

## CURRICULUM VITAE

**JEFFREY ALAN GREENE (he/him/his)**  
**School of Education**  
**University of North Carolina at Chapel Hill**

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### Personal Information

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Google Scholar: <http://scholar.google.com/citations?user=1txOuf0AAAAJ>

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### Education

2002-2007	Department of Human Development <i>Specialization:</i> Educational Psychology University of Maryland College Park, MD <i>Advisors:</i> Dr. Judith Torney-Purta and Dr. Roger Azevedo <i>Title of Dissertation:</i> A Model of the Development of Epistemic and Ontologic Cognition	Ph.D.
2004-2006	Department of Measurement, Statistics, and Evaluation University of Maryland College Park, MD <i>Advisor:</i> Dr. Gregory R. Hancock <i>Title of Master's Project:</i> Embedding Personal Epistemology with Academic Self-Efficacy and Academic Achievement	M.A.
1996-1998	Department of Education, Counseling, and Personnel Services <i>Specialization:</i> College Student Personnel University of Maryland College Park, MD	M.Ed.
1991-1995	Department of Psychology Carleton College Northfield, MN	B.A.

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## **Professional Experience**

- May 15, 2024-present Interim Associate Dean for Research and Faculty Development, School of Education, University of North Carolina at Chapel Hill  
Direct reports: 2
- June 1, 2023 to December 31, 2025 Distinguished International Professor at the Hector Research Institute, University of Tübingen, Germany
- 2024 Elected Fellow, American Educational Research Association
- July 2022-June 2023 Program Coordinator, Learning Sciences and Psychological Studies concentration of the Ph.D. in Education, School of Education, University of North Carolina at Chapel Hill
- Nov 2022-present Faculty Fellow, [The Applied Epistemology Project](#), University of North Carolina at Chapel Hill
- July 2021-May 2024 Area Chair, Learning, Development, and Psychological Sciences, School of Education, University of North Carolina at Chapel Hill
- 2020 Elected Fellow, American Psychological Association, Division 15
- May 2019-present McMichael Distinguished Term Professor, School of Education, University of North Carolina at Chapel Hill
- Jan 2019-present Professor, School of Education, University of North Carolina at Chapel Hill
- January 2018-June 2020 Associate Dean for Academic Programs and Director of Graduate Studies, School of Education, University of North Carolina at Chapel Hill  
Direct Reports: 8
- 2016-2020 Faculty, Center for Developmental Science, University of North Carolina at Chapel Hill
- 2013-2017 Division Chair, Graduate and Undergraduate Research and Policy Programs, School of Education, University of North Carolina at Chapel Hill
- 2012 Institute for Education Sciences, National Center for Education Research Summer Research Training Institute on Cluster Randomized Trials, Northwestern University, July 15-26, 2012.
- 2012-2018 Associate Professor, School of Education, University of North Carolina at Chapel Hill

- 2012-2013           Coordinator, Learning Sciences and Psychological Studies Program,  
School of Education, University of North Carolina at Chapel Hill
- 2011-2012           Coordinator, Educational Psychology, Measurement, and Evaluation  
Program, School of Education, University of North Carolina  
at Chapel Hill
- 2007-2012           Assistant Professor, School of Education, University of North Carolina at  
Chapel Hill
- 2004-2006           Research Assistant  
Cognition and Technology Lab  
Department of Human Development  
University of Maryland, College Park, MD  
Supervisor: Dr. Roger Azevedo
- 2004-2007           Research/Statistical Assistant  
Political Engagement Project  
Carnegie Foundation for the Advancement of Teaching  
Stanford, CA  
Supervisors: Dr. Anne Colby and Dr. Judith Torney-Purta
- 2000-2003           Assistant Director  
College Park Scholars Science, Technology and Society Program  
University of Maryland, College Park, MD
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## Honors

- 2024   Top Reviewer, *Journal of Educational Psychology*
- 2024   Outstanding Reviewer, *Review of Educational Research*.
- 2022   Outstanding Reviewer, *Review of Educational Research*.
- 2021   Outstanding Reviewer, *Review of Educational Research*.
- 2021   Nominee, University of North Carolina at Chapel Hill School of Education's Teaching  
Excellence Award.
- 2017   Outstanding Reviewer Award, *Review of Educational Research*.
- 2016   Richard E. Snow Award for Early Career Contributions in Educational Psychology,  
American Psychological Association, Division 15.

- 2016 Research Paper of the Year, *Archives of Suicide Research*; for Brancu, M. Jobes, D., Wagner, B., **Greene, J.A.**, & Fratto, T. (2016). Are there linguistic markers of suicidal writing that can predict the course of treatment? A repeated measures longitudinal analysis. *Archives of Suicide Research*, 20(3), 438-450.
- 2009 University of North Carolina at Chapel Hill “Star Heel” Award for excellent employees.
- 2008 Outstanding Article of the Year, Association for Educational Communications and Technology; for Azevedo, R., Moos, D. C., **Greene, J. A.**, Winters, F. I., & Cromley, J. C. (2008). Why is externally-facilitated regulated learning more effective than self-regulated learning with hypermedia? *Educational Technology Research and Development*, 56(1), 45-72.
- 2007 Graduate Student Research Award, Studying and Self-Regulated Learning Special Interest Group, American Educational Research Association Conference, Chicago, IL.
- 2005 University of Maryland Department of Human Development Graduate Student Travel Grant

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### **Bibliography and Scholarship**

Student collaborators are underlined.

#### *Books*

3. Schunk, D. H. & **Greene, J. A.** (Eds.) (2018). *Handbook of Self-Regulation of Learning and Performance* (2<sup>nd</sup> Ed.). New York, NY: Routledge.  
<https://doi.org/10.4324/9781315697048>
2. **Greene, J. A.** (2018). *Self-Regulation in Education*. New York, NY: Routledge.  
<https://doi.org/10.4324/9781315537450>
1. **Greene, J. A.**, Sandoval, W. A., & Bräten, I. (Eds.) (2016). *Handbook of Epistemic Cognition*. New York, NY: Routledge. <https://doi.org/10.4324/9781315795225>

#### *Chapters in Books and Encyclopedias*

21. Greene, J. A., Bernacki, M. L., Kuhlmann, S. L., & Plumley, R. D. (accepted for publication). Ethical, equitable, informative, and transformative learning analytics. In F. López, J. DeCuir-Gunby, & D. Gray (Eds.). *Handbook of Race, Equity, and Asset-Based Research in Educational Psychology*. Routledge.
20. Kuhlmann, S. L., **Greene, J. A.**, & Bernacki, M. L. (2024). Online learning. In E. W. Neblett & W. Troop-Gordon (Eds.). *Encyclopedia of Adolescence* (2<sup>nd</sup> Edition). Elsevier.  
<https://doi.org/10.1016/B978-0-323-96023-6.00089-0>

19. **Greene, J. A.**, Bernacki, M. L., & Hadwin, A. F. (2024). Self-regulation. In P. A. Schutz & K. R. Muis (Eds.). *Handbook of Educational Psychology (4<sup>th</sup> Edition)* (pp. 314-334). Routledge. <https://doi.org/10.4324/9780429433726-17>
18. Salehian Kia, F., Bernacki, M. L., & **Greene, J. A.** (2023). Measuring and validating assumptions about self-regulated learning with multimodal data. In V. Kovanovic, R. Azevedo, D. C. Gibson, & D. Ifenthaler (Eds.). *Unobtrusive Observations of Learning in Digital Environments*. (pp. 123-140). Springer. <https://doi.org/10.1007/978-3-031-30992-2>
17. Freed, R., **Greene, J. A.**, Plumley, R. D., (2020). Variable-centered approaches. In D. L. Dinsmore, L. K. Fryer, & M. M. Parkinson (Eds.). *Handbook of Strategies and Strategic Processing* (pp. 204-220). Routledge. <http://dx.doi.org/10.4324/9780429423635-21>
16. Costa, L-J. C., **Greene, J. A.**, & Hooper, S. R. (2020). The relations among the development of written language and executive functions for children in elementary school. In R. J. Dippre & T. Phillips (Eds.). *Approaches to Lifespan Writing Research: Generating an Actionable Coherence* (pp. 159-176). University Press of Colorado. DOI: 10.37514/PER-B.2020.1053
15. Cartiff, B. M. & **Greene, J. A.** (2020). Using critical thinking frameworks to understand integration of multiple inputs. In P. Van Meter, A. List, D. Lombardi, & P. Kendeou (Eds.). *Handbook of Learning from Multiple Representations and Perspectives* (pp. 425-440). New York, NY: Routledge. <https://doi.org/10.4324/9780429443961>
14. **Greene, J. A.**, Cartiff, B. M., Duke, R. F., & Deekens, V. M. (2019). A nation of curators: Educating students to be critical consumers and users of online information. In P. Kendeou, D. H. Robinson, & M. T. McCrudden (Eds.). *Misinformation and Fake News in Education* (pp. 187-206). Charlotte, NY: Information Age Publishing.
13. **Greene, J. A.**, Anderson, J. L., O'Malley, C. E. O., & Lobczowski, N. G. (2018). *Fostering self-regulated science inquiry in physical sciences*. In M. DiBenedetto (Ed.). *Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas* (pp. 163-184). Cham, Switzerland: Springer Nature Switzerland AG.
12. **Greene, J. A.**, Copeland, D. Z., Deekens, V. M., & Freed, R. (2018). Self-regulated learning processes and multiple source use in and out of school. In J. L. G. Braasch, I. Bråten, & M. T. McCrudden (Eds.). *Handbook of Multiple Source Use* (pp. 320-338). New York: Routledge.
11. **Greene, J. A.**, Deekens, V. M., Copeland, D. Z., & Yu, S. (2018). Capturing and modeling self-regulated learning using think-aloud protocols. In D. H. Schunk & **J. A. Greene** (Eds.). *Handbook of Self-Regulation of Learning and Performance (2<sup>nd</sup> Ed.)* (pp. 323-337). New York, NY: Routledge. <https://doi.org/10.4324/9781315697048>

