

Books

Malleus, R. & Micari, M. (2018). [*Coming home your way: Understanding university student intercultural reentry*](#). London: Routledge.

Light, G., & Micari, M. (2013). [*Making scientists: Six principles for effective college teaching*](#). Cambridge: Harvard University Press.

Articles

Micari, M., & Pazos, P. (2020). [*Beyond Grades: Improving College Students' Social-Cognitive Outcomes in STEM Through a Collaborative Learning Environment*](#). *Learning Environments Research*.
<https://doi.org/10.1007/s10984-020-09325-y>.

Micari, M. & Pazos, P. (2019). [*Small fish in a small pond: The impact of collaborative learning on academic success for less-prepared students in a highly selective environment*](#). *Higher Education Research & Development*, 38(2): 294–306.

Micari, M. & Calkins, S. (2019). [*Is it OK to ask? The impact of instructor openness to questions on student help-seeking and academic outcomes*](#). *Active Learning in Higher Education*. DOI:
<https://doi.org/10.1177/1469787419846620>.

Micari, M., Van Winkle, Z., & Pazos, P. (2016). [*Among friends: The role of academic-preparedness diversity in individual performance within a small-group STEM learning environment*](#). *International Journal of Science Education*, 38(12): 1904–1922.

Micari, M., & Pazos, P. (2015). [*Fitting in and feeling good: The relationships among peer alignment, faculty connectedness, and self-efficacy in undergraduate satisfaction with engineering*](#). *European Journal of Engineering Education*, 41(4): 380–392.

Drane, D., Micari, M., & Light, G. (2014). [*Students as teachers: Effectiveness of a peer-led STEM learning program over 10 years*](#). *Educational Research and Evaluation*, 20(3): 210–230.

Micari, M., & Pazos, P. (2014). [*Worrying about what others think: A social-comparison concern intervention in small learning groups*](#). *Active Learning in Higher Education*, 20(3): 249–262.

Pazos, P., Chung, J., & Micari, M. (2013). [*Instant Messaging as a Task-Support Tool in Information Technology Organizations*](#). *Journal of Business Communication*, 50(1): 68–86.

Micari, M., & Pazos, P. (2012). [*Connecting to the professor: Impact of the student-faculty relationship in a highly challenging course*](#). *College Teaching*, 60(2): 41–47.

Micari, M., & Drane, D. (2011). [*Intimidation in small learning groups: the roles of social-comparison concern, comfort, and individual characteristics in student academic outcomes*](#). *Active Learning in Higher Education*, 12(3): 175–187.

Pazos, P., Micari, M., & Light, G. (2010). [*Developing an instrument to characterize peer-led groups in collaborative learning environments: Assessing problem-solving approach and group interaction*](#). *Assessment and Evaluation in Higher Education*, 35(2): 191–208.

Micari, M., Knife Gould, A., & Lainez, L (2010). [Becoming a leader along the way: Embedding leadership training into a large-scale peer-learning program in the STEM disciplines.](#) *Journal of College Student Development*, 51(2): 218–230.

Micari, M., Pazos, P., Light, G., & Streitwieser, B. (2010). [Small-group learning in undergraduate STEM disciplines: Effect of group type on student achievement.](#) *Educational Research and Evaluation*, 16(3): 269–286.

Calkins, S., & Micari, M. (2010, fall). ["Less-Than-Perfect Judges": Forty years of discourse on the value of students rating teachers in higher education.](#) *Thought and Action*: 7–22.

Micari, M., & Light, G. (2009). [Reliance to Independence: Approaches to learning in peer-led undergraduate science, technology, engineering, and mathematics workshops.](#) *International Journal of Science Education*, 31(13): 1713–1741.

Micari, M., Pazos, P., & Hartmann, M. (2007). [A matter of confidence: Gender differences in attitudes toward engaging in lab and course work in undergraduate engineering.](#) *Journal of Women and Minorities in Science and Engineering*, 13(3): 295–315.

Micari, M., Light, G., Calkins, S., & Streitwieser, B. (2007). [Assessment beyond performance: Phenomenography in educational evaluation.](#) *American Journal of Evaluation*, 28(4): 458–476.

Micari, M., & Drane, D. (2007). [Promoting success: Possible factors behind achievement of underrepresented students in a peer-led small group STEM workshop program.](#) *Journal of Women and Minorities in Science and Engineering*, 13(3): 279–293.

Selected Presentations

Micari, M., & Calkins, S. (November, 2019). *Is it OK to Ask? Instructor Openness to Questions and Student Help-Seeking in STEM Courses*. Presentation at American Association of Colleges & Universities' Transforming STEM Higher Education conference. Chicago, IL.

Micari, M., Van Winkle, Z., & Pazos, P. (April, 2015). *Among Friends: The Role of Academic Diversity in Individual Achievement Within a Small-Group Learning Environment*. Paper presented at the American Educational Research Association conference. Chicago, IL.

Micari, M., & Flores, L. (March, 2014). *Improving Academic Performance & Experience of Underrepresented Students: Comparing Two Programs at a Selective Institution*. Poster presented at American Association of Colleges & Universities Network for Academic Renewal Working Conference ("Diversity, Learning, and Student Success: Policy, Practice, Privilege"). Chicago, IL.

Micari, M., & Drane, D. (October, 2012). *What Matters for Whom: Evaluating Student Learning Programs for Multiple Stakeholder Audiences*. Presentation at the Assessment Institute. Indianapolis, IN.

Lo, S., & Micari, M. (March, 2012). *A Discipline-Based, Year-Long Faculty Development Program Focused on the Revision of Introductory Biology Courses*. Presentation at Chicago Symposium Series: Excellence in Teaching Mathematics and Science: Research and Practice. Chicago, IL.

Micari, M. (October, 2011). *Worrying About What Others Think: Reducing Social-Comparison concern in a small-group peer-led environment*. Paper presented at International Society for the Scholarship of Teaching and Learning Conference. Milwaukee, WI.

Calkins, S., & Micari, M. (2008). *Students Grading Teachers: Fifty Years of Discourse on the Value of Teaching Evaluations in Higher Education*. Midwest History of Education Society Annual Meeting. Chicago, IL.

Micari, M., Pazos, P., Light, G., Streitwieser, B., & Linsenmeier, K. (April, 2007). *Characteristics of Peer-Led Workshop Groups in STEM Disciplines: A Validated Instrument to Categorize Group Functioning*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Micari, M., & Pazos, P. (April, 2007). *Developing Leaders through Peer Facilitation in the STEM Disciplines*. Paper presented at the annual meeting of the Higher Learning Commission. Chicago, IL.

Micari, M., & Pederson, C. (March, 2007). *Developing Leaders through Peer Facilitation in STEM Disciplines*. Paper presented at the Ninth Annual Chicago Symposium Series on Excellence in Teaching Mathematics and Science: Research and Practice. Evanston, IL.