

## Jane S. Vogler

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### EDUCATION

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- Ph.D.** in Educational Psychology 2012  
The University of Texas at Austin  
Concentration: Human Development, Culture, and Learning Sciences  
Dissertation: *Learning through Listening: How Collaborative Discourse Contributes to Individual Learning in Small Group Work*  
Awarded: Benjamin and Dorothy Fruchter Centennial Award for Excellence in Educational Psychology Research at the Doctoral Level  
Nominated: Graduate School Outstanding Dissertation Award
- M.Ed.** in Educational Psychology 2003  
Wichita State University  
Thesis: *Motivation Across Domains: Do Goals and Attributions Change with Subject Matter?*
- B.A.** in Education 1995  
University of Northern Iowa  
Major: Elementary Education, Minor: Reading Education

### CURRENT POSITION

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- Assistant Professor, Educational Psychology** August 2013 – Present  
School of Educational Foundations, Leadership & Aviation – Oklahoma State University
- Teach graduate-level courses in educational psychology primarily related to cognition, learning, & instruction.
  - Teach undergraduate-level course in child & adolescent development
  - Research learning, focusing primarily on small groups – group processes, individual outcomes, and the relationship between the two – in both face-to-face and online contexts.
  - Supervise graduate student instructors (6-24/semester) assigned to teach undergraduate EPSY courses in learning, human development, motivation, and creativity.
  - Advise graduate students in M.S. and Ph.D. Educational Psychology programs.
  - Served as Interim Program Coordinator/Graduate Coordinator for Educational Psychology program (approx. 45 students) from January 2015-July 2016. Administrative responsibilities included course scheduling, program assessment reports (University & Regents level), student recruitment, and adjunct hiring. Created Program Handbook for student/faculty reference that included program policies and protocols.

## RESEARCH/SCHOLARSHIP

### PUBLICATIONS

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- Vogler, J. S.,** Thompson, P., Davis, D. W., Mayfield, B. E., Finley P. M., & Yasserli, D. (2018). The hard work of soft skills: Augmenting the project-based learning experience with interdisciplinary teamwork. *Instructional Science*, 46(3), 457-488. DOI: 10.1007/s11251-017-9438-9 **Impact Factor 1.690**
- Vogler, J. S.,** Schallert, D. L., Jordan, M. E., Song, K., Sanders, A. J. Z., Chiang, Y. Y., Lee, J. E., ...Yu, L. (2017). Life history of a topic in an online discussion: A complex systems perspective on how one message attracts class members to create meaning collaboratively. *International Journal of Computer-Supported Collaborative Learning*, 12(2), 173-194. DOI: 10.1007/s11412-017-9255-9 **Impact factor = 3.469**

Thompson, P., **Vogler, J. S.**, & <sup>1</sup>Xiu, Y. (2017). Strategic tooling: Technology for constructing a Community of Inquiry. *The Journal of Educators Online*, 14(2). Retrieved from [https://www.thejeo.com/archive/2017\\_14\\_2](https://www.thejeo.com/archive/2017_14_2)  
**Impact Factor = 0.82**

**Vogler, J. S.**, & Robinson, D. H. (2016). Team-based testing improves individual learning. *The Journal of Experimental Education*, 84, 787-803. DOI: 10.1080/00220973.2015.1134420 **Impact Factor = 1.653**

Schallert, D. L., Song, K., Jordan, M. E., Lee, S., Park, Y., Kim, T., Cheng, A. J., Chu, H. R., **Vogler, J. S.**, & Lee, J. (2016). Shifts in trajectories in thought communities and “wobbly” identities enacted in computer-mediated classroom discussions. *International Journal of Educational Research*, 80, 49-59. DOI: 10.1016/j.ijer.2016.08.008  
**Impact Factor = 0.930**