10. Schunk, D. H. & **Greene, J. A.** (2018). Historical, contemporary, and future perspectives on self-regulated learning and performance. In D. H. Schunk & **J. A. Greene** (Eds.). *Handbook of Self-Regulation of Learning and Performance* (2<sup>nd</sup> Ed) (pp. 1-15). New York, NY: Routledge. <https://doi.org/10.4324/9781315697048>
9. **Greene, J. A.**, Sandoval, W. A., & Bråten, I. (2016). Reflections and future directions. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.). *Handbook of Epistemic Cognition* (pp. 1-16). New York: Routledge.
8. **Greene, J. A.** (2016). Interacting epistemic systems within and beyond the classroom. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.). *Handbook of Epistemic Cognition* (pp. 265-278). New York: Routledge.
7. **Greene, J. A.**, Sandoval, W. A., & Bråten, I. (2016). Introduction to epistemic cognition. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.). *Handbook of Epistemic Cognition* (pp. 495-510). New York: Routledge.
6. **Greene, J. A.**, Dellinger, K., Binbasaran Tüysüzoğlu, B., & Costa, L. (2013). A two-tiered approach to analyzing self-regulated learning process data to inform the design of hypermedia learning environments. In R. Azevedo & V. Aleven (Eds.), *International Handbook of Metacognition and Learning Technologies* (pp. 117-128). New York: Springer.
5. Alexander, P. A., Murphy, P. K., & **Greene, J. A.** (2011). Projecting educational psychology's future from its past and present: A trend analysis. In K. Harris, S. Graham, & T. Urdan (Eds.), *American Psychological Association Educational Psychology Handbook* (pp. 3-32). Washington, DC: American Psychological Association.
4. **Greene, J. A.**, Robertson, J., & Costa, L-J. C. (2011). Assessing self-regulated learning using think-aloud protocol methods. In B. J. Zimmerman & D. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 313-328). New York: Routledge Publishers.
3. **Greene, J. A.**, Torney-Purta, J., Azevedo, R., & Robertson, J. (2010). Using cognitive interviewing to explore primary and secondary students' epistemic and ontological cognition. In L. D. Bendixen & F. C. Haerle (Eds.). *Personal epistemology in the classroom: Theory, research, and implications for practice* (pp. 368-406). New York: Cambridge University Press.
2. Murphy, P. K., Alexander, P. A., **Greene, J. A.**, & Edwards, M. N. (2007). Epistemological threads in the fabric of conceptual change. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.), *Reframing the conceptual change approach in learning and instruction*. (pp. 105-122). New York: Elsevier Press.

1. **Greene, J. A.**, & Torney-Purta, J. (2005). Political engagement. In C. Fisher & R. Lerner (Eds.), *Encyclopedia of applied developmental science volume two* (pp. 849-852). Thousand Oaks, CA: Sage Publications.

*Refereed Journal Articles*

89. Worsnip, A., Lane, D., Pratt, S., Napolitano, M. G., Gray, K., & **Greene, J. A.** (accepted for publication). Authority or autonomy? Philosophical and psychological perspectives on deference to experts. *Philosophical Psychology*.
88. Wolff, S. M., Hilpert, J., Bernacki, M. L., **Greene, J. A.**, & Strong, C. (accepted for publication). Using the fused graphical lasso to explore the motivational self-system after a multimedia self-regulated learning training: A brief. *Frontiers in Psychology*.
87. Zhang, L., Carter Jr., R. A., Bernacki, M. L., & **Greene, J. A.** (in press). Personalization, individualization, and differentiation: What do they mean and how do they differ for students with disabilities? *Exceptionality*.
86. Sung, H., Bernacki, M. L., **Greene, J. A.**, Yu, L., Plumley, R. D. (in press). Beyond frequency: Using epistemic network analysis and multimodal traces to understand temporal dynamics of self-regulated learning. *Journal of Science Education and Technology*.
85. Bernacki, M. L., Yu, L., Kuhlmann, S. L., Plumley, R. D., **Greene, J. A.**, Duke, R. F., Freed, R., Hollander-Blackmon, C. & Hogan, K. A. (in press). Using multimodal learning analytics to validate digital traces of self-regulated learning in a laboratory study and predict performance in undergraduate courses. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000890>
84. **Greene, J. A.**, & Crompton, H. (2025). Synthesizing definitions of digital literacy for web 3.0. *TechTrends*, 69, 21-37. <https://doi.org/10.1007/s11528-024-01015-3>
83. Deininger, H., Pieronczyk, I., Parrisius, C., Plumley, R. D., Meurers, D., Kasneci, G., Nagengast, B., Trautwein, U., **Greene, J. A.**, Bernacki, M. L. (2025). Using theory-informed analytics to understand how homework behavior predicts achievement. *Journal of Educational Psychology*, 117(1), 12-37. <https://dx.doi.org/10.1037/edu0000906>
82. Bembenutty, J., Kistantas, A., DiBenedetto, M. K., Wigfield, A., **Greene, J. A.**, Usher, E. L., Bong, M., Cleary, T. J., Panadero, E., Mullen, C. A., & Chen, P. P. (2024). Harnessing motivation, self-efficacy, and self-regulation: Dale H. Schunk's enduring influence. *Educational Psychology Review*, 36(4), 139. <https://doi.org/10.1007/s10648-024-09969-9>
81. **Greene, J. A.**, & Robinson, K. (2024). Bold, humble, collaborative, and virtuous: The future of theory development in educational psychology. *Educational Psychology Review*, 36, 132. <https://doi.org/10.1007/s10648-024-09971-1>

80. Wolff, S. M., Hilpert, J. C., Vongkulluksn, V. W., Bernacki, M. L., & Greene, J. A. (2024). Self-efficacy inertia: The role of competency beliefs and academic burden in achievement. *Contemporary Educational Psychology, 79*, 102315. <https://doi.org/10.1016/j.cedpsych.2024.102315>
79. Deekens, V. M., Cartiff, B. M., & **Greene, J. A.** (2024). Experts' adaptation of apt epistemic performance: The role of practical knowledge. *Journal of the Learning Sciences, 33*(3), 465-501. <https://doi.org/10.1080/10508406.2024.2338937>
78. Plumley, R. D., Bernacki, M. L., **Greene, J. A.**, Kuhlmann, S. L., Raković, M., Urban, C. J., Hogan, K. A., Lee, C., Panter, A. T., & Gates, K. M. (2024). Co-designing enduring learning analytics prediction and support tools in undergraduate biology courses. *British Journal of Educational Technology, 55*, 1860-1883. <http://doi.org/10.1111/bjet.13472>
77. Kuhlmann, S. L., Plumley, R. D., Evans, M., Bernacki, M. L., **Greene, J. A.**, Hogan, K. A., Berro, M., Gates, K., & Panter, A. (2024). Students' active cognitive engagement with instructional videos predicts STEM learning. *Computers & Education, 216*, 105050. <https://doi.org/10.1016/j.compedu.2024.105050>
76. Zhang, L., Carter Jr., R. A., **Greene, J. A.**, Bernacki, M. L. (2024). Unraveling challenges with UDL implementation: A systematic literature review. *Educational Psychology Review, 36*(35). <https://doi.org/10.1007/s10648-024-09860-7>
75. Dragnić-Cindrić, D., Lobczowski, N. G., **Greene, J. A.**, & Murphy, P. K. (2024). Exploring the teachers' role in discourse and social regulation of learning: Insights from collaborative sessions in high-school physics classrooms. *Cognition & Instruction, 42*(1), 92-123. <https://doi.org/10.1080/07370008.2023.2266847>
74. **Greene, J. A.**, Hollander-Blackmon, C., Kirk, E. A., & Deekens, V. M. (2024). What are they thinking? Exploring college students' mental processing and decision making about COVID-19 (mis)information on social media. *Journal of Educational Psychology, 116*(1), 76-101. <https://dx.doi.org/10.1037/edu0000842>
73. Bernacki, M. L., Cogliano, M. C., Kuhlmann, S. L., Utz, J., Strong, C., Hilpert, J. C., **Greene, J. A.** (2023). Relations between undergraduates' self-regulated learning skill mastery during digital training and biology performance. *Metacognition & Learning, 18*, 711-747. <https://doi.org/10.1007/s11409-023-09356-9>
72. Ajeen, R., Ajeen, D., Wisdom, J. P., **Greene, J. A.**, Lepage, T., Sjoelin, C., Melvin, T., Hagan, T. E., Hunter, K. F., Peters, A., Mercer, R., & Brancu, M. (2023). The impact of trauma-informed design on psychological well-being in homeless shelters. *Psychological Services, 20*(3), 680-689. <https://doi.org/10.1037/ser0000724>



71. Arizmendi, C., Bernacki, M. L., Raković, M., Plumley, R. D., Urban, C., Panter, A. T., **Greene, J. A.**, & Gates, K. (2023). Predicting student outcomes using internet logs of learning behaviors: Review, current standards, and suggestions for future work. *Behavioral Research Methods*, 55, 3026-3054. <https://doi.org/10.3758/s13428-022-01939-9>
70. Hilpert, J. C., **Greene, J. A.**, & Bernacki, M. L. (2023). Leveraging complexity frameworks to refine theories of engagement: Advancing self-regulated learning in the age of artificial intelligence. *British Journal of Educational Technology*, 54, 1204-1221. <https://doi.org/10.1111/bjet.13340>
69. Kuhlmann, S. L., Bernacki, M. L., & **Greene, J. A.** (2023). A multimedia learning theory-informed perspective on self-regulated learning. *New Directions for Teaching and Learning*, 2023(174), 17-23. <https://doi.org/10.1002/tl.20544>
68. **Greene, J. A.**, Bernacki, M. L., Plumley, R. D., Kuhlmann, S. L., Hogan, K. A., Evans, M., Gates, K. M., & Panter, A. T. (2023). Investigating bifactor modeling of biology undergraduates' task values and achievement goals across semesters. *Journal of Educational Psychology*, 115(6), 836-858. <https://doi.org/10.1037/edu0000803>  
\*Named Editor's Choice article for Issue 115(6) of the *Journal of Educational Psychology*.
67. Kuhlmann, S.L., Bernacki, M. L., **Greene, J. A.**, Hogan, K., Evans, M., Plumley, R. D., Gates, K., & Panter, A. (2023). How do students' achievement goals relate to learning from well-designed instructional videos and subsequent exam performance? *Contemporary Educational Psychology*, 73, 102162. <https://doi.org/10.1016/j.cedpsych.2023.102162>
66. **Greene, J. A.** (2022). What can educational psychology learn from, and contribute to, scholarship on theory development? *Educational Psychology Review*, 34, 3011-3035. <https://doi.org/10.1007/s10648-022-09682-5>
65. Murphy, P. K., **Greene, J. A.**, Firetto, C. A., Croninger, R. M. V., Duke, R. F., Li, M., & Lobczowski, N. G. (2022). Examining the effects of Quality Talk discussions on 4<sup>th</sup>- and 5<sup>th</sup>-grade students' high-level comprehension of text. *Contemporary Educational Psychology*, 71, 102099. <https://doi.org/10.1016/j.cedpsych.2022.102099>
64. Akos, P., **Greene, J. A.**, Fotheringham, E., Raynor, S., Gonzales, J., & Godwin, J. (2022). The promise of noncognitive factors for underrepresented college students. *Journal of College Student Retention: Research, Theory & Practice*, 24(2), 575-602. <https://doi.org/10.1177/1521025120935111>
63. Gill, M. G., Trevors, G., **Greene, J. A.**, & Algina, J. (2022). Don't take it personally? The role of personal relevance in conceptual change. *Journal of Experimental Education*, 90(1), 1-22. <https://doi.org/10.1080/00220973.2020.1754152>

