D. & Day, J.D. (2005, April). Dynamic Assessment of Emergent Literacy Skills. Society for Research in Child Development

Wagner, M. C. & Day, J. D. (2008, March). Relating temperament and emergent literacy skills in preschoolers attending Head Start. Poster presented at the 2008 American Educational Research Association Conference New York City, NY.

Fuhs, M. W., McGovern, H., Day, J. D., & Wyant, A. B. (2009, April). Multi-method assessment of executive functioning development in preschoolers at Head Start. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Wyant, A. G. Fuhs, M. W. & Day, J.D. (2010, May). Sharing books for vocabulary learning with children attending Head Start. Poster to be presented at the 2009 American Educational Research Association Conference, Denver, CO.

Wyant, A. B., Godshall, S. P., Fuhs, M.W., & Day, J. D. (2011, April). Emergent literacy skill development in children attending Head Start: Using extra-textual input with alphabet books. Poster presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Fuhs, M. W., Wyant, A. B., & Day, J. D. (2011, March/April). Concurrent and predictive relationships between negative emotionality and executive functioning in preschoolers at Head Start. Poster presented at the Biennial Meeting of the Meeting of the Society for Research in Child Development.

Fuhs, M. W., Wyant, A. B., & Day, J. D. (2011, March/April). Cognitive learning-related behavior as a mediator between emotional control and mathematics skills in preschoolers at Head Start. Poster presented at the Biennial Meeting of the Society for Research in Child Development.

Wyant, A. B., Murphy, A. K. Fuhs, M. W., & Day, J. D. (June 2012). Shared Alphabet Book Reading and Emergent Literacy Skill Development in Children Attending Head Start. Poster presented at the Head Start National Research Conference. Washington, D. C.

Palmiter, A. W., Cuomo, H. C., Hrabrick, C. & Day, J. D. Day (April, 2013). The Role of Executive Functioning in Vocabulary Learning During Shared Book Reading. Poster presented at the Biennial Meeting of the Society for Research in Child Development.

Palmiter, A. W., Murphy, A. K. & Day, J. D. (April 2013). Head Start Preschoolers Vocabulary Learning Through Shared Book Reading: The Role of the Mutual Exclusivity Bias. Poster presented at the Biennial Meeting of the Society for Research in Child Development.

### **Invited Address**

Day, J. D. (1981, March). On training students to summarize. Graduate School of the City University of New York.

## **Journal Articles**

- Mandler, J. M., & Day, J. D. (1975). Memory for orientation of forms as a function of their meaningfulness and complexity. Journal of Experimental Child Psychology, 20, 430-443.
- Brown, A. L., Smiley, S. S., Day, J. D., Townsend, M. A. R., & Lawton, S. C. (1977). Intrusion of a thematic idea in children's comprehension and retention of stories. Child Development, 48, 1454-1466.
- Mandler, J. M., Seegmiller, D., & Day, J. D. (1977). On the coding of spatial information. Memory and Cognition, 5, 10-16.
- Brown, A. L., Campione, J. C., & Day, J. D. (1981). Learning to learn: On training students to learn from texts. Educational Researcher, 10, 14-21. Also in A. J. Harris & E. R. Sipay (Eds.), Readings on Reading Instruction (3rd ed.), New York: Longman (1984).
- Brown, A. L., & Day, J. D. (1983). Macrorules for summarizing text: The development of expertise. Journal of Verbal Learning and Verbal Behavior, 22, 1-14.
- Brown, A. L., Day, J. D., & Jones, R. (1983). The development of plans for summarizing texts. Child Development, 54, 968-979.
- Day, J. D. (1986). Teaching summarization skills: Influences of student ability level and strategy difficulty. Cognition and Instruction, 3, 193-210.
- Pryor, J. B., & Day, J. D. (1988). Interpretations of sexual harassment: An attributional analysis. Sex Roles, 18, 405-417.
- Day, J. D., & Hall, L. K. (1988). Intelligence-related differences in learning and transfer and the enhancement of transfer among retarded persons. American Journal of Mental Deficiency, 93, 125-137.
- Weed, K., Ryan, E. B., & Day, J. D. (1990). Metamemory and attributions as mediators of strategy use and recall. Journal of Educational Psychology, 82, 849-855.
- Day, J. D., & Zajakowski, A. (1991). Comparisons of learning ease and transfer propensity in poor and average readers. Journal of Learning Disabilities, 24, 421-426.
- Day, J. D. & Cordon, L. A. (1993). Static and dynamic measures of ability: An experimental comparison. Journal of Educational Psychology, 85, 75-82.
- Meara, N. M. & Day, J. D. (1993). Perspectives on achieving via interpersonal competition between college men and women. Sex Roles, 28, 91-110.