Park, J. H., Schallert, D. L., Sanders, A. K. Z., Williams, K. M., Seo, E., Yu, L., **Vogler, J. S.**, Song, K., Williamson, Z. H., & Knox, M. C. (2015). Does it matter if the teacher is there? A teacher’s contribution to emerging patterns of interactions in online classroom discussions. *Computers and Education*, 82, 315-328. DOI: 10.1016/j.compedu.2014.11.019 **Impact Factor = 2.881**

**Vogler, J. S.**, Schallert, D. L., Park, Y., Song, K., Chiang, Y. V., Jordan, M. E., Lee, S., Cheng, A. J., Lee, J., Park, J., & Sanders, A. J. Z. (2013). A microgenetic analysis of classroom discussion practices: How literacy processes intermingle in the negotiation of meaning in an online discussion. *Journal of Literacy Research*, 45, 211-239. DOI: 10.1177/1086296X13499846 **Impact Factor 0.80**

Jones, S. J., Crandall, J., **Vogler, J. S.**, & Robinson, D. H. (2013). Classroom response systems facilitate student accountability, readiness, and learning. *Journal of Educational Computing Research*, 49, 155-171. DOI: 10.2190/EC.49.2.b **Impact Factor = 0.678**

Svinicki, M., & **Vogler, J. S.** (2012). Motivation and learning: Modern theories. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning, Part 13* (pp. 2336-2339). Springer Publications.

Lee, S., Schallert, D. L., Song, K., Park, Y., Chiang, Y. V., **Vogler, J. S.**, Jordan, M. E., ... Park, J. (2011). Resistance phenomena in collaborative online discussions. *Literacy Research Association Yearbook*, 60, 370- 388.

**Vogler, J. S.**, & Bakken, L. (2007). Motivation across domains: Do goals and attributions change with subject matter for grades 4 and 5 students? *Learning Environments Research*, 10(1), 17-33. DOI: 10.1007/s10984-007-9021-4

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## PRESENTATIONS AT NATIONAL & INTERNATIONAL MEETINGS OF RESEARCH SOCIETIES

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<sup>1</sup>James, W., & **Vogler, J. S.** (2018, August). *Instructor response style: Influence of aggregate vs. individual online discussion responses on student learning outcomes*. Poster accepted to the annual meeting of the American Psychological Association (Div. 15), San Francisco, CA.

<sup>1</sup>James, W., & **Vogler, J. S.** (2018, August). *Community of Inquiry: Differences in prediction of learning outcomes as a function of graduate vs. undergraduate studies*. Poster accepted to the annual meeting of the American Psychological Association (Div. 2), San Francisco, CA.

Thompson, P., **Vogler, J. S.**, Davis, D. W., Mayfield, B. E., Finley P. M., & Yasseri, D. (2017, April). *Real-world roles for real-world skills: Negotiation and growth through interdisciplinary project-based learning*. Poster presented at the annual meeting of the American Education Research Association, San Antonio, TX.

<sup>1</sup>James, W., & **Vogler, J. S.** (2017, April). *Instructor response in online courses: Facilitating student motivation and a Community of Inquiry*. Roundtable presented at the annual meeting of the American Education Research Association, San Antonio, TX.

**Vogler, J. S.**, <sup>1</sup>Knutson, D., & Munsell, S. E. (2016, December). From IDK to LOL: When uncertainty and humor form a constructive partnership in computer-mediated classroom discussions. In D. Schallert (Chair), *Humor and language play: Multimodal literacy practices and student learning*. Symposium presented at the annual meeting of the Literacy Research Association, Nashville, TN.

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<sup>1</sup> Indicates student researcher.