62. Raković, M., Bernacki, M. L., **Greene, J. A.**, Plumley, R. D., Hogan, K., Gates, K., & Panter, A. T. (2022). Examining the critical role of evaluation and adaptation in reflective writing and self-regulated learning. *Contemporary Educational Psychology*, 68, 102027. <https://doi.org/10.1016/j.cedpsych.2021.102027>
61. **Greene, J. A.**, Duke, R. F., Freed, R., Dragnić-Cindrić, D., & Cartiff, B. M. (2022). Effects of an ego-depletion intervention upon online learning. *Computers & Education*, 177, 104362. <https://doi.org/10.1016/j.compedu.2021.104362>
60. **Greene, J. A.** (2021). Teacher support for metacognition and self-regulated learning: A compelling story and a prototypical model. *Metacognition & Learning*, 16, 651-666. <https://doi.org/10.1007/s11409-021-09283-7>
59. Wei, L., Firetto, C. M., Duke, R. F., **Greene J. A.**, Murphy, P. K. (2021). High school students' epistemic cognition and argumentation practices during small-group quality talk discussions in science. *Education Sciences*, 11, 616. <https://doi.org/10.3390/educsci11100616>
58. **Greene, J. A.**, Copeland, D. Z., & Deekens, V. M. (2021). A model of technology incidental learning effects. *Educational Psychology Review*, 33, 883-913. <http://link.springer.com/article/10.1007/s10648-020-09575-5>
57. **Greene, J. A.**, Chinn, C. A., & Deekens, V. M. (2021). Experts' reasoning about the replication crisis: Apt epistemic performance and actor-oriented transfer. *Journal of the Learning Sciences*, 30(3), 351-400. <https://doi.org/10.1080/10508406.2020.1860992>
56. Lobczowski, N. G., Lyons, K., **Greene, J. A.**, & McLaughlin, J. E. (2021). Socially shared metacognition in a project-based learning environment: A comparison study. *Learning, Culture, and Social Interaction*, 30(A), 100543. <https://doi.org/10.1016/j.lcsi.2021.100543>
55. Lobczowski, N. G., Lyons, K., **Greene, J. A.**, & McLaughlin, J. E. (2021). Socioemotional regulation in a project based learning environment. *Contemporary Educational Psychology*, 65, 101968. <https://doi.org/10.1016/j.cedpsych.2021.101968>
54. Cartiff, B. M., Duke, R. F., & **Greene, J. A.** (2021). The effect of epistemic cognition interventions on academic achievement: A meta-analysis. *Journal of Educational Psychology*, 113(3), 477-498. <https://doi.org/10.1037/edu0000490>
53. **Greene, J. A.**, Plumley, R. D., Urban, C. J., Bernacki, M. L., Gates, K. M., Hogan, K., Demetriou, C. & Panter, A. T. (2021). Modeling temporal self-regulatory processing in a higher education biology course. *Learning and Instruction*, 72, 101201. <https://doi.org/10.1016/j.learninstruc.2019.04.002>
52. Lyons, K. M., Lobczowski, N. G., **Greene, J. A.**, Whitley, J., & McLaughlin, J. (2021). Using a design-based research approach to develop and study a web-based tool to support

- collaborative learning. *Computers & Education*, 161, 104064.  
<https://doi.org/10.1016/j.compedu.2020.104064>
51. Lobczowski, N. G., Allen, E. M., Firetto, C. M., Greene, J. A., & Murphy, P. K. (2020). An exploration of social regulation of learning during scientific argumentation discourse. *Contemporary Educational Psychology*, 63, 101925.  
<https://doi.org/10.1016/j.cedpsych.2020.101925>
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49. Crompton, H., Bernacki, M. L., & **Greene, J. A.** (2020). Psychological foundations of emerging technologies for teaching and learning in higher education. *Current Opinion in Psychology*, 36, 101-105. <https://doi.org/10.1016/j.copsyc.2020.04.011>
48. **Greene, J. A., Lobczowski, N. G., Freed, R., Cartiff, M. B., Demetriou, C., & Panter, A. T.** (2020). Effects of a science of learning course on college students' learning with a computer. *American Educational Research Journal*, 57(3), 947-978.  
<https://doi.org/10.3102/0002831219865221>
47. Dumas, D., McNeish, D., & **Greene, J. A.** (2020). Dynamic measurement: A theoretical-psychometric paradigm for modern educational psychology. *Educational Psychologist*, 55(2), 88-105. <https://doi.org/10.1080/00461520.2020.1744150>
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#### *Invited Articles*

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#### *Newspaper Articles*

- Greene, J. A.** (June 20, 2023). Why I am not (that) worried about students cheating with ChatGPT. *The News & Observer*.  
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- Cartiff, B. M., & **Greene, J. A.** (September 9, 2017). As school starts, four keys to better learning. *The News & Observer*. <http://www.newsobserver.com/opinion/op-ed/article172058452.html>
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#### *Online Products*

- Dragnić-Cindrić D. & **Greene, J. A.** (September 23, 2020). *Social regulation of learning as a based for successful collaboration*. International Society of the Learning Sciences.org.



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**Greene, J. A. & Cartiff, B. M.** (February 11, 2020). Think critically before thinking critically. *Psychology Today*. <https://www.psychologytoday.com/us/blog/psyched/202002/think-critically-thinking-critically>

**Greene, J. A.** (May 10, 2018). Bringing educational psychology to school improvement teams. *Psychology Today*. <https://www.psychologytoday.com/us/blog/psyched/201805/bringing-educational-psychology-school-improvement-teams>

#### *Dissertation*

**Greene, J. A.** (August, 2007) A model of the development of epistemic and ontologic cognition. Unpublished doctoral dissertation, College Park, MD: University of Maryland.

#### *Coding Manuals*

Murphy, P. K., **Greene, J. A.**, Firetto, C. M., & Butler, A. M. (2017). Analyzing the *talk* in Quality Talk discussions: A coding manual. doi.org/10.18113/S1XW64

#### *Refereed Conference Proceedings*

10. **Yu, L., Bernacki, M. L., Greene, J. A., Plumley, R. D., Duke, R. F., Freed, R., Gates, K. M., & Panter, A. T.** (2022). Understanding college students' self-regulated learning using process mining. In *Companion Proceedings of the 12<sup>th</sup> International Conference on Learning Analytics & Knowledge LAK22* (pp. 45-47). Online: Society for Learning Analytics Research.

9. **Dragnić-Cindrić D., Greene, J. A., & Anderson, J. L.** (2020). The role of uncertainty in social regulation of learning. In M. Gresalfi & I. Seidel Horn (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 2* (pp. 759-760). Memphis, TN: International Society of the Learning Science

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7. Azevedo, R., Witherspoon, A., Baker, S., **Greene, J. A.**, Moos, D. C., Sullins, J., Trousdale, A., & Scott, J. (2007). Do various self-regulatory processes predict different learning outcomes with hypermedia? In R. Luckin, K. Koedinger, & J. Greer (Eds.), *Artificial intelligence in education: Building technology rich learning contexts that work* (pp. 527-529). Amsterdam, The Netherlands, IOS Press.
6. Witherspoon, A., Azevedo, R., **Greene, J. A.**, Moos, D. C., & Baker, S. (2007). The dynamic nature of self-regulatory behavior in self-regulated learning and externally-regulated learning episodes. In R. Luckin, K. Koedinger, & J. Greer (Eds.), *Artificial intelligence in education: Building technology rich learning contexts that work* (pp. 179-186). Amsterdam, The Netherlands, IOS Press. (Nominated for Best Student Paper).
5. **Greene, J. A.**, & Azevedo, R. (June, 2006). Adolescents' use of self-regulatory processes and their relation to qualitative mental model shifts while using hypermedia. In S. Barab, K. Hay, & D. Hickey (Eds.), *Proceedings of the 7<sup>th</sup> International Conference of the Learning Sciences* (pp. 203-209). Mahwah, NJ: Erlbaum.
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3. Azevedo, R., **Greene, J. A.**, Moos, D. C., Winters, F. I., Cromley, J. G., & Godbole-Chadhuri, P. (June, 2006). Is externally-regulated learning by a human tutor always effective in facilitating learning with hypermedia? In S. Barab, K. Hay, & D. Hickey (Eds.), *Proceedings of the 7<sup>th</sup> International Conference of the Learning Sciences* (pp. 16-22). Mahwah, NJ: Erlbaum.
2. Azevedo, R., Moos, D. C., Winters, F. W., **Greene, J. A.**, Cromley, J. G., Olson, E. D., & Chadhuri, P. G. (July, 2005). Why is externally-regulated learning more effective than self-regulated learning with hypermedia? In C-K. Looi, G. McCalla, B. Bredeweg, & J. Breuker (Eds.), *Artificial intelligence in education: Supporting learning through intelligent and socially informed technology* (pp. 41-48). Amsterdam, The Netherlands: IOS Press.
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## Paper Presentations

All presentations had refereed abstracts.

**Greene, J. A.** (2024, September). Discussant. In Symposium *Teachers' Skills and Judgment Accuracy in Diagnosing Self-Regulated Learning* at the bi-annual meeting of the European Association of Research on Learning and Instruction Special Interest Group on Metacognition and Self-Regulated Learning, Heidelberg, Germany.