- Borkowski, J. G., & Day, J. D. (1993). Teaching generalizable strategies: Creating positive beliefs and building possible selves. European Association for Special Education, 17, 17-19. Also published as "In segnace convenzione positive relative al successo e costruire i possibile sé." C.N.I.S., 2, 5-8.
- Borkowski, J. G., & Day, J. D. (1993). Insegnare la generalizzazione delle strategie: Creare convenzione positive relative al successo e costruire i possibile sé. C.N.I.S., 8, 5-8.
- Bolig, E. E., & Day, J. D. (1994). Dynamic assessments and giftedness: The promise of assessing training responsiveness. Roeper Review, 16, 110-113.
- Day, J. D., Borkowski, J. G., Punzo, D. L., & Howsepian, B. (1994). Enhancing possible selves in Mexican American Students. Motivation and Emotion, 18, 79-103.
- Chalk, L. M., Day, J. D. & Meara, N. M. (1994). Possible selves and occupational choices. Journal of Career Assessment, 2, 363-384.
- Howard, G. S., & Day, J. D. (1995). Individual productivity and impact in developmental psychology. Developmental Review, 15, 136-149.
- Wong, C. M. T., Day, J. D., Meara, N. M., & Maxwell, S. E. (1995). A multitrait-multimethod study of general intelligence and social intelligence in college students. Journal of Educational Psychology, 87, 117-133.
- Meara, N. M., Day, J. D., Chalk, L. M., Phelps, R. E. (1995). Possible selves: Applications for career counseling. Journal of Career Assessment, 3, 259-277.
- Borkowski, J. G., & Day, J. D. (1995). Insegnare la generalizzazione delle strategie: creare convinzioni positive relative al successo e costruire i possibili sé. In C. Cornoldi & R. Vianello (eds.), Handicape apprenimento (pp. 9-21). Bergamo, Italy: Edizioni Junior.
- Meara, N. M., Schmidt, L. D., & Day, J. D. (1996). Principles and virtues: A foundation for ethical decisions, policy and character. The Counseling Psychologist, 24, 4-77.
- Cordon, L. & Day, J. D. (1996). Strategy use on standardized reading comprehension tests. Journal of Educational Psychology, 88, 288-295.
- Jones, K. & Day, J. (1996). Social-cognitive flexibility as the hallmark of social intelligence. Roeper Review, 18, 270-273.
- Day, J. D., Engelhardt, J., Maxwell, S. E. & Bolig, E. E. (1997). Static and dynamic predictors of post-training performance in two domains. Journal of Educational Psychology, 89, 358-368.
- Jones, K., & Day, J. (1997). Discrimination of two aspects of cognitive social intelligence from academic intelligence. Journal of Educational Psychology, 89, 486-497.

