

KAREE E. DUNN, PH.D.

EDUCATION	The University of Memphis Doctor of Philosophy Educational Psychology and Research	Memphis, Tennessee 2004 – 2008
	The University of Memphis Master of Science Educational Psychology	Memphis, Tennessee 2002 – 2004
	The University of Louisiana Bachelor of Arts Psychology Phi Beta Phi Psi Chi	Monroe, LA 1999 – 2001
GENERAL EXPERIENCE	Associate Professor The University of Tennessee Educational Psychology and Counseling College of Education, Health & Human Sciences	Knoxville, Tennessee 2016 – Present
	Assistant Professor The University of Tennessee Educational Psychology and Counseling College of Education, Health & Human Sciences	Knoxville, Tennessee 2014 – 2016
	Associate Professor The University of Arkansas Eleanor Mann School of Nursing Educational Statistics and Research Methods College of Education and Health Professions	Fayetteville, Arkansas 2013 – 2014
	Assistant Professor The University of Arkansas Educational Statistics and Research Methods College of Education and Health Professions	Fayetteville, Arkansas 2008 – 2013

CONSULTING

Wal-Mart headquarters, Bentonville, AR—Global Investigation Trainers, 2013-2014.

Oregon DATA project, Oregon Department of Education—Evaluating the impact of data driven decision-making professional development on teacher participants, Next Generation Consulting, 2009 – 2014.

Hillsborough County School District (Tampa, FL), funded by Gates Foundation—Developing and delivering professional development for data driven decision-making. Evaluating the impact of professional development on teacher participants, Next Generation Consulting, 2011 – 2012.

**RESEARCH OFFICE
EXPERIENCE**

Office of Nursing Research
University of Arkansas

Fayetteville, Arkansas
2013 – 2014

Assistant Director (2013 – 2014). The purpose of the office was to increase grant productivity and related research in the Eleanor Mann School of Nursing. The office was focused on increasing both clinical and educational research of faculty and our partner hospitals. The office worked to increase interdisciplinary research and educational experiences across the university system and our community partners.

Office of Innovation for Education
University of Arkansas

Fayetteville, Arkansas
2013 – 2014

Consultant (2013 – 2014). This office was funded by the Rockefeller Foundation and the Arkansas Department of Education. It was tasked with identifying a long-term plan for creating and sustaining a cohesive strategic plan for improving K-12 outcomes in the state of Arkansas.

**RESEARCH OFFICE
EXPERIENCE**
(Continued)

**National Office for Research on
Evaluation and Measurement Systems**
University of Arkansas

Fayetteville, Arkansas
2008 – 2013

Director of Applied Research (2010 – 2012). The focus of this position was to create opportunities for applied research through the generation of new grants as well as to direct research efforts for publication based, ongoing grant-related research at the National Office for Research on Evaluation and Measurement Systems.

Director of Scholarship (2008 – 2010). The focus of this position was to direct research efforts for publication based on ongoing grant-related research at the National Office for Research on Evaluation and Measurement Systems. My work in this role resulted in a number of publications and presentations.

CURRENT RESEARCH PROJECTS

Pre-service Teachers and Data Driven Decision-Making (DDDM)

- Validating the 3DMEA Inventory on pre-service teachers
- Examining the influence of pre-service teachers' DDDM sense of efficacy on their concerns related to adopting DDDM instructional practices

Self-Regulated Learning

- Does pre-service teachers' self-regulation predict engagement in online materials in a flipped classroom and total points earned
- Does the structure of a flipped classroom facilitate the development of self-regulated learning skills in pre-service teachers

PUBLICATIONS

Dunn, K. E., Airola, D. T., & **Hayakawa, T.** (under review). Pre-service teacher's efficacy, anxiety, and concerns about data and the new idea of anchored judgment. *Teaching and Teacher Education*.

Patti, C., Skutnik, A., Dunn, K. E., & **Sohn, B.** (under review). Pre-service teachers' past and future with data driven decision-making: I always wondered why. *Teacher Education and Practice*.