**Greene, J. A.** (2024, August). Discussant. In Symposium *Problematizing and Advancing Synthesis Research for Educational Psychologists* at the annual meeting of the American Psychological Association, Seattle, Washington.

Bernacki, M. L., Berro, M. A., Ding, L., Ren, S., Webb, N., Windsor, E., Hilpert, J. C., & **Greene, J. A.** (2024, July 19). *Differences in beliefs, values, costs, and achievement related choices of biology learners by gender*. [Paper Presentation] Biannual Meeting of the Gender & STEM conference, Heidelberg, Germany.

Bernacki, M. L., **Greene, J. A.**, Plumley, R. D., Kuhlmann, S. L., & Hogan, K., (2024, April 14). *Developing Skill and Appraising Will: Benefits of Learning Skill Training for Undergraduates by Motivational Profile*, [Paper Presentation] Annual Meeting of the American Education Research Association, Philadelphia, PA.

Bernacki, M. L., Yu, L., Kuhlmann, S. L., Plumley, R. D., **Greene, J. A.**, Halpin, P. F., Duke, R., Freed, R., Hollander, C. & Thomas, M., (2024, April 13). *What does a digital trace mean? Validating inferences in learning analytics* [Paper Presentation] Annual Meeting of the American Education Research Association, Philadelphia, PA.

Kuhlmann, S. L. Hogan, K., Plumley, R. D., Bernacki, M. L., **Greene, J. A.**, Evans, M. (2024, April 11). *Achievement Goals Relate to Biology Students' Engagement with Clicker Applications Embedded in Videos and Learning* [Paper Presentation] Annual Meeting of the American Education Research Association, Philadelphia, PA.

Zhang, L, Carter, R. A., **Greene, J. A.**, & Bernacki, M.L., (2024, April 12). *Unraveling Challenges with UDL Implementation: A Systematic Literature Review*, [Paper Presentation] Annual Meeting of the American Education Research Association, Philadelphia, PA.

Raković, M., **Greene, J. A.**, Bernacki, M. L., Plumley, R. D., Hogan, K., Panter, A. T. (2023, August). *Examining the adaptive nature of self-regulated learning in a large-scale university course*. Paper presented at the annual meeting of the European Association of Research on Learning and Instruction, Thessaloniki, Greece.

**Greene, J. A.** (2023, August). Discussant. In Symposium *Advancing Self-Regulated Learning Research with AI: Implications from Multimodal Trace Studies* at the annual meeting of the European Association of Research on Learning and Instruction, Thessaloniki, Greece.

- Greene, J. A.,** Bernacki, M. L., Berro, M., Plumley, R. D., Kuhlmann, S. L. (2023, August). *Studying cyclical and temporal aspects of self-regulated learning with validated digital trace data*. Paper presented at the annual meeting of the European Association of Research on Learning and Instruction, Thessaloniki, Greece.
- Bernacki, M. L., Salehian Kia, F., **Greene, J. A.,** Yu, L., Plumley, R. D., Kuhlmann, S. L. (2023, August). *Theorized self-regulated learning events and sequences and task performance during biology learning*. Paper presented at the annual meeting of the European Association of Research on Learning and Instruction, Thessaloniki, Greece.
- Greene, J. A.** (2023, August). Discussant. In Symposium *Rubrics: Old and New Research* at the annual meeting of the European Association of Research on Learning and Instruction, Thessaloniki, Greece.
- Bernacki, M. L., Berro, M. A., Ding, L., Ren, S., Webb, N., **Greene, J. A.,** Windsor, E., & Hilpert, J. C. (2023). *Differences in beliefs, values, costs, and achievement-related choices of groups of biology learners*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Plumley, R. D., **Greene, J. A.,** Bernacki, M. L., Kuhlmann, S. L., Berro, M., Evans, M., & Hogan, K. (April, 2023). *Effects of multimedia self-regulated learning training on course engagement across motivation profiles*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Greene, J. A.,** Plumley, R. D., Bernacki, M. L., Kuhlmann, S. L., Berro, M., Garland, A., Ott, L., Hogan, K., Howlett, M. A., & Abels, K. (April, 2023). *What works, for whom? Motivation moderates self-regulated learning intervention efficacy in a postsecondary biology course*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Berro, M., Ott, L., **Greene, J. A.,** Bernacki, M. L., Plumley, R. D., Kuhlmann, S. L., Yu, L., & Hogan, K. D. (April, 2023). *Design matters: Students' adherence to high-structure course design activities predicts course performance*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Hou, C., Kuhlmann, S. L., Bernacki, M. L., **Greene, J. A.,** Plumley, R. D., Hogan, K., Gates, K. M., & Panter, A. T. (April, 2023) *Process mining measures students' sequential self-regulated learning processes when completing assignments in online learning environments*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Greene, J. A.,** Freed, R., Bernacki, M. L., Wortha, F., Plumley, R. D., Duke, R. F., Tibus, M., Ehlis, A-C., & Gerjets, P. (August, 2022). *Predicting art learning performance using grit and multi-perspective hypermedia learning behaviors*. Paper presented at the meeting of the European Association for Research on Learning and Instruction, Special Interest Groups 8 and 16, Dresden, Germany.

**Greene, J. A.**, Bernacki, M. L., Kuhlmann, S. L., Plumley, R. D., Hogan, K., Evans, M., Gates, K. M., & Panter, A. T. (April, 2022). *How do motivation profiles moderate the efficacy of a targeted self-regulated learning intervention?*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

**Greene, J. A.**, Bernacki, M. L., Plumley, R. D., Kuhlmann, S. L., Hogan, K., Evans, M., Gates, K. M., & Panter, A. T. (April, 2022). *Bifactor modeling and latent profiling of biology undergraduates' general and specific achievement goals and task values*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Bernacki, M. L., **Greene, J. A.**, Plumley, R. D., Yu, L., Duke, R. F., Freed, R., Hollander, C., & Hogan, K. (April, 2022). *Code what I say, not just what I do! Multimethod investigations into digitally traced behaviors*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Plumley, R. D., **Greene, J. A.**, Bernacki, M. L., Kuhlmann, S. L., Hogan, K., Gates, K. M., & Panter, A. T. (April, 2022). *Effects of a brief digital self-regulated learning intervention on achievement and moderation by students' motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Duke, R. F., Hollander, C., Yu, L., Kuhlmann, S. L., Bernacki, M. L., **Greene, J. A.** (April, 2022). *How do self-regulated learning processes relate to students' ability to learn from worked peer examples?* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

**Greene, J. A.** (2021, August). Discussant. In Symposium *Looking To the Role of Interaction Processes for Learning-Related Emotions* at the annual meeting of the European Association of Research on Learning and Instruction (online).

Hogan, K. A., Ott, L., & **Greene, J. A.** (2021, July). Using digital trace data in a high structure biology course to identify students who need interventions around self-regulated learning. Paper presented as part of a roundtable at the annual meeting of the Society for the Advancement of Biology Education Research (online).

**Greene, J. A.** (2021, April). Discussant. In Symposium *One More Step: Bridging Self-Regulated Learning and Classroom Assessment* at the annual meeting of the American Educational Research Association (online).

Dragnić-Cindrić, D., **Greene, J. A.**, Anderson, J. L., (2021, April). *Small groups' social regulation of learning when facing uncertainty in science inquiry*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association (online).

- Berro, M., Bernacki, M. L., Perez, T., Plumley, R. D., Hogan, K., Evans, M., Gates, K. M., Panter, A. T., & **Greene, J. A.**, (2021, April). *Effects of prior knowledge on relations among expectancies, values, costs, digital behavioral engagement, and achievement*. Paper presented as part of a roundtable at the annual meeting of the American Educational Research Association (online).
- Bernacki, M. L., Plumley, R. D., Rakovic, M., Hogan, K., Evans, M., Gates, K. M., Panter, A. T., & **Greene, J. A.** (2021, April). *Self-regulated learning behaviors in learning management systems and their implications for academic achievement in higher education*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association (online).
- Berro, M., Bernacki, M. L., Perez, T., Plumley, R. D., Hogan, K., Evans, M., Gates, K. M., Panter, A. T., & **Greene, J. A.**, (2021, April). *Examining expectancy-value beliefs and traces of engagement in science as a function of prior knowledge*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association (online).
- Freed, R., Dragnić-Cindrić, D., Bernacki, M. L., Wortha, F., Plumley, R. D., Duke, R. F., Tibus, M., Gerjets, P., & **Greene, J. A.**, (2021, April). *Comparing behavioral data versus self-reported use of learning strategies in a multiperspective hypermedia learning environment* [Roundtable]. Paper presented as part of a roundtable at the annual meeting of the American Educational Research Association (online).
- Bernacki, M. L., Urban, C. J., Plumley, R. D., Luo, L., Gates, K. M., Panter, A. & **Greene, J. A.** (2020, Apr 17 - 21) *Leveraging Campus Data, Learning Theory, and Educational Data Mining to Predict Achievement Before Students Begin to Fail* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/qnm3vlo> (Conference Canceled)
- Isohätälä, J., Lobczowski, N. G., Näykki, P., Järvelä, S., & **Greene, J. A.** (2019, August). *Collaborative reasoning over domain knowledge and strategic processes – An exploratory case study*. Paper presented as part of a symposium at the biannual meeting of the European Association of Research on Learning and Instruction (EARLI), Aachen, Germany.
- Lyons, K., Lobczowski, N. G., **Greene, J. A.**, & McLaughlin, J. E. (2019, August). *Motivation co-construction: How students build group-level motivation in collaborative learning*. Paper presented at the biannual meeting of the European Association of Research on Learning and Instruction (EARLI), Aachen, Germany.
- Lobczowski, N. G., Lyons, K., **Greene, J. A.**, & McLaughlin, J. E. (2019, August). *Socioemotional regulation strategies used in a project-based learning environment*. Paper presented as part of a symposium at the biannual meeting of the European Association of Research on Learning and Instruction (EARLI), Aachen, Germany.

Lyons, K., Lobczowski, N. G., Greene, J. A., & McLaughlin, J. E. (2019, July). *Pharmacy students' motivation challenges and motivation regulation strategies in collaborative learning*. Paper presented at the 10th Biennial Monash Pharmacy Education Symposium, Prato, Italy

**Greene, J. A.** (April, 2019). Discussant. In *Advances in Self-Regulated Learning: Considering Personal Epistemology, Metamotivational Monitoring, Intentional Conceptual Change, and Time Management* (Chair: Gale Sinatra). European Association of Learning and Instruction Special Interest Group on Conceptual Change, 11<sup>th</sup> International Conference on Conceptual Change, Klagenfurt, Austria.