- Lee, J. E., Wong, C. M. T., Day, J. D., Maxwell, S. E., & Thorpe, P. (2000). Social and academic intelligences: a multitrait-multimethod study of their crystallized and fluid characteristics. Personality and Individual Differences, 29, 539-553.
- Lee, J. E., Day, J. D., Meara, N. M., & Maxwell, S. (2002). Discrimination of social knowledge and its flexible application from creativity: a multitrait-multimethod approach. Personality and Individual Differences, 32, 913-928.
- Malofeeva, E. V. & Day, J. D. (2002). The influence of reading aloud on linguistic abilities of preschoolers. Bulletin of the Chuvash State Pedagogical University named after Yakovlev, 10(34), 154-156.
- Meara, N. M., Day, J. D. (2003). Possibilities and Challenges for Academic Psychology: Uncertain science, interpretative conversation and virtuous community. In A. C. Tjeltveit & B. F. Fowers (Eds.) *Virtue obscured and retrieved: Character, community and psychological practices*. American Behavioral Scientist, 47, 459-478.
- Malofeeva, E., Day, J. D. Saco, X., Young, L. & Ciancio, D. (2004). Development of number sense in children attending Head Start. Journal of Educational Psychology, 96, 648-659.
- Chalk, L. M., Meara, N. M., Day, J. D. & Davis, K. L. (2005). Occupational possible selves: Fears and aspirations of college women. Journal of Career Assessment, 13, 188-203.
- Fuhs, M. W. & Day, J. D. (2011). Verbal ability and executive functioning in preschoolers at Head Start Developmental Psychology, 47 (2), 404-416.
- Fuhs, M. W., Wyant, A. B. & Day, J. D. Unique contributions of impulsivity and inhibition to prereading skills in preschoolers at Head Start. Journal of Research in Childhood Education, 25 (2), 145-159.

## **Chapters**

- Day, J. D. (1983). The zone of proximal development. In M. Pressley, & J. Levin (Eds.), Cognitive strategy research: Vol. 1. Psychological foundations. (pp. 155-175). New York: Springer-Verlag.
- Kerwin, M. L., & Day, J. D. (1985). Peer influences on cognitive development. In J. B. Pryor & J. D. Day (Eds.), Social and developmental perspectives of social cognition (pp. 211-228). New York: Springer-Verlag.
- Day, J. D., French, L., & Hall, L. K. (1985). Social influences on cognitive development. In D. L. Forrest, G. E. MacKinnon, & T. G. Waller (Eds.), Metacognition, cognition and human performance. (pp. 33-56). New York: Academic.
- Borkowski, J. G., & Day, J. D. (1987). Research with special children: Issues, definitions and methodological perspectives. In J. G. Borkowski, & J. D. Day (Eds.), Cognition in



special children: Comparative studies of giftedness, learning disabilities, and retardation (pp. 1-14). Norwood, NJ.: Ablex.

Day, J. D., & Hall, L. K. (1987). Cognitive assessment, intelligence and instruction. In J. D. Day & J. G. Borkowski (Eds.), Intelligence and exceptionality: New directions for theory, assessment, and instructional practices, (pp. 57-80). Norwood, N. J.: Ablex.

Day, J. D., & Borkowski, J. G. (1987). The concept of intelligence in diagnosis, theory construction, and educational practice. In J. D. Day, & J. G. Borkowski (Eds.), Intelligence and exceptionality: New directions for theory, assessment, and instructional practices (pp. 3-18). Norwood, NJ.: Ablex.

Day, J. D., Cordon, L., & Kerwin, M. L. (1989). Informal teaching and cognitive development. In C. B. McCormick, G. E. Miller, & M. Pressley (Eds.), Cognitive strategy research: From basic research to educational applications (pp. 83-103). New York: Springer Verlag.

Day, J. D., Borkowski, J. G., Dietmeyer, D. L., Howsepian, B. A., & Saenz, D. (1992). Possible selves and academic achievement. In L. T. Winegar and J. Valsiner (Eds.), Children's development within social contexts: Metatheoretical, theoretical and methodological issues Vol. 2 (pp. 181-201). Hillsdale, N.J.: Lawrence Erlbaum Associates.

Borkowski, J. G., Day, J. D., Saenz, D., Dietmeyer, D., Estrada, T. M., & Groteluschen, A. (1992). Expanding the boundaries of cognitive interventions. In B. Wong (Ed.), Intervention research with students with learning disabilities (pp. 1-21). New York: Springer-Verlag.

Borkowski, J. G., & Day, J. D. (1995). Insegnare la generalizzazione delle strategie: creare convinzioni positive relative al successo e costruire i possibili sé. In C. Cornoldi & R. Vianello (eds.), Handicape e apprendimento (pp. 9-21). Edizioni Junior.