Dunn, K. E., **Skutnik, A., Sohn, B., & Patti, C.,** (under review). Disdain to acceptance: Future U.S. teachers' conceptual change related to data driven decision-making. *Action in Teacher Education. Learning Environments Research*

**PUBLICATIONS
(CONTINUED)**

- Dunn, K. E. (2016). Educational psychology's instructional challenge: Pre-Service Teachers' Concerns Regarding Data Driven Decision-Making Practices. *Psychology Learning and Teaching, 15*, 31-33. doi: 10.1177/1475725716636975
- Dunn, K. E. (2015). The scientist-practitioner: A Boulder Model for education. *International Journal of Adult Vocational Education and Technology, 40-45.*
- Dunn, K. E., & Rakes, G. C. (2015). Exploring online graduate students' response to online self-regulation training. *Journal of Interactive Online Learning, 13*, 1-21. Retrieved from: <http://www.ncolr.org/jiol/issues/pdf/13.4.1.pdf>
- Dunn, K. E., & Lo, W. J. (2015). Understanding the Influence of Learners' Forethought on Their Use of Science Study Strategies in Post-Secondary Science Learning. *International Journal of Science Education*. Advance online publication. doi: 10.1080/09500693.2015.1094589
- Rakes, G. C., & Dunn, K. E. (2015). Teaching online: Discovering teacher concerns. *Journal of Research on Technology in Education, 47*, 229-241.
- Dunn, K. E., Osborne, C., & Link, H. J. (2014). High-fidelity simulation and nursing student self-efficacy: Does training help the little engines know they can? *Nursing Education Perspectives, 35*, 403-404.
- Dunn, K. E., Rakes, G. C., & Rakes, T. A. (2014). Help-seeking at a distance: The influence of academic self-regulation, critical thinking, and age on online students' academic help-seeking. *Distance Education, 35*, 75-89.
- Dunn, K. E. (2014). Insight into error-hiding: An exploration of nursing students' achievement goal orientations. *Journal of Nursing Education, 53*(2), 93-96.
- Dunn, K. E. (2014). Why Wait? The Influence of academic self-regulation, intrinsic motivation, and statistics anxiety on procrastination in online statistics. *Innovative Higher Education, 39*(1), 33-44.
- Dunn, K. E., Airola, D. T., Lo, W., & Garrison, M. (2013). What teachers think about what they can do with data: The development and validation of the Data Driven Decision-Making Efficacy and Anxiety Inventory. *Contemporary Educational Psychology, 38*(1), 87-98.
- Rakes, G. C., Dunn, K. E., & Rakes, T. A. (2013). Attribution as a predictor of procrastination in online graduate students. *Journal of Interactive Online Learning, 12*(2). Retrieved from <http://www.ncolr.org/issues/jiol/v12/n3/2>

**PUBLICATIONS
(CONTINUED)**

- Dunn, K. E., **Airola, D. T.**, Lo, W., & Garrison, M. (2013). Becoming data-driven: Exploring teacher efficacy and concerns related to data-driven decision making. *Journal of Experimental Education, 81*(2), 222-241.
- Dunn, K. E., Osborne, C., & Rakes, G. C. (2013). It's not my fault: Understanding nursing students' causal attributions in Pathophysiology. *Nurse Education Today, 33*, 828-833.
- Dunn, K. E., **Airola, D. T.**, & Garrison, M. (2013). Concerns, knowledge, and efficacy: An application of the Teacher Change Model to data driven decision-making professional development. *Creative Education, 10*, 673-682.
- Dunn, K. E., Osborne, C., & Link, H. J. (2012). Exploring the influence of students' attribution for success on their self-regulation in Pathophysiology. *Journal of Nursing Education, 51*(6), 353-357.
- Dunn, K. E., Lo, W., Mulvenon, S. W., & **Sutcliffe, R.** (2012). Revisiting the Motivated Strategies for Learning Questionnaire: A theoretical and statistical reevaluation of the Metacognitive Self-Regulation and Effort Regulation subscales. *Educational and Psychological Measurement, 72*, 312-331.
- Dunn, K. E., & Rakes, G. C. (2011). Teaching teachers: An investigation of beliefs in teacher education students. *Learning Environments Research, 14*(1), 39-58.
- Dunn, K. E., & Rakes, G. C. (2010). Learner-centeredness and teacher efficacy: Predicting teachers' consequence concerns regarding the use of technology in the classroom. *Journal of Technology and Teacher Education, 18*(1), 57-83.
- Rakes, G. C., & Dunn, K. E. (2010). The impact of online graduate students' motivation and self-regulation on academic procrastination. *Journal of Interactive Online Learning, 9*(1), 78-93.
- Dunn, K. E., & Rakes, G. C. (2010). Producing caring qualified teachers: An exploration of the influence of pre-service teacher concerns on learner-centeredness. *Teaching and Teacher Education, 26*, 516-521.
- Dunn, K. E., & Mulvenon, S. W. (2009). Let's talk formative assessment and evaluation. (ERIC Document Reproduction Service No. ED 505 357). Retrieved from <http://files.eric.ed.gov/fulltext/ED505357.pdf>
- Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative assessments: The limited scientific evidence of the impact of formative assessments in education. *Practical Assessment, Research, and Evaluation, 14*(7).