**Greene, J. A., Urban, C. J., Plumley, R. D., Bernacki, M. L., Gates, K. M., Hogan, K. A., Demetriou, C., & Panter, A. T.** (2019, April). *Theory-driven data mining to understand self-regulated learning processing in a higher education biology course*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Lyons K., Lobczowski N., Greene, J. A., McLaughlin, J. (2018, August). Exploring differences between students' motivation processes in collaborative learning. In H. Jarvenoja (Chair), *Processes matter? Exploring the role of motivation and emotions in the process of learning*. Symposium conducted at the International Conference on Motivation of the European Association for Research on Learning and Instruction (EARLI), Aarhus University, Denmark.

**Greene, J. A.** (August, 2018). Discussant. In *Changing how we think about knowledge: exploring the relationships between epistemic cognition and conceptual change* (Chair: Gale Sinatra). European Association of Learning and Instruction Special Interest Group on Conceptual Change, 11<sup>th</sup> International Conference on Conceptual Change, Klagenfurt, Austria.

**Greene, J. A.** (August, 2018). “*This is Exhausting*” – *Finding the skill, will, and thrill for conceptual change in the digital age*. Presentation in the symposium: Changing how we think about knowledge: exploring the relationships between epistemic cognition and conceptual change (Chair: Gale Sinatra). European Association of Learning and Instruction Special Interest Group on Conceptual Change, 11<sup>th</sup> International Conference on Conceptual Change, Klagenfurt, Austria.

Cleary, T. J., **Greene, J. A.**, Peters-Burton, E., Anderson, J. L., Gergel, C., O'Malley, C. E., Willet, K., Lobczowski, N. G. (2018). *Self-regulated learning in the physical and life sciences*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, New York.

**Greene, J. A., Freed, R., Lobczowski, N. G., Cartiff, B., Demetriou, C., & Panter, A. T.** (2018). *Fostering self-regulated learning skills through a science of learning course*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, New York.

- Greene, J. A., Cartiff, B. M., & Duke, R. F. (2018).** *Epistemic cognition and academic achievement: A meta-analytic review*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Deekens, V. M., Greene, J. A., & Lobczowski, N. G. (2017). *Monitoring and depth of strategy use in computer-based learning environments for science and history*. Paper presented at the annual meeting of the European Association of Research on Learning and Instruction, Tampere, Finland.
- Montalbano, C., Allen, E., Greene, J. A., Murphy, P. K., Butler, A., Firetto, C. M., Wei, L., McNeish, D. M. (2017). *Investigating changes in relational reasoning in small-group discourse across time and ability*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Greene, J. A., Duke, R., Cartiff, B., Deekens, V. M., & Copeland, D. Z. (2017).** *The contextual nature of digital literacy*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Li, M., Murphy, P. K., Firetto, C. M., Wei, L., & **Greene, J. A. (2017).** *Effects of text and learner characteristics on the acquisition of high-level comprehension*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Murphy, P. K., **Greene, J. A., & Firetto, C. M. (2017).** *Using Quality Talk to enhance fifth-grade students' argumentation and writing*. Proposal presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Murphy, P. K., **Greene, J. A.,** Firetto, C. M., Li, M., Lobczowski, N. G., Croninger, R., & Duke, R. (2016). *Examining the effect of homogeneous and heterogeneous grouping in classroom discourse*. Paper presented at the annual meeting of the World Educational Research Association, Washington, DC.
- Firetto, C. M., Murphy, P. K., **Greene, J. A.,** Li, M., Wei, L., Montalbano, C., Hendrick, B., & Croninger, R. M. V. (2016). *Using Quality Talk to foster transfer of students' critical-analytic discussions to their argumentative writing*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Greene, J. A.,** Murphy, P. K., Butler, A., Firetto, C. M., Allen, E., Wang, J., Wei, L., & Yu, S. B. (2016). *Promoting relational reasoning and scientific understanding through Quality Talk discourse*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Washington, DC.
- Murphy, P. K., **Greene, J. A.,** Firetto, C. M., Montalbano, C., Li, M., Wei, L., & Croninger, R. M. V. (2016). *Promoting relational reasoning in elementary students' writing*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Washington, DC.



- Greene, J. A.** (2016). *Translating scholarship on epistemic cognition: Fostering public knowledge and knowing*. Symposium presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Greene, J. A.** (2016). *The social aspects of epistemic cognition: Informing models and interventions about knowledge and knowing*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Sinatra, G. M., & **Greene, J. A.** (2015). *How can research in epistemic cognition inform our understanding of individuals' world views, perceptual filters and multiple perspectives?* Working group session presented at Annual Meeting of the Southwest Consortium for Innovations in Psychology in Education, Albuquerque, NM.
- Firetto, C. M., Murphy, P. K., **Greene, J. A.**, Li, M., Wei, L., & Montalbano, C. (2015, August). *Enhancing students' written argumentation through Quality Talk*. Paper presented at annual meeting of the European Association for Research on Learning and Instruction. Limassol, Cyprus.
- Greene, J. A.**, Bolick, C. M., Jackson, W. P., Caprino, M., McVea, M., Yu, S. (2014). *Self-regulated learning in a digital history archive*. Paper presented at the 2014 College and University Faculty Assembly of the National Council for the Social Studies Conference, Boston, MA.
- Greene, J. A.**, Bolick, C. M., Jackson, W. P., Caprino, A. M., Oswald, C. (2014). *An experimental comparison of self-regulated learning processing across academic domains*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Greene, J. A.**, & Yu, S. (2013). *Using think-aloud protocols to capture self-regulated learning and epistemic cognition*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Caprino, A. M., Jackson, W. P., Oswald, C. A., **Greene, J. A.**, & Bolick, C. M. (2013). *College students' use of self-regulated learning processing in digital libraries: A pilot study and exploratory analysis*. Paper presented at the Southeastern Association of Educational Studies (SEAES) Conference, Chapel Hill, NC.
- Binbasaran Tüysüzoğlu, B., & **Greene, J. A.** (2012). *An investigation of the role of metacognitive behavior in self-regulated learning when learning a complex science topic with a hypermedia learning environment*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.

- Greene, J. A., Muis, K. R., & Pieschl, S.** (2012). *Conceptualizing and capturing dynamic interactions between epistemic beliefs and self-regulated learning using computer-based learning environments*. In P. K. Murphy (Chair), *Conceptual and methodological issues and advances in research on epistemic beliefs*. Symposium conducted at the annual meeting of the American Educational Research Association, Vancouver, CA.
- Greene, J. A., & Hofer, B. K.** (April, 2011). *Exploring Domain and Developmental Differences in Epistemic Cognition Using Quantitative and Qualitative Methodologies*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Greene, J. A., & Yu, S.** (April, 2011) *A Qualitative Investigation of Domain and Developmental Differences in Epistemic and Ontological Cognition*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Greene, J. A., Hutchison, L. A., Costa, L., & Crompton, H.** (April, 2011) *The Role of Task Definitions in Acquiring Science Conceptual Understanding Using a Computer-Based Learning Environment*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Greene, J. A., Bolick, C. M., & Robertson, J.** (April, 2010) *Fostering historical thinking skills using hypermedia environments: The role of self-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Greene, J. A., Bolick, C. M., & Robertson, J.** (April, 2010) *Fostering historical thinking skills using hypermedia environments: The role of self-regulated learning*. Paper presented at the 2009 College and University Faculty Assembly Annual Conference, Atlanta, GA.
- Greene, J. A., Costa, L. C., Robertson, J., Pan, Y., & Deekens, V.** (April, 2009) *Exploring relations among college students' prior knowledge, implicit theories of intelligence, and self-regulated learning in a hypermedia environment*. Paper presented at the annual meeting of the American Educational Research Association Conference, Studying and Self-Regulated Learning Special Interest Group, San Diego, CA.
- Azevedo, R., Moos, D. A., & **Greene, J. A.** (May, 2008). *Developmental differences during learning with hypermedia?* Paper presented at the 2008 meeting of the European Association for Research on Learning and Instruction, Metacognition Special Interest Group, University of Ioannina, Greece.
- Greene, J. A., & Azevedo, R.** (March, 2008). *The epistemic and ontologic cognitive development model: Formulation and testing*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Bendixen, L., Hofer, B., Stahl, E., **Greene, J. A.** (November, 2007). *Measuring epistemic beliefs within the context of science*. Paper presented at the 2<sup>nd</sup> Bi-Annual Southwest Consortium for Innovative Psychology in Education Conference, Tucson, AZ.

Azevedo, R., Moos, D. M., & **Greene, J. A.** (August, 2007). *External regulating agents' adaptive content and process scaffolding: The key to fostering mental model development during hypermedia learning*. Paper presented at the 29<sup>th</sup> Meeting of the Cognitive Science Society, Nashville, TN.

Witherspoon, A., Azevedo, R., **Greene, J. A.**, Moos, D., & Baker, S. (July, 2007). *The dynamic nature of self-regulatory behavior in self-regulated learning and externally-regulated learning episodes*. Paper presented at the 13<sup>th</sup> International Conference on Artificial Intelligence in Education, Los Angeles, CA.

**Greene, J. A.**, & Azevedo, R. (April, 2007). *A macro-level analysis of SRL processes and their relations to the development of sophisticated mental models*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Azevedo, R., Moos, D. C., & **Greene, J. A.** (April, 2007). *Can adolescents benefit from all adaptive scaffolding methods designed to facilitate self-regulated learning with hypermedia?* Paper at the annual meeting of the American Educational Research Association, Chicago, IL.

Azevedo, R., Winters, F. I., Moos, D. C., & **Greene, J. A.** (April, 2007). *The role of developmental differences and metacognitive monitoring during learning with hypermedia*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Beaumont, E., **Greene, J. A.**, & Torney-Purta, J. (April, 2007). *The nexus of political efficacy and political learning: An HLM analysis of the development of political engagement*. Paper presented at the Midwest Political Science Association Conference, Chicago, IL

**Greene, J. A.**, & Brown, S. C. (March, 2007). *The wisdom development scale: Validity evidence of an integrative learning measure*. Paper presented at the annual meeting of the American College Personnel Association, Orlando, FL.