Meara, N. M. & Day, J. D. (2000). Epilogue: Feminist visions and virtues of ethical psychological practice. In M. Brabeck (Ed.), Practicing feminist ethics in psychology. Washington, DC: American Psychological Association.

Kang, Sun-Mee, Day, J. D. & Meara, N. M. (2005). Social and emotional intelligences: Starting a conversation about their similarities and differences. In R. Schulze and R. Roberts (Eds.) Emotional Intelligence: An international handbook (pp. 91-105). Cambridge, MA: Hogrefe & Hober. Also appears in Schulze, R., P. A., & Roberts, R. D. (Eds.). (in press). Internationales Handbuch der emotionalen Intelligenz. Gottingen, Germany: Hogrefe.

## **Books**

Pryor, J. B., & Day, J. D. (Eds.). (1985). The development of social cognition. New York: Springer-Verlag.

Borkowski, J. G., & Day, J. D. (Eds.). (1987). Cognition in special children: Comparative studies of giftedness, learning disabilities, and retardation. Norwood, N. J.: Ablex.

Day, J. D., & Borkowski, J. G. (Eds.). (1987). Intelligence and exceptionality: New directions for theory, assessment and instructional practices. Norwood, NJ.: Ablex.

### **Departmental Service**

1998-2003 Chair, Department of Psychology, University of Notre Dame  
1991-1994, 1995-1997 Associate Chair, Department of Psychology, University of Notre Dame  
1989-1994, 1995-1997 Director of Graduate Studies, Department of Psychology, University of Notre Dame

### **University Service**

1998-2003 Department Chair  
1996 – 2003 Committee on Cultural Diversity  
Jan. 1997 – 2003 – University Committee on Cultural Diversity  
1990-1991, 1992-1996 – Affirmative Action Committee  
2001 – 2002 – Strategic Planning Group, Professor Mooney, Chair

### **Dissertations Directed**

Keri A. Weed Metacognition and attributions as mediators of strategy use and transfer. (1984)

Lynda K. Hall Generalization of inductive problem solving: A study of learning characteristics and activities. (1986)

Jean L. Engelhardt A comparison of static and dynamic assessment procedures and their relation to independent performance in preschool children. (1987)

Mary L. Kerwin Static versus dynamic assessment of intelligence. (1989)

Brenda H. Spence Determinants of cognitive functioning in the aging: A hierarchical linear analysis. (1991)

Chau-Ming T. Wong A multitrait-multimethod study of general and social intelligence. (1992)

Vincent A. Punzo Action identification in the moral realm: The link between agency and moral behavior. (1993)

- Louis A. Cordon                      Strategy use and reading comprehension: An investigation of their occurrence during standardized reading comprehension tests. (1994)
- Maria T. Estrada                      Security of attachment in Central American immigrant infants: An examination of mother-infant interactions. (1995)
- Karen Jones                              Discrimination of two aspects of cognitive social intelligence from academic intelligence. (1996)
- Erika E. Bolig                            The influence of instructional method, social self-concept, and affective perspective taking on children's social-cognitive zones of proximal development. (1997)
- Pamela K. Thorpe                      A hierarchical linear modeling approach towards the dynamic assessment of mathematical conceptual learning. (1998)
- Jong-Eun Lee                            Social intelligence: Flexibility and complexity are distinct from creativity. (1999)
- Laura L. Ziebarth                      Gender differences in the certainty and differentiation of possible self images and relationships between possible self development and identity development. (1999)
- Dennis Ciancio                        Early intervention: Effects of behavioral regulation on learning and emerging self-competence. (2003)
- Elena Karsakova Malofeeva        Meta-analysis of mathematics instruction with young children. (2004)
- Mary Wagner Fuhs                      A latent variable approach to examining executive functioning development and emerging mathematics skills in preschoolers at Head Start. (2011)
- Autumn Wyant Palmiter                The effects of adult scaffolding and child executive functioning on vocabulary learning during shared book reading. (2013)