**PUBLICATIONS
(CONTINUED)**

- Dunn, K. E., & Rakes, G. C. (2008). I think I can: An analysis of the influence of teacher efficacy on learner-centered beliefs. *National Forum of Educational Administration and Supervision Journal*, 26(1), 4-25.
- Dunn, K. E. (2007). Teacher beliefs: An exploration of the relationship of teacher efficacy and years teaching to teachers' learner-centered beliefs. *National Forum of Applied Educational Research Journal*, 20(3), 1-18.
- Rakes, G. C., Fields, V. F., & **Cox, K. E.** (2006). The influence of teachers' technology use on instructional practices. *Journal of Research on Technology in Education*, 38(4), 411-426.

BOOK CHAPTERS

- Rakes, G.C., Fields, V.S., & **Cox, K. E.** (2011) The influence of teachers' technology use on instructional practices. In L. Shrum (Ed.), *Considerations on Technology and Teachers: The Best of JRTE* (pp. 411-426). Eugene, Oregon: International Society for Technology in Education.
- Dunn, K. E. (2011). Primary cognitive aging. In M. A. Toner, B. B. Shadden, and M. Gluth (Eds.), *Aging and communication: For clinicians by clinicians* (2nd ed.) (pp. 145-168). Austin, TX: Pro-Ed.

PRESENTATIONS

- Dunn, K. E., & Airola, D. T. (*under review*). Pre-service teacher's efficacy, anxiety, and concerns about data and the new idea of anchored judgment. Paper submitted to the Annual American Educational Research Association Conference; Toronto, Canada.
- Patti, C., Skutnik, A. L., Dunn, K. E., & Sohn, B.** (2016, August). Pre-service teachers' past and future with Data Driven Decision Making (DDDM): I always wondered why. Presented at the American Psychological Association Convention; Denver, CO.
- Skutnik, A. L., Patti, C., Dunn, K. E., & Sohn, B.** (2016, August). Pre-service teacher's misunderstandings of Data Driven Decision Making (DDDM). Paper presented at the American Psychological Association Convention; Denver, CO.
- Skutnik, A., Patti, C., & Dunn, K. E.** (2016, March). "I can see the benefits": Preservice teachers' evolving views on data driven decision-making. Paper submitted to the Annual American Educational Research Association Conference; Washington, D.C.

**PRESENTATIONS
(CONTINUED)**

Dunn, K. E. (2016, March). Pre-service teacher concerns regarding data driven decision-making. Paper submitted to the Annual American Educational Research Association Conference; Washington, D.C.

Skutnik, A., Sohn, B., Ruddy, J., and Dunn, K. (2015, November). Flipping the Preservice Teacher Classroom: A Design Case Study of an Educational Psychology Class. Paper submitted for the Annual International Convention for the Association for Educational Communication and Technology; Indianapolis, IN.

Airola, D. T., Dunn, K. E., **Dean, J.,** & Bengston, E. (2015, April). School improvement from students' perspectives: Opportunities and challenges. Paper presented at the Annual American Educational Research Association Conference; Chicago, IL.

Rakes, G. C., & Dunn, K. E., & Rakes, T. A. (2015, March). Preservice k-12 teachers' concerns regarding teaching online. Paper presented at the Annual International Conference for the Society for Information Technology and Teacher Education; Las Vegas, Nevada.

Airola, D. T., Dunn, K. E., Bengston, E., **Dean, J. R.,** & Micheletto, J. (2014, November). Opportunities and barriers to innovative change among priority schools in a southern state. Paper presented at the Annual University Council for Educational Administration Convention; Washington, D.C.