Homana, G. & **Greene, J. A.** (November, 2006). *A comparative study of Australia and the United States: Student government and voluntary organizations*. Paper presented at the 2<sup>nd</sup> International Association for the Evaluation of Educational Achievement's International Research Conference, Washington, DC.

Torney-Purta, J., **Greene, J. A.**, & Beaumont, L. (July, 2006). *The meaning of political efficacy among students in twenty U.S. universities*. Paper presented at the International Society of Political Psychology, Barcelona, Spain.

**Greene, J. A.**, & Azevedo, R. (June, 2006). *Adolescents' use of self-regulatory processes and their relation to qualitative mental model shifts while using hypermedia*. Paper presented at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN.

- Greene, J. A.**, Moos, D. C., Azevedo, R., & Winters, F. I. (June, 2006). *Exploring differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia*. Paper presented at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN.
- Azevedo, R., **Greene, J. A.**, Moos, D. C., Winters, F. I., Cromley, J. G., & Godbole-Chadhuri, P. (June, 2006). *Is externally-regulated learning by a human tutor always effective in facilitating learning with hypermedia?* Paper presented at the 7<sup>th</sup> International Conference of the Learning Sciences, Bloomington, IN.
- Azevedo, R., **Greene, J. A.**, Moos, D. C., Winters, F. W., Cromley, J. G., Hofman, N., Olson, E. D., & Godbole-Chadhuri, P. (April, 2006). *Comparing the effectiveness of self-regulated learning against externally-regulated learning with hypermedia*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Greene, J. A.**, Azevedo, R., & Hancock, G. R. (April, 2006). *Embedding personal epistemology research with academic self-efficacy and academic performance*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Torney-Purta, J. T., & **Greene, J. A.** (April, 2006). *College students' personal identity, understanding, and anticipated actions: Survey results*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Brown, S. C. & **Greene, J. A.** (March, 2006). *Constructing the Wisdom Development Scale (WDS): Lessons and Uses*. Paper presented at the annual meeting of the American College Personnel Association, Indianapolis, IN.
- Azevedo, R., Moos, D. C., Winters, F. W., **Greene, J. A.**, Cromley, J. G., Olson, E. D., & Chadhuri, P. G. (July, 2005). *Why is externally-regulated learning more effective than self-regulated learning with hypermedia?* Paper presented at the 12<sup>th</sup> International Conference on Artificial Intelligence in Education, Amsterdam, The Netherlands.
- Greene, J. A.**, & Azevedo, R. (July, 2005). *Adolescents' use of SRL behaviors and their relation to qualitative mental model shifts while using hypermedia*. Paper presented at the 12<sup>th</sup> International Conference on Artificial Intelligence in Education, Amsterdam, The Netherlands.
- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & **Greene, J. A.** (April, 2005a). *Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.

- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & **Greene, J. A.** (April, 2005b). *Using computers as MetaCognitive tools to foster students' self-regulated learning*. Paper presented at an invitational session of the Technology, Instructional, Cognition, and Learning SIG at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., **Greene, J. A.**, & Vick, J. (April, 2005). *Are all human adaptive scaffolding methods equally effective in facilitating self-regulated learning with hypermedia?* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Azevedo, R., Moos, D. C., F. I. Winters, **Greene, J. A.**, Cromley, J. C., Olson, E. D., & Chaudhuri, P. (April, 2005). *Why is externally-regulated learning more effective than self-regulated learning with hypermedia?* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Murphy, P. K., Alexander, P. A., **Greene, J. A.**, & Edwards, M. N. (April, 2005). *Epistemological threads in the fabric of conceptual change*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Murphy, P. K., Alexander, P. A., **Greene, J. A.**, & Edwards, M. N. (May, 2004). *Epistemological threads in the fabric of conceptual change research*. Paper presented at Fourth European Symposium on Conceptual Change - Philosophical, Historical, Psychological and Educational Approaches, Delphi, Greece.
- Greene, J. A.**, & Homana, G. (November, 2003). *Student government and voluntary participation: A cross-national study of Australia, Hong Kong, and the United States*. Paper presented at the annual meeting of the International Conference of Civic Education Research, New Orleans, LA.

### Poster and Roundtable Presentations

- Sung, H., Plumley, R. D., Bernacki, M. L., & **Greene, J. A.** (2024, August). *Exploring differently motivated STEM learners' self-regulated learning processes*. Poster presented at the 2024 American Psychological Association conference, Seattle, WA.
- Yu, L., Plumley, R. D., Sung, H., Ding, L., Ren, S., Bernacki, M. L., & **Greene, J. A.** (2024, August). *College students' academic help-seeking behaviors and performance in STEM courses*. Poster presented at the 2024 American Psychological Association conference, Seattle, WA.
- Ding, L., Windsor, E., **Greene, J. A.**, Plumley, R. D., Ren, S., Bernacki, M. L., & Hilpert, J. C. (2024, August). *Using survival analysis based on demographics and motivation to predict students' dropout in science*. Poster presented at the 2024 American Psychological Association conference, Seattle, WA.

- Sung, H., & **Greene, J. A.** (2024, June). *Exploring the relationship between students' adherence to active learning and self-regulated learning processes*. Poster presented at the 2024 International Society of the Learning Sciences conference, Buffalo, NY.
- Greene, J. A.** (2024, June). *Mutuality and dynamism between epistemic thinking and self-regulation*. Poster presented at the 2024 International Society of the Learning Sciences conference, Buffalo, NY.
- Deekens, V. M., Cartiff, B. M., & **Greene, J. A.** (2024, June). *Experts' adaptation of apt epistemic performance: The role of practical knowledge*. Poster presented at the 2024 International Society of the Learning Sciences conference, Buffalo, NY.
- Berro, M., Bernacki, M. L., Plumley, R. D., Kuhlmann, S. L. Ott, L. Hogan, K & **Greene, J. A.**, (2024, April 12). *Exploring Learners' Adherence to High-Structure Course Design on Performance in Online and In-Person Settings* [Poster Presentation] Annual Meeting of the American Education Research Association, Philadelphia, PA.
- Plumley, R. D., Bernacki, M. L., **Greene, J. A.**, Kuhlmann, S. L., Rakovic, M., Urban, C. J. Hogan, K., Lee, C. (2024, April 12). *Improving the Prediction of Undergraduate STEM Outcomes via Curricular Temporality-Based Feature Design* [Poster Presentation] Annual Meeting of the American Education Research Association, Philadelphia, PA.
- Ren, S., Bernacki, M. L., Dong, N., **Greene, J. A.**, Ding, L., Windsor, E., & Hilpert, J. C. (2024, April 13). *Adult vs. Traditional Learners: Motivational Profiles and Academic Outcomes*, [Roundtable Presentation] Annual Meeting of the American Education Research Association, Philadelphia, PA.
- Kuhlmann, S. L., Hogan, K., Yu, L., Plumley, R. D., **Greene, J. A.**, Bernacki, M. L. (2023, August). *How do undergraduates' learning processes relate to achievement in high-structure STEM courses?* Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Hollander, C., **Greene, J. A.**, Kirk, E., & Deekens, V. (2023, August). *Could it be true? An analysis of how mental processes predict reactions to COVID-19 posts*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Yu, L., Bernacki, M. L., Halpin, P. F., **Greene, J. A.**, Kuhlmann, S. L., & Plumley, R. D. (2023, August). *College students' help-seeking patterns in informal math assessments*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Rakovic, M., Bernacki, M. L., **Greene, J. A.**, Plumley, R. D., Hogan, K., Gates, K. M., & Panter, A. T. (2021, April). *Examining the critical roles of evaluation and adaptation in reflective writing and self-regulated learning*. Poster presented at the annual meeting of the American Educational Research Association (online).

- Plumley R. D., Yust, P. K. S., Luo, L., Pirani, S., Bernacki, M. L., Evans, M., Hogan, K. A., Gates, K. M., Panter, A. T., **Greene, J. A.** (2020, August). *Effect of group members' prior knowledge on individuals' final grade*. Poster accepted for presentation at the annual meeting of the American Psychological Association, Washington, DC. (Conference Canceled)
- Plumley R. D., Hong, W., Bernacki, M. L., Gates, K. M., Panter, A. T., **Greene, J. A.** (2020, August). *Does consent affect who benefits from higher-education learning analytics research?* Poster accepted for presentation at the annual meeting of the American Psychological Association, Washington, DC. (Conference Canceled)
- Lobczowski, N. G., Lyons, K., **Greene, J. A.** & McLaughlin, J. E. (2020, Apr 17 - 21) *The Formation and Regulation of Emotions in Groups With Different Socio-Emotional Experiences* [Poster Session]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/w2ra9lh> (Conference Canceled)
- Freed, R., **Greene, J. A.** & Plumley, R. D. (2020, Apr 17 - 21) *Variable-Centered Approaches to Analyzing Strategic Processing Data* [Structured Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/y2onuwnf> (Conference Canceled)
- Dragnić-Cindrić, D., Lobczowski, N. G., Baszczewski, S., **Greene, J. A.**, Butler, A. M., & Murphy, P. K. (2019, April). *Quality of collaborative group engagement in face-to-face high-school physics argumentation*. Poster accepted for presentation at the biannual meeting of the European Association of Research on Learning and Instruction (EARLI), Aachen, Germany.
- Deekens, V. M., **Greene, J. A.**, Chinn, C. A., & Jain, S. (2019, April). *Epistemic competence in the post-truth era: Does evidence evaluation transfer?* Poster presented at the 2019 meeting of the American Educational Research Association, Toronto, Canada.
- Cartiff, B. M., Duke, R. F., & **Greene, J. A.** (2019, April). *The effect of epistemic cognition interventions on academic achievement: A meta-analysis*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Urban, C. J., Bernacki, M. L., Plumley, R.D., Gates, K. M., Demetriou, C., Panter, A. T., Hogan, K. A., & **Greene, J. A.** (2018, May). *A supervised data mining approach for identifying behavior sequences related to academic performance*. Poster presented at the Modern Modeling Methods Conference, Storrs, Connecticut.
- Freed, R., Sawyer, K., **Greene, J. A.** (2018). *Using self-regulated learning to foster creative performance in art and design education*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Lobczowski, N. G., Lyons, K., **Greene, J. A.**, & McLaughlin, J. E. (2018). *Using data from a mobile application to promote socially shared regulation of learning*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.