- Vogler, J. S.** & <sup>1</sup>Fu, J., & <sup>1</sup>Finney, E. (2016, August). *Walking the talk: Improved learning outcomes for pre-service educators via team-based experiences*. Poster presented at the annual meeting of the American Psychological Association (Div. 15), Denver, CO.
- Vogler, J. S.**, <sup>1</sup>Knutson, D., & Munsell, S. E. (2016, August). *When laughing meets learning: Insights for the online teaching of psychology*. Poster presented at the annual meeting of the American Psychological Association (Div. 2), Denver, CO.
- Thompson, P., **Vogler, J. S.**, & <sup>1</sup>Xiu, Y. (2016, June). *Selecting technology tools to build a foundation for a Community of Inquiry*. Best practice session presented at the World Conference on Educational Media and Technology (EdMedia), Vancouver, BC.
- Vogler, J. S.**, Munsell, S. E., & <sup>1</sup>Knutson, D. (2016, April). *From ha-ha to ah-ha: When humor and learning intermingle in an online classroom discussion*. Roundtable presented at the annual meeting of the American Education Research Association, Washington, D.C.
- Jordan, M. E., Song, K., **Vogler, J. S.**, Schallert, D. L., Cheng, A. C. J., Elwood, K. (2015, December). *The dialogical construction of uncertainty expressions and experiences*. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Vogler, J. S.**, & Robinson, D. H. (2014, April). *Team-based Testing: Does it Help Individual Learning?* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Stewart, J. P., **Vogler, J. S.**, & Williams, K. M. (2014, April). *'In the company of colleagues:' Dimensions of faculty community in higher education*. Round table presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Robinson, D. H., **Vogler, J. S.**, & Torres, L. (2013, August). *The seductive cartoons effect*. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.
- Vogler, J. S.** (2013, April). *Listening: Is it the missing link between group processes and individual learning outcomes?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Vogler, J. S.** (2012, November). *How listening as part of a small group's multiliteracy practices is related to individual performance*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Park, J. H., & **the D-Team**<sup>2</sup>. (2012, November). *Does it matter if the teacher is there?: The teacher's contribution to emerging pattern of interactions in online classroom discussions*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Vogler, J. S.**, & **the D-Team**<sup>2</sup>. (2011, December). *Life history of a message: How one message brings a class together to co-construct meaning in an online discussion*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Vogler, J. S.**, & **the D-Team**<sup>2</sup>. (2011, April). *Capturing process: A microgenetic analysis of online discussions as opportunities for meaning construction*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Vogler, J. S.**, & Jones, S. J. (2011, April). *Student accountability with classroom response systems*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Lee, S., & **the D-Team**<sup>2</sup>. (2011, April). *Deriving resistance from online discourse: A grounded theory approach to analyzing students' meaning-making*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Vogler, J. S.**, & **the D-Team**<sup>2</sup>. (2010, December). *Construction zone ahead: Where reading, thinking, and writing intermingle in a classroom discussion taking place online*. Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

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<sup>2</sup>The D-Team is a group of researchers led by Dr. Diane Schallert that investigates various phenomena related to cognition, learning, & motivation within the context of computer-mediated classroom discussions using discourse analysis.

Lee, S., & **the D-Team**<sup>2</sup>. (2010, December). *Resistance phenomena in collaborative online discussions*. Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

Schallert, D. L., Song, K., & **the D-Team**<sup>2</sup>. (2009, December). *Shifts in positioning, trajectories in thought communities, and "wobbly" identities in computer-mediated classroom discussions*. Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Albuquerque, NM.

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## PRESENTATIONS AT REGIONAL RESEARCH CONFERENCES

**Vogler, J. S.**, <sup>1</sup>Knutson, D. R., <sup>1</sup>Munsell, S. E., & <sup>1</sup>Lawes, R. (2015, April). *All work and some play: Co-Constructing humor within an online classroom discussion*. Poster presented at the annual convention of the Southwestern Psychological Convention, Wichita, KS.

**Vogler, J. S.** & Bakken, L. (2003, October). *Motivation across domains: Do goals and attributions change with subject matter?* Paper presented at the annual conference of the Mid-Western Educational Research Association, Columbus, OH.

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## OTHER PRESENTATIONS

**Vogler, J. S.** (2012, May). *Team-based learning: How to effectively engage students for developing conceptual understanding*. Invited plenary speaker for Cisco College Core Curriculum Conference, Abilene, TX.