Dunn, K. E., & Lo, W. J. (2014, August). Validating Zimmerman's model of self-regulated learning: Phases one and two. Paper presented at the American Psychological Association Convention; Washington, D.C.

Dunn, K. E., Rakes, G. C., & Rakes, T. A. (2014, April). The influence of perfectionism and achievement goal orientation on procrastination in online graduate students. Paper presented at the American Educational Research Association Conference; Philadelphia, PA.

Rakes, G. C., Dunn, K. E., & Rakes, T. A. (2014, March). Concerns towards teaching online among K-12 teachers. Paper presented at the Twenty-fifth Annual International Conference for the Society for Information Technology and Teacher Education; Jacksonville, FL.

Medeiros, J., Airola, D. T., & Dunn, K. E. (2013, November). 3DMEA for school leaders—A pilot study. Paper presented at the Annual University Council for Educational Administration Convention; Indianapolis, IN.

**PRESENTATIONS
(CONTINUED)**

- Dunn, K. E., & Osborne, C. (2013, February). Exploring nursing students' attributions in Pathophysiology. Paper presented at the Annual Southern Nursing Research Society Conference; Little Rock, AR.
- Rakes, G. C., Dunn, K. E., & Rakes, T. A. (2013, March). *An exploration of attributional beliefs among online teacher education graduate students*. Paper presented at the Twenty-fourth Annual International Conference for the Society for Information Technology and Teacher Education; New Orleans, LA.
- Rakes, G. C., Dunn, K. E., & Rakes, T. R. (2013, April). Attribution as a predictor of procrastination in online graduate students. Paper presented at the American Educational Research Association Conference; San Francisco, CA.
- Dunn, K. E., Osborne, C. & **Link, H. J.** (2012, August). *An exploration of nursing students' causal attributions and academic self-regulation*. Paper presented at the American Psychological Association Convention; Orlando, FL.
- Dunn, K. E., **Airola, D. T.**, & Lo, W. (2012, August). *The change process associated with teacher adoption of data driven decision-making: A SEM approach*. Poster presented at the American Psychological Association Convention; Orlando, FL.
- Rakes, G., Rakes, T., & Dunn, K. (2012, March). *Attributions for procrastination among online teacher education graduate students*. Paper presented at the Twenty-third Annual International Conference for the Society for Information Technology and Teacher Education; Austin, TX.
- Dunn, K. E., Lo, W., Mulvenon, S. W., & **Sutcliffe, R.** (2011, August). *Reuse, reevaluate, recycle: Statistical and theoretical reevaluation of the MSLQ*. Paper presented at the American Psychological Association Convention; Washington, D.C.
- Dunn, K. E., **Airola, D.**, Garrison, M., & **Nickens, B.** (2011, August). *Becoming data-driven: The influence of data-driven decision making efficacy beliefs on teachers' consequence concerns*. Paper presented at the American Psychological Association Convention; Washington, D.C.
- Airola, D.**, Dunn, K. E., & Garrison, M. (2011, August). *3D-ME: The validation of the Data Driven Decision-Making Efficacy questionnaire*. Poster presented at the American Psychological Association Convention; Washington, D.C.
- Airola, D.**, Mulvenon, S., Dunn, K., & Garrison, M. (2011, July). *The road less traveled: Using data-driven decision making in your SLDS Project*. Paper presented at the National Center for Education Sciences Summer Data Conference; Washington, D.C.