- Murphy, P. K., **Greene, J. A.**, Firetto, C. M., Li, M., Duke, R. F., Croninger, R. M. V., & Lobczowski, N. G. (2018). *Promoting students' multifaceted literacy competence through Quality Talk: A quasi-experimental study*. Poster presented at the annual meeting of the American Educational Research Association, New York.
- Murphy, P. K., **Greene, J. A.**, Butler, A., Allen, E., Baszczewski, S., Swearingen, A., & Wei, L. (2018). *Fostering high school students' scientific argumentation and conceptual understanding through Quality Talk discussions*. Poster presented at the annual meeting of the American Educational Research Association, New York.
- Lobczowski, N. G., Lyons, K., McLaughlin, J., & **Greene, J. A.** (2017). *Socially shared metacognition in a project based learning environment: A Comparison study*. Poster presented at the biannual meeting of the European Association of Research on Learning and Instruction, Tampere, Finland.
- Costa, L. C., Hooper, S. R. & **Greene, J. A.** (2017). *The relations among the development of written language and executive functions in elementary aged students*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Allen, E., Montalbano, C., **Greene, J. A.**, Murphy, P. K., Butler, A., Firetto, C. M., & Wei, L. (2017). *The effects of Quality Talk on STEM relational reasoning*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Duke, R. F., **Greene, J. A.**, Murphy, P. K., Butler, A. (2016). *A longitudinal study of argumentation and epistemic cognition during science discussion*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- Kosh, A. E., **Greene, J. A.**, Murphy, P. K., Burdick, H., Firetto, C. (2016). *Measuring reading comprehension through automated analysis of students' small-group discussions*. Poster presented at the annual meeting of the National Council on Measurement in Education Conference, Washington, DC.
- Murphy, P. K., **Greene, J. A.**, Firetto, C. M., Hendrick, B., Montalbano, C., Li, M., & Wei, L. (2015). *Enhancing students' comprehension and critical-analytic thinking through Quality Talk discussions*. Poster presented at the 2016 American Educational Research Associated Conference, Washington, DC.
- Greene, J. A.**, Copeland, D. Z., Deekens, V. M., & Yu, S. (2015). *New literacies, new challenges: Modeling self-regulated learning and epistemic cognition using think-aloud protocol data*. Poster presented as part of a structured poster session at the 2016 American Educational Research Associated Conference, Washington, DC.



- Murphy, P. K., **Greene, J. A.**, & Firetto, C. M. (2015). *Quasiexperimental evidence of the efficacy of Quality Talk's effects upon fifth-grade students' argumentation skills*. Poster presented at the annual Institute for Education Sciences Principal Investigators Meeting. Washington, DC.
- Li, M., Firetto, C. M., Murphy, P. K., **Greene, J. A.**, Wei, L, Croninger, R. M. V., & Montalbano, C. (2015, August). *Examining the transfer effects of Quality Talk on fourth graders' written argumentation*. Poster presented at the American Psychological Association Annual Convention. Toronto, Canada.
- Greene, J. A.**, Oswald, C., & Pomerantz, J. (April, 2015). *Predictors of retention and achievement in massive open online courses: Student characteristics and motivation*. Poster presented at the 2015 American Educational Research Association Conference, Chicago, IL.
- Greene, J. A.**, Bolick, C. M., Jackson, W. P., Caprino, A. M., Oswald, C. (April, 2014). *Examining SRL generality and specificity within and across academic domains and contexts*. Poster presented at the 2014 American Educational Research Association Conference, Philadelphia, PA.
- Greene, J. A.**, Costa, L., Earl, A., & Dellinger, K. (April, 2010). *Using Poisson, Negative Binomial, and Zero-Inflated Count Models for Analysis of Self-Regulated Learning Process Data*. Poster presented at the 2010 American Educational Research Association Conference, Denver, CO.
- Brancu, M., Jobes, D. A., **Greene, J. A.**, Fratto, T., Mond, M. (April, 2008). *Predicting changes in suicide severity based on the linguistic content of college student outpatient responses to the suicide status form-II (SSF-II)*. Poster presented at the annual North Carolina Psychological Association Conference on April 26, 2008. [Received President's Award for Best Student Paper].
- Azevedo, R., Witherspoon, A., Baker, S., **Greene, J. A.**, Moos, D., Sullins, J., Trousdale, A., Scott, J. (July, 2007). *Do various self-regulatory processes predict different learning outcomes with hypermedia?* Poster presented at the 13<sup>th</sup> International Conference on Artificial Intelligence in Education.

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### Book Reviews, Invited Talks, and Lectures

- Greene, J. A.** (2025, January 18). *Educating for Responsible Belief*. Keynote for "The Art of Inquiry: Promoting Responsible Belief in the Classroom" hosted by the Applied Epistemology Project, University of North Carolina at Chapel Hill.
- Greene, J. A.** (2024, July 15). *Rediscovering the self-regulated aspects of self-regulated learning*. Keynote for the Tübingen Week on Education, Motivation, Meta-Cognition, Personality, and Self-Regulation. Tübingen, Germany.

- Greene, J. A.** (2024, January 29). *Artificial intelligence, real learning*. Virtual keynote for the IFS (Center for Research on Education and School Development) Virtual Keynote Series at TU Dortmund University.
- Greene, J. A.** (2023, October 4). *What can the science of learning tell us about learning styles?* Virtual presentation for Queens College, College of Education.
- Greene, J. A.** (2022, October 7). *The Need for More and Better Epistemic Iteration Between Self-Regulated Learning Theory and Assessment*. Keynote for European Association for Research on Learning and Instruction, Special Interest Group 16. Dresden, Germany and Online.
- Greene, J. A., & Bernacki, M. L.** (2021, February 16). *Using "big data" to predict, understand, and promote student success in STEM*. Invited talk at the National Science Foundation 2021 New and Emerging Methods in STEM Education Research Conference, Arlington, VA, United States.
- Greene, J. A., & Bernacki, M. L.** (October, 2019). *Self-regulation in education: How to study and promote it*. Keynote at the 2019 LEAD Graduate School & Research Network Conference, Heiligkrueztal, Germany.
- Greene, J. A.** (August, 2019). (Chair) *Communicating the science of learning in a post-truth world*. Symposium at the 2019 American Psychological Association Conference, Chicago, IL
- Greene, J. A.** (April, 2019). *How to get published: Guidance from emerging and senior scholars. Ethical Issues and the 21<sup>st</sup> Century Review Process*. Presenter during the 2019 American Educational Research Association Conference, Toronto, Canada.
- Greene, J. A.** (March, 2019). *The science of learning in the digital age*. Presentation at the Creating Connections Conference, Raleigh, NC.
- Greene, J. A.** (June, 2018). *New literacies and the psychology of learning*. Presentation at the Triangle Literacy Symposium: The Achievement Gap and the Changing Face of Literacy, Durham Technical Community College, Durham, NC.
- Greene, J. A.** (April, 2018). *Rediscovering the foundations of self-regulation in the digital age*. Keynote presented during the 2018 Business Meeting of the Studying and Self-Regulated Learning Special Interest Group of the American Educational Research Association, New York, NY.
- Greene, J. A.** (April, 2018). *Division D Fireside Chat: What is Truth in Research: Can Methodologically Strong Research Provide Clarity in the Post-Truth Era?* Presenter during the 2018 American Educational Research Association Conference, New York, NY.

- Greene, J. A.** (April, 2018). *How to get published: Guidance from emerging and senior scholars. Ethical Issues and the 21<sup>st</sup> Century Review Process*. Presenter during the 2018 American Educational Research Association Conference, New York, NY.
- Greene, J. A.** (March, 2018). *Integrating research on the science of learning into graduate education*. Presentation for the Dean's Speaker Series, School of Dentistry, University of North Carolina at Chapel Hill, NC.
- Greene, J. A.** (March, 2018). *Fostering effective self-regulation in education*. Eastern Psychological Association Keynote, Philadelphia, PA.
- Greene, J. A.** (February, 2018). *Self-regulated learning: A key to learning in the 21<sup>st</sup> century*. Presentation at RTI International, Durham, NC.
- Greene, J. A.** (December, 2017). *Why learning is so much bigger than school*. Interviewed for North Carolina Public Radio, The State of Things. <http://wunc.org/post/why-learning-so-much-bigger-school#stream/0>
- Greene, J. A.** (2017). *A series of serendipitous events: The winding path toward digital literacy*. Richard E. Snow Award for Early Contributions presentation at the annual meeting of the American Psychological Association, Washington, DC.
- Greene, J. A.** (April, 2017). *How to get published: Guidance from emerging and senior scholars. Ethical Issues and the 21<sup>st</sup> Century Review Process*. Presenter during the 2017 American Educational Research Association Conference, San Antonio, TX.
- Greene, J. A.** (April, 2017). *Small changes lead to meaningful results*. Presentation for the Student Success Series, University of North Carolina, Chapel Hill, NC.
- Greene, J. A.** (October, 2016). *When Is Enough Enough? Making a Case for Reconceptualization Rather Than Replication*. Presentation at the Cognitive Science Seminar, University of Memphis, Memphis, TN.
- Greene, J. A.** (September, 2016). *Data-driven Solutions for Measuring and Modeling Self-Regulated Learning, Epistemic Cognition, and Digital Literacy*. Presentation at the Developmental Psychology Lunch Colloquium Series, University of North Carolina, Chapel Hill, NC.
- Greene, J. A.** (August, 2016). *Myths, mindsets, and motivation: How we promote (and undermine) growth and critical thinking*. Presentation at the 2016 University of North Carolina Student-Athlete Tutoring Training, Chapel Hill, NC.
- Greene, J. A.** (April, 2016). *How to get published: Guidance from emerging and senior scholars. Ethical Issues and the 21<sup>st</sup> Century Review Process*. Presenter during the 2016 American Educational Research Association Conference, Washington, DC.