**Vogler, J. S.** (2010, November). *Attribution theory*. Guest lecturer for undergraduate course ALD 320: Cognition, Human Learning, and Motivation, instructed by Dr. Marilla Svinicki, The University of Texas at Austin.

Burkhalter, K. & **Vogler, J.** (2008, February). *Cultural proficiency*. Presentation at the Annual Kansas Staff Development Council Leadership Conference, Wichita, KS.

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## FUNDING APPLICATIONS

**2016 – 2017**     **Internal:** 2016 University Assessment and Testing, Program Assessment Funding  
**Purpose:** support of EPSY Program Assessment  
**Amount:** \$1389 (funded)

**2016**            **External Grant:** Association for Psychological Science – Teaching Fund  
**Title:** *The Role of the Teacher in Online Instruction for Foundational Psychology Courses*  
**Amount:** \$15,000 (*not funded*)  
**Investigator(s):** Jane S. Vogler (PI), <sup>1</sup>William James (Co-PI)

**2015 – 2016**     **Internal:** 2015 University Assessment and Testing, Program Assessment Funding  
**Purpose:** support of EPSY Program Assessment, faculty raters  
**Amount:** \$1488 (funded)

**Summer 2015**   **Internal Grant:** 2015 College of Education Faculty Scholarship Support Program  
**Purpose:** support of ongoing scholarship  
**Amount:** 1 month summer salary (funded)  
**Investigator(s):** Jane S. Vogler (PI)

**2014-2015**       **Internal Grant:** 2014 SAHEP Internal Research Support Program  
**Purpose:** support of ongoing scholarship  
**Amount:** \$4824 (*not funded*)  
**Investigator(s):** Jane S. Vogler (PI)

**Summer 2014**   **Internal Grant:** 2014 College of Education Faculty Scholarship Support Program  
**Purpose:** support of ongoing scholarship; study of course redesign using Team-based Learning  
**Amount:** 1 month summer salary + 0.25 FTE GTA support (funded)  
**Investigator(s):** Jane S. Vogler (PI)

## POST-SECONDARY PROFESSIONAL EXPERIENCES

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### Research Associate – Campus Liaison

June 2012 – July 2013

Center for Teaching and Learning – The University of Texas at Austin

- Supported faculty in designing valid and reliable course assessments.
- Assisted faculty with the analysis and interpretation of assessment results.
- Consulted with faculty to support the interdependent nature of teaching, learning, and assessment.
- Advised University administration and faculty regarding the collection and use of classroom data to inform policy and instructional decisions.
- Collaborated on quantitative/qualitative studies related to instructional effectiveness & student learning.

### Program Evaluator

May 2009 – September 2011

Supervisor (2010 – 2011): Dr. James (Jim) Hardy, UT Arlington

Supervisor (2009): Robin Etter Zuniga, Texas Higher Education Coordinating Board

- Evaluated college-readiness programs across the state of Texas.
- Wrote evaluation report for each site based upon observations and interviews using rubrics.

### Graduate Research Assistant

August 2002 – May 2003

Wichita State University

Faculty Supervisor: Linda Bakken, Ed.D.

- Conducted Q-sorts for study on infant-mother attachments in relation to breast-feeding.
- Rated responses on Loevinger's sentence completion assessment of ego development.

## TEACHING

### POST-SECONDARY TEACHING EXPERIENCES

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#### Current Position – Courses Taught

August 2013 – present

- *Theories & Problems in Educational Psychology* – doctoral level
- *Advanced Educational Psychology* – doctoral level
- *Emotion & Cognition* – doctoral level
- *Colloquium: Educational Psychology* – graduate level; doctoral requirement
- *Psychology of Learning* – graduate level, fully online format
- *Instructional Effectiveness in Higher Education* – graduate level, hybrid format
- *Child and Adolescent Development* – upper division, undergraduate level

#### Assistant Instructor

August 2008 – May 2010

The University of Texas at Austin

Course: *Individual Learning Skills*

- Undergraduate elective designed to develop self-awareness to become more self-regulated learner.
- Responsible for all instruction/evaluation of students from various disciplines at all levels of progress.
- Collaborated with other instructors on lessons, exams, rubrics, and course policies to ensure consistency across multiple course sections.