**PRESENTATIONS
(CONTINUED)**

- Dunn, K. E., **Airola, D.**, & **Behrend, B.** (2011, April). *Creating an assessment literate faculty: Beginner profiles of teachers in the initial phase of adopting data driven decision-making practices*. Paper presented at the American Higher Education Conference; Charleston, SC.
- Dunn, K. E., Rakes, G. C., & Rakes, T. A. (2011, March). *Promoting teacher technology use in the classroom: An investigation of teachers' learner-centered beliefs, teacher efficacy, and concerns*. Paper presented at the Society for Information Technology and Teacher Education Conference; Nashville, TN.
- Rakes, G. C., Rakes, T. A., & Dunn, K. E. (2011, March). *Motivation and procrastination in online courses for teacher educators*. Paper presented at the Society for Information Technology and Teacher Education Conference; Nashville, TN.
- Rakes, G. C., & Dunn, K. E. (2011, March). *Teacher technology concerns and instructional practices*. Paper presented at the Society for Information Technology and Teacher Education Conference; Nashville, TN.
- Dunn, K. E., & **Behrend, B. N.** (2011, April). *Why they wait: The influence of motivation and anxiety on procrastination in online statistics students*. Poster presented at the American Educational Research Association Conference; New Orleans, LA.
- Rakes, G. C., Dunn, K. E., & **Behrend, B. N.** (2011, April). *Can you help me? Self-regulation, age, and help-seeking in online graduate students*. Poster presented at the American Educational Research Association Conference; New Orleans, LA.
- Dunn, K. E., Mulvenon, S., & **Holaway, C.** (2011, April). *Formative maps: Realizing the potential of benchmark exams as a formative classroom tool*. Paper presented at the American Educational Research Association Conference; New Orleans, LA.
- Dunn, K. E. (2010, November). *Bridging the gap between benchmark exams and classroom practice through formative maps*. Invited speaker at the Office for Educational Policy Conference; Little Rock, AR.
- Airola, D.**, Mulvenon, S., Dunn, K., & Garrison, M. (2010, July). *The road less traveled: Using data-driven decision making in your SLDS Project*. Paper presented at the National Center for Education Sciences Summer Data Conference; Washington, D.C.

**PRESENTATIONS
(CONTINUED)**

- Dunn, K. E., Lo, W., **Sutcliffe, R.**, & Mulvenon, S. W. (2010, April). *Revisiting the MSLQ: A Factor Analysis of What Is and What Could Be*. Poster presented at the American Educational Research Association Conference; Denver, CO.
- Dunn, K. E., & Rakes, G. C. (2010, April). *Why they wait: An exploration of the impact of online learners' intrinsic motivation and effort regulation on passive academic procrastination*. Poster presented at the American Educational Research Association Conference; Denver, CO.
- Dunn, K. E., **Airola, D.**, & Mulvenon, S. W. (2010, March). *The self-preservation bias: An exploration of issues related to conflicting professional development evaluation results*. Paper presented at the American Higher Education Conference; Colonial Williamsburg, VA.
- Dunn, K. E., & Mulvenon, S. W. (2010, March). *Let's talk formative assessment*. Paper presented at the American Higher Education Conference; Colonial Williamsburg, VA.
- Sutcliffe, R.**, Dunn, K. E., & Mulvenon, S. W. (2010, March). *Factor analysis, formative evaluation, benchmark data, and professional development: A recipe for success*. Paper presented at the American Higher Education Conference; Colonial Williamsburg, VA.
- Dunn, K. E., Lo, W., & **Johnson, C. A.** (2009, August). *Examining teacher beliefs: The development and validation of the Teacher Beliefs about Teaching Knowledge survey*. Poster presented at the 117th Annual Meeting of the American Psychological Association; Toronto, Canada.
- Dunn, K. E., & Rakes, G. C. (2009, August). *Concerning learner-centered education: The influence of pre-service teacher concerns on their learner-centeredness*. Poster presented at the 117th Annual Meeting of the American Psychological Association; Toronto, Canada.
- Dunn, K. E., **Airola, D.**, Mulvenon, S. W., & **Sutcliffe, R.** (2009, February). *Enhancing formative assessment and evaluation infrastructure through P-20 partnerships*. Paper presented at the 1st Annual What Works in Education Partnerships Conference; Phoenix, AZ.
- Mulvenon, S. W., **Airola, D.**, Dunn, K. E., & **Sutcliffe, R.** (2009, February). *Effective partnerships of K-12 and higher education: Two bites of the same financial apple!* Paper presented at the 1st Annual What Works in Education Partnerships Conference; Phoenix, AZ.
- Dunn, K., & Rakes, G. C. (2008, November). *Teacher education: A time and a place for learner-centered change*. Paper presented at the 37th Annual Meeting of the Mid-South Educational Research Association; Knoxville, TN.

**PRESENTATIONS
(CONTINUED)**

- Rakes, G. C., & Dunn, K. (2008, March). *Exploring relationships between teacher technology concerns and classroom practices*. Paper presented at the Nineteenth Annual International Conference for the Society for Information Technology and Teacher Education, Las Vegas, NV.
- Cox, K. E. (2007, February). *An exploration of the relationship of teacher efficacy and years teaching to teachers' learner-centered beliefs*. Paper presented at the Educational Psychology Colloquium, The University of Memphis, Memphis, TN.
- Buehl, M. M., Manning, D. K., Cox, K., & Fives, H. (2005, August). Exploring pre-service teachers' initial and informed reactions to teaching as persuasion. In H. Fives (Chair), *Teaching as persuasion: Is the metaphor viable?* Symposium presented at the Annual Meeting of The American Psychological Association, Washington, D.C.
- Long, C. J., Herche, A. L., Cox, K. E., & Hanks, S. J. (2003, May). *The development of a model for the study of learning variables*. Paper presented at the Fifteenth Annual Convention of the American Psychological Society. Atlanta, GA.

**GRANT
EXPERIENCE**

- Co-Principal Investigator, Contextualizing fuel cycle options within energy generation strategy through a game-based interface, \$305,947. Funding agency, United States Department of Energy—Engineering University Program. Under review (2016).
- Principal Investigator, Let's Talk: Increasing Discussion in a Synchronous Online Research Course, Project RITE (Research on Instructional Technology in Education) grant, \$3,000. Funding agency, Office of Information Technology, The University of Tennessee, 2015-2016.
- Principal Investigator, *Preparing Tomorrow's Teachers for Data Driven Decision-Making with Today's Technology* Project RITE (Research on Instructional Technology in Education) grant, \$3,000. Funding agency, Office of Information Technology, The University of Tennessee, 2014-2015.
- Co-Principal Investigator, *Identifying and Understanding Best Practices for Safe Clinical Practice through Simulation Research*, \$20,000. Funding agency: College of Education and Health Professionals, The University of Arkansas, 2012-2013.
- Co-Principal Investigator, *Integrated Schools*, \$1,028,864. Funding agency: Arkansas Department of Education. 2011 – 2012.

**GRANT
EXPERIENCE
(CONTINUED)**

Principal Investigator, *Facilitating Success: Self-Regulation in Introductory Statistics*, \$250. Funding agency: Wally Cordes Teaching and Faculty Support Center, University of Arkansas. 2011-2012.

Consultant, *Oregon DATA Project*, Total Funding \$14,000,000 with Oregon Department of Education. 2008-2014. Final report available from http://oregondataproject.org/files/data.k12partners.org/2011-0909_FinalStateReport.docx

Statistical Analyst, *Attribution as a Predictor of Procrastination in Online Graduate Students*. Project RITE grant. \$3,000. Funding agency: Office of Information Technology, Educational Technology Collaborative, The University of Tennessee. 2011 – 2012.

Principal investigator, *Evaluation of the Gradual Release of Responsibility Initiative*. Funding agency: Springdale School District. \$8,000, Springdale, Arkansas. 2010 – 2011.

Principal investigator, *Evaluation of the Gradual Release of Responsibility Initiative*. Funding agency: Springdale School District. \$15,000, Springdale, Arkansas. 2009 – 2010.

Principal investigator, *Evaluation of the Gradual Release of Responsibility Initiative*. Funding agency: Springdale School District. \$15,000, Springdale, Arkansas. 2008 – 2009.

Statistical Analyst, *Students' Motivation and Use of Cognitive Self-Regulated Learning Strategies as Predictors of Procrastination in Online Courses*. Project RITE grant. \$3,000. Funding agency: Office of Information Technology, Educational Technology Collaborative, The University of Tennessee. 2008 – 2009.

Statistical Analyst, *Teacher Beliefs as Predictors of Concerns Regarding the Effect of Instructional Technology on Students*. Project RITE grant. \$5,000. Funding agency: Office of Information Technology, Educational Technology Collaborative, The University of Tennessee. 2007 – 2008.

Statistical Analyst, *Teacher Concerns Toward the Use of Technology in the Classroom as Predictors of Instructional Practices*. Project RITE grant. \$5,000. Funding agency: Office of Information Technology, Educational Technology Collaborative, The University of Tennessee. 2006 – 2007.

Statistical Analyst, *The Effects of Open Book Testing in Online Learning Environments*. Project RITE grant. \$5,000. Funding agency: Office of Information Technology, Educational Technology Collaborative, The University of Tennessee. 2005 – 2006.

**UNFUNDED GRANT
PROPOSALS**

Principal Investigator, *Developing Data Users: An Evaluation of the Impact of Two Models of Data Training on Teacher Education Students*, \$50,000. Funding agency: Spencer Foundation, 2014.