#### Lecturer

August 2007 – May 2008

Wichita State University

Course: *Learning and Evaluation*

- Undergraduate requirement for teacher preparation program across disciplines at K-12 level.
- Responsible for all class instruction, assignments, and evaluation.

**Teaching Assistant****August 2009 – May 2012**

The University of Texas at Austin

Course: *Cognition, Human Learning, and Motivation*

Instructor: Daniel H. Robinson, Ph.D.

Semesters: Fall 2009, Spring 2010, Fall 2011, Spring 2012

- Undergraduate course on learning theories from an educational psychology perspective; included theories of cognition, learning, and motivation.
- Assisted with grading of exams and unit assignments. Coordinated peer evaluations.

Course: *Psychology of Learning*

Instructor: Diane L. Schallert, Ph.D.

Semester: Summer 2011

- Graduate-level course focused on a theoretical analysis of the current literature on human learning; included classic views as well as constructivist and socio-constructivist approaches.
- Assisted with grading of essay exams and self-reflective writing projects.

Course: *Psycholinguistics*

Instructor: Diane L. Schallert, Ph.D.

Semester: Spring 2011

- Graduate-level course on the study of the relationship between language and thought, with an emphasis on the production and reception of oral and written language.
- Assisted with grading of essay exams and self-reflective writing projects.

Teaching Assistant to Graduate Adviser, Diane L. Schallert, Ph.D.

Semester: Fall 2010

- Co-coordinated faculty poster sessions for first-year doctoral student colloquium.

**K-12 TEACHING EXPERIENCE**

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**Elementary Learning Coach****August 2005 – July 2008**

Department of Learning Services – USD 259, Wichita, KS

- Provided staff development in small groups, tailoring each session to the group's needs.
- Facilitated analysis of student data for instructional decisions.
- Led staff development sessions for large groups at district-level in-services.
- Collaborated with administrators and school-based leadership teams.
- Provided one-on-one support for novice teachers (1-3 years of experience).
- Contributing member of District's math and writing curriculum teams.
- Appointed to District's Cultural Proficiency Team.

**Classroom Teacher****August 1997 – July 2005**

USD 259, Wichita, KS

*First Grade*, Minneha Core Knowledge Magnet

- Integrated district standards with Core Knowledge curriculum to provide students with fundamental skills and conceptual understandings.
- Applied Four-Blocks framework to reading/writing instruction.
- Collaborated with other first-grade teachers to develop thematic units in science/social studies that integrated additional literacy instruction.

*Second/Third Grade*, Colvin Elementary

- Taught reading, writing, math, and social sciences for multi-age classroom with full inclusion of students with special needs and ELL.
- Collaborated with team and utilized backwards design to ensure all students met district standards and benchmark assessments.
- Served as Team Leader from 1998-2002.

**Title I Teacher (Reading, ESL)****August 1996 – July 1997**

Sioux City Community Schools, Sioux City, IA

- Taught reading and writing through literature to small groups in a pull-out setting. Assessed student progress through running records, the Informal Reading Inventory, and rubrics.
- Applied district-developed curriculum to thematically teach reading, writing, speaking, and listening skills for English-language learners.

**ADVISING AND MENTORING****DOCTORAL COMMITTEES**

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**ROLE – ADVISOR**

Christofferson, K. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Haken, A. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

James, W. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Mach, K. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Strickland, C. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Garland, C.C. (in progress). *Mindsets, motivational orientations and critical thinking*. Educational Psychology Program, Oklahoma State University.Hawkins, J.L. (2017, December). *“Figuring it out:” A qualitative case study exploring the development of novice, alternatively certified special educators in Oklahoma* (Doctoral dissertation, Order No. 10686164). Educational Psychology Program, Oklahoma State University.McCabe, A.L. (2017, May). *Relationship of parent attachment and parenting behaviors on social achievement goals endorsed by emerging adults* (Doctoral dissertation, Order No. 10275841). Educational Psychology Program, Oklahoma State University.**ROLE – CHAIR**

Clayton, K. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Dewey, E. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Finney, E. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Leggett, C. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Mouser, R. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Sharp, D.C. (in progress). *Waiting to connect: Fulfillment of belongingness and connectedness needs for teenage girls through social network sites*. Educational Psychology Program, Oklahoma State University.Munsell, S.E. (2015, December). *Multicultural teaching competence and teachers’ attitudes toward inclusion* (Doctoral dissertation, Order No. 10187782). Educational Psychology Program, Oklahoma State University.**ROLE – MEMBER**

Lawes, R. (in progress). Dissertation TBD. Educational Psychology Program, Oklahoma State University.

Fu, J. (in progress). *Linking passion for teaching and self-regulatory modes to teachers’ goal progress, perseverance, and subjective well-being*. Educational Psychology Program, Oklahoma State University.Houston, M.L. (in progress). *The impacts of internet addiction on student learning: Using the Internet Addiction Test to predict a student’s G.P.A.* Higher Education/Student Affairs Program, Oklahoma State University.Milby, B.M. (2018, May). *Predicting the development of self-regulatory styles among preservice teachers: A cross-sectional design using self-determination theory* (Unpublished dissertation). Educational Psychology Program, Oklahoma State University.Beswick, C.S. (2017, July). *Parental values for the education of their children* (Doctoral dissertation, Order No. 10607996). Educational Psychology Program, Oklahoma State University.

Tiner, J.W. (2017, July). *Effects of goal setting assignment on variables of motivation for students in the online classroom environment* (Doctoral dissertation, Order No. 10607878). Educational Psychology Program, Oklahoma State University.

### **ROLE – OUT-OF-DEPARTMENT MEMBER**

Debolt, L. (in progress). Dissertation TBD. Literacy Program, Oklahoma State University.

Xiu, Y. (2018, May). *Flipped university class: A study of students' motivation, perspectives, and learning* (Unpublished dissertation). Educational Technology Program, Oklahoma State University.

### **MASTER'S COMMITTEES**

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#### **ROLE – ADVISOR**

John, J.L. (2018, May). *The handbook for educators: Contemporary theory and application* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Früh, C. (2017, December). *Motivation, critical thinking, and self-efficacy in adolescents: What role do teachers have in students' positive development* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Woods, C. (2017, December). *ACE leadership institute* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Dalpiaz, S. (2016, May). *The seven habits of highly effective college students®: A crash course in independence* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Grammer, S. (2016, May). *Implications of diverse teacher mental models about young children who are developmentally advanced* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Harrison, A. (2016, May). *A guide for the implementation of instructional consultation teams* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Hewitt, N. (2016, May). *Parenting ADHD children* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Holland, S. (2016, May). *Get moving* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Hershberger, E. (2015, December). *Teach for America's role in educating gifted students in low-income communities: A gifted education initiative proposal* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Barnes, K. (2015, May). *Royal paths for youth: Reminding our youth about leadership* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

Christofferson, K. (2015, May). *Making the transition* (Unpublished creative component). Educational Psychology Program, Oklahoma State University.

#### **ROLE – MEMBER**

Dinh-Nguyen, V. (in progress). Creative component TBD. Educational Psychology, Oklahoma State University.

Lyon, S. D. (in progress). *Relationship between attendance, academic performance, and lecture-capture among veterinary students* (Unpublished thesis). Educational Psychology Program, Oklahoma State University.