**PROFESSIONAL
SERVICE**

Member, Assessment Committee, College of Education, Health and Human Sciences, University of Tennessee, 2018 – present.

Alternate Member, Graduate Council, 2015-2016

Member, Strategic Planning: Serving Students Team, Department of Educational Psychology and Counseling, University of Tennessee, 2015 – 2016.

Coordinator EDPY 401, Curriculum development and Graduate Teaching Assistant Supervision, Applied Educational Psychology (EDPY 401), Department of Educational Psychology and Counseling, University of Tennessee, 2014 – present.

Member, Core Course Committee for Teacher Education, College of Education, Health and Human Sciences, University of Tennessee, 2014 – present.

Member, Faculty Search Committee, Department of Educational Psychology and Counseling, University of Tennessee, 2014 – 2015.

Committee Member, American Psychological Association, Educational Psychology Division, Membership Committee, 2011 – 2014.

Session Chair, American Educational Research Association Convention, Washington, D.C., 2014.

Ad hoc Reviewer, *Educational and Psychological Measurement*, 2015 – present.

Editorial Board, *Creative Education*, 2011 – present.

Ad hoc Reviewer, *Computers and Education*, 2014 – present.

Ad hoc Reviewer, *Journal of Teaching and Teacher Education*, 2011 – present.

Ad hoc Reviewer, *Teaching College Record*, 2013 – present.

Ad hoc Reviewer, *Educational Research and Reviews Academic Journals*, 2011 – present.

**PROFESSIONAL
SERVICE
(CONTINUED)**

Ad hoc Reviewer, *Journal of Nursing Education*, 2013 – 2015.

Editorial Board, *Creative Education*, 2011 – present.

Program Committee, Society for Information Technology and Teacher Education International Conference, 2010 – present.

Committee Member, College Council, College of Education and Health Professions, University of Arkansas, 2008-2009, 2012-2013.

Director of Applied Research, National Office for Research on Measurement and Evaluation Systems, 2010 – 2012.

Chair, Educational Statistics and Research Methods Program, Recruitment Committee, 2011.

Committee Member, College of Education and Health Professionals Faculty Awards Committee, 2010.

Committee Member, US News and World Report Ranking Advisory Committee for College of Education and Health Professionals, University of Arkansas, 2010.

Development and submission of Educational Psychology Certificate proposal, University of Arkansas, 2010.

Session Chair, American Higher Education Conference, Colonial Williamsburg, VA, 2010.

Developer and faculty co-director, Graduate Research Opportunities Workgroup in Educational Statistics and Research Methodology, University of Arkansas, 2009 - 2011.

Reviewer, American Educational Research Association Conference, Division K, Teaching and Teacher Education, Section 7, 2009.

Director of Scholarship, National Office for Research on Measurement and Evaluation Systems, 2008 – 2010.

Reviewer, Mid-South Educational Research Association Conference, 2008 – 2009.

Member, College of Education Futures Planning Summit Innovation Team, University of Memphis, 2005 – 2006.

Member, Faculty Search Committee, Department of Counseling, Educational Psychology, and Research, University of Memphis, 2005 – 2006.

**PROFESSIONAL
MEMBERSHIPS**

American Educational Research Association
American Psychological Association

**HONORARY
MEMBERSHIPS**

Kappa Delta Pi
Phi Delta Kappa
Psi Chi Psychology Honor Society
Omicron Delta National Leadership Society

HONORS

The University of Arkansas College of Education and Health Professions 2011 Rising Star Award. The intent of this award is to recognize and reward a new and junior faculty member in the college for outstanding performance in research, teaching, and service.

Invitation to the Spring 2012 Gates Data Literacy Meeting. San Francisco, CA.

Invitation to the Fall 2012 Spencer Meeting on Data-Driven Decision Making. Washington, D.C.

COURSES TAUGHT

Principles of Motivation

Lifespan of Human Development (Asynchronously/Synchronously Online)

Foundations of Teaching and Learning (Asynchronously Online)

Advanced Learning Theory

Educational Research Methods and Introductory Statistics (Asynchronously Online)

Introduction to Educational Research (Synchronously Online)

Social Cognitive Learning Theory (Synchronously Online)

Statistics in Nursing