Barr, M. (2016, December). *Teacher self-efficacy, teacher-student interactions, and preschool student outcomes: A domain-specific approach* (Unpublished thesis). Educational Psychology Program, Oklahoma State University.

## **SERVICE**

### **SERVICE TO THE PROFESSION**

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<b>Chair</b> , Teaching Educational Psychology Special Interest Group, AERA	2018-19
<b>Program Chair</b> , Teaching Educational Psychology Special Interest Group, AERA	2017-18
<b>Member</b> , Membership Committee, APA Division 15	2014-17



<b>Ad hoc Reviewer</b>	2013-present
<i>Journal of Educational Psychology</i>	
<i>Learning and Individual Differences</i>	
<i>Literacy Research: Theory, Method, and Practice</i> (formerly <i>Annual Yearbook of the Literacy Research Association</i> )	
<i>Journal of Literacy Research</i>	
<b>APA Convention Program: Proposal Reviewer</b>	2015-present
Division 15	
<b>AERA Convention Program: Proposal Reviewer</b>	2014-present
Division C-2B: Learning and Motivation in Social and Cultural Contexts	
Division K-Section 5: Preservice Teacher Education Coursework	
Teaching of Educational Psychology SIG	
Chaos & Complexity SIG	
<b>LRA Convention Program</b>	2013-present
Proposal Reviewer	
Paper Session Discussant	

### SERVICE TO THE UNIVERSITY, COLLEGE, SCHOOL, AND PROGRAM

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<b>General Faculty Representative</b> , Grade Appeals Board, Oklahoma State University	2016-18
<b>Member</b> , SAHEP Faculty Development & Research Committee (FDRC), Oklahoma State University	2016-17
<b>Interim Graduate Program Coordinator</b> , Educational Psychology Program Option, OSU	2015-16
<b>Member</b> , ITLE Faculty Advisory Committee	2014-present
Institute for Teaching & Learning Excellence, Oklahoma State University	
<b>Member</b> , SAHEP Program & Planning Committee, Oklahoma State University	2014-15
<b>Faculty Advisor</b> , Educational Psychology Student Society, Oklahoma State University	2013-present
<b>Member</b> , SAHEP Student Affairs Committee, Oklahoma State University	2013-14
<b>President</b> , Consortium for Research in Teacher Education, The University of Texas at Austin	2011-12
<b>President-Elect</b> , Consortium for Research in Teacher Education, The University of Texas at Austin	2010-11
<b>Symposium Chair</b> , Consortium for Research in Teacher Education, The University of Texas at Austin	2010-11
4 <sup>th</sup> Annual Teacher Education Symposium: <i>Thinking beyond Educational Reforms: Research for Promoting Socially Mindful Change</i>	
<b>Student Representative</b>	2010-11
Educational Psychology GSC (Graduate Studies Committee), The University of Texas at Austin	

### AWARDS AND HONORS

Benjamin and Dorothy Fruchter Centennial Award for Excellence in Educational Psychology Research at the Doctoral Level, The University of Texas at Austin	2015
Continuing University Fellowship, Graduate School, The University of Texas at Austin	2011
Joseph L. & Katherine D. Henderson Foundation Scholarship, The University of Texas at Austin	2010
Ruby Mae Jaycox Education Endowment, The University of Texas at Austin	2008
FINE Scholar, University of Northern Iowa	1994
Harry and Shirley Hagemann Scholarship, University of Northern Iowa	1993-95
Julia Sparrow Reading Scholarship, University of Northern Iowa	1993
Russell A. and Edna M. Holy Scholarship, University of Northern Iowa	1992
University of Northern Iowa Teacher Education Scholarship	1991-95
State of Iowa Scholar, University of Northern Iowa	1991-93

### PROFESSIONAL AFFILIATIONS

American Psychological Association (joined 2014)
American Educational Research Association (joined 2010)
Literacy Research Association (joined 2010)
Consortium for Research in Teacher Education, UT Graduate Student Organization (2009-2012)