- Greene, J. A.** (February, 2016). *Myths, messages and mindsets: How we promote (and undermine) growth*. Plenary presented at the 2016 University of North Carolina Annual Student Success Conference, Chapel Hill, NC.
- Greene, J. A.** (April, 2015). Discussant. In *Procrastination and calibration: Factors impacting college students' self-regulated learning*. Paper session presented at the 2015 meeting of the American Educational Research Association, Chicago, IL.
- Greene, J. A.** (April, 2015). *How to get published: Guidance from emerging and senior scholars. Ethical Issues and the 21<sup>st</sup> Century Review Process*. Presenter during the 2015 American Educational Research Association Conference, Chicago, IL.
- Greene, J. A.** (Spring, 2015). Relevant practice is the sincerest form of flattery. [Review of the book *A Review of Applications of Self-Regulated Learning across Diverse Disciplines - A Tribute to Barry J. Zimmerman*, by Héfer Bembenutty, Timothy J. Cleary, and Anastasia Kitsantas]. *Newsletter for Educational Psychologists*, 8-10.
- Greene, J. A.** (March, 2015). *Fostering digital literacy in the 21<sup>st</sup> century*. Keynote speaker at the 2015 Librarian's Association at the University of North Carolina at Chapel Hill Conference, Chapel Hill, NC.
- Greene, J. A.** (April, 2014). *How to get published: Guidance from emerging and senior scholars. Ethical Issues and the 21<sup>st</sup> Century Review Process*. Presenter during the 2014 American Educational Research Association Conference, Philadelphia, PA.
- Jackson, W. P., Yu, S. B., & Greene, J. A., (March, 2014). *Myth Busters: Matching how we teach with how students learn*. Session presented at the 2014 Collaborative Conference for Student Achievement (CCSA), Greensboro, NC.
- Greene, J. A.** (April, 2013). *How to get published: Guidance from emerging and senior scholars*. Member of the emerging scholars panel during the 2013 American Educational Research Association conference, San Francisco, CA.
- Greene, J. A.** (April, 2013). Discussant. In H. Bembenutty (Chair), *Fostering self-regulated learning: Contextual and technological determinants*. Symposium presented at the 2013 meeting of the American Educational Research Association, San Francisco, CA.
- Greene, J. A.** (April, 2013). Discussant. In P. Alexander (Chair), *Children's and adolescents' epistemic beliefs: Nature and assessment*. Symposium presented at the 2013 meeting of the American Educational Research Association, San Francisco, CA.
- Greene, J. A.** (April, 2012). *How to get published: Guidance from emerging and senior scholars*. Presented as a member of the emerging scholars panel during the American Educational Research Association conference, New Orleans, LA.

- Greene, J. A.** (April, 2012). Discussant. In J. Salisbury-Glennon & T. J. Cleary (Chairs), *Exploring trends and emergent issues in self-regulation research: A compass for future inquiry*. Symposium presented at the meeting of the American Educational Research Association, Vancouver, CA.
- Greene, J. A.** (November, 2011). *Knowledge, knowing, and beliefs in STEM*. Featured Presenter during the Southwest Consortium for Innovative Psychology in Education conference, Norman, Oklahoma.
- Greene, J. A.** (April, 2011). *How to get published: Guidance from emerging and senior scholars*. Presented as a member of the emerging scholars panel during the American Educational Research Association conference, New Orleans, LA.
- Greene, J. A.** (April, 2010) (Discussant). *Explorations of Knowledge Concepts and Knowledge Beliefs Across Academic Domains*. Symposium presented at the Annual meeting of the American Educational Research Association, Denver, CO.
- Greene, J. A.** (April, 2010) (Chair). *Measurement and calibration of self-regulatory factors*. Annual meeting of the American Educational Research Association, Denver, CO.
- Greene, J. A.** (April, 2010). *How to get published: Guidance from emerging and senior scholars*. Presented as a member of the emerging scholars panel during the American Educational Research Association conference, Denver, CO.
- Greene, J. A.** (April, 2009). *How to get published: Guidance from emerging and senior scholars*. Presented as a member of the emerging scholars panel during the American Educational Research Association conference, San Diego, CA.
- Greene, J. A.** (March, 2008). *Getting published: A panel of journal editors and emerging scholars*. Presented as a member of the emerging scholars panel during the American Educational Research Association conference, New York, NY.
- Brown, S. C. & **Greene, J. A.** (December, 2005). *Assessing complex learning outcomes and wisdom*. 120<sup>th</sup> Annual Meeting and Conference, New England Association of Schools and Colleges, Boston, Mass.

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## Teaching Experience

*Number of students in course in parentheses*

### University of North Carolina at Chapel Hill

IDST125-001 The Art and Science of Expertise, Spring 2023 (333), Spring 2024 (300)

EDUC790 Instructional Strategies for Teaching and Learning in Digital Contexts, Spring 2022 (18)

- EDUC825 Development & Learning, Fall 2019 (25), Fall 2020 (21), Fall 2021 (22)
- EDUC711 Promoting Academic Development, Spring 2013 (24), Spring 2014 (24), Spring 2015 (16), Spring 2017 (20), Fall 2017 (15)
- EDUC330 The Science of Learning, Fall 2016 (19)
- EDUC390 The Science of Learning, Spring 2016 (15)
- EDUC504 Cognitive Psychology and Learning Sciences, Fall 2012 (19)
- EDUC788 Instructional Theories, Fall 2011 (16), Fall 2012 (9), Fall 2013 (12)
- EDUC680 Introduction to Educational Research, Fall 2010 (23)
- EDUC744 Learner and Learning II, Spring 2009 (17), Spring 2010 (26), Spring 2011 (25)
- EDUC644 Learner and Learning I, Fall 2008 (20), Fall 2011 (35)
- EDUC882 Seminar in Human Cognition and Learning, Spring 2008 (13), Fall 2010 (10), Spring 2012 (12), Fall 2015 (6), Spring 2017 (11)
- EDUC801 Fundamentals of Educational Research, Spring 2008 (16), Spring 2009 (21), Spring 2010 (37), Spring 2011 (17), Spring 2012 (16)
- EDUC782 Psychology of Learning in the School, Fall 2007 (7), Fall 2008 (12), Spring 2013 (15)

University of Maryland

*Full responsibility for class syllabus, lectures, and grading with departmental/program supervision.*

- EDHD306 Research Methods in Human Development, Fall 2006 and Spring 2007
- EDHD460 Educational Psychology, Fall 2005, Spring 2006, Fall 2006 and Spring 2007
- CPSP118T College Park Scholars Colloquium: Science, Technology, and Society, Fall 2000, Spring 2001, Fall 2001, Spring 2002, Fall 2002, Spring 2004
- EDCP470 Paraprofessionals in the Residence Halls, Spring 1998, Spring 1999

*Teaching Assistant:*

- EDHD230 Human Development and Societal Institutions, Fall 2003

*Invited Lectures*

EDMS771     Multivariate Data Analysis: Multinomial/Polytomous and Ordinal Logistic  
Regression, May 4<sup>th</sup>, 2006

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**Student Advisement**

- 2022     Rebekah Freed, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “The Effect of a Self-Regulatory Strategy Use Intervention On College Students’ Self-Regulated Learning and Conceptual Understanding.”
- 2022     Elizabeth M. Allen, Dissertation Chair, University of North Carolina at Chapel Hill “Giving Up Our Humanity For Whiteness: An Exploration of K-12 Teachers’ Whiteness.”
- 2020     Dalila Dragnić-Cindrić, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “Uncertainty in Collaborative Inquiry in Science and Social Regulation of Learning.”
- 2020     Dana Z. Copeland, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “Recontextualizing Metatextual Knowledge and Text Structure Features in Self-Regulated Learning and Online Comprehension.”
- 2020     Thomas R. Feller, Jr., Dissertation Chair, University of North Carolina at Chapel Hill “Teacher Leaders’ Conceptualizations of Teacher Leadership and Teacher Leader Identity.” Dissertation Advisor: G. Williamson McDiarmid, Ph.D.
- 2019     Victor MacKenzie Deekens, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “Fully Apt Epistemic Performance, Epistemic Cognition, and Transfer Across Academic Disciplines: PhDs, Pedagogy, and Processes.”
- 2019     Nikki Glover Lobczowski, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “Building From the Inside Out: The Formation and Regulation of Emotions in Collaborative Learning.”
- 2018     Kayley M. Lyons, Dissertation Chair, University of North Carolina at Chapel Hill “Characterizing and Exploring Differences in Pharmacy Students’ Motivation and Motivation Co-Construction in Collaborative Learning.” Dissertation Advisor: Jacqueline E. McLaughlin, Ph.D.
- 2017     Brendan David Hendrick, Dissertation Advisor, University of North Carolina at Chapel Hill “Examining Longitudinal Change in Student Talk in Small-Group Literature Discussions.”

- 2015 Leigh Anna Hutchison, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “Self-Regulated Learning in Context: Interplay of Cognition, Motivation, and Affect in the Composing Process.”
- 2014 Adrian D. Bridges, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “The Relationship Between Collaborative Learning and Self-Regulated Learning During Adolescence: A Meta-Analytic Review.”
- 2014 Lara-Jeane Croker Costa, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “The Relations Among the Development of Written Language and Executive Functions in Elementary Aged Students.”
- 2013 Young Ran Kim, Master’s Thesis Advisor and Chair, University of North Carolina at Chapel Hill “Effects of Worked Examples on Far Transfer.”
- 2013 Sean T. Hanlon, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “The Relationship Between Deliberate Practice and Reading Ability.”
- 2012 Jane Robertson, Dissertation Advisor and Chair, University of North Carolina at Chapel Hill “Self-efficacy and Collaborative Learning: An Intervention Study.”
- 2011 Banu Binbasaran Tüysüzoğlu, Master’s Thesis Advisor and Chair, University of North Carolina at Chapel Hill “An Investigation of the Role of Metacognitive Behavior in Self-Regulated Learning When Learning a Complex Science Topic with a Hypermedia Learning Environment.”
- 2009 Victor M. Deekens, Master’s Thesis Advisor and Chair, University of North Carolina at Chapel Hill “Differences in the Use of Macro-level Self-Regulated Learning Processes between Students that Gain Declarative Knowledge and Students that Gain Conceptual Understanding about Complex Science Topics.”
- 2008 Lara-Jeanne Croker Costa, Master’s Thesis Advisor and Chair, University of North Carolina at Chapel Hill “Predictors of Students At-Risk for Writing Problems: The Development of Written Expression for Early Elementary School Children.”

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### Contracts and Grants

*(% effort reflects time formally funded in grant budget)*

Under review *Principal Investigator:* Mid-scale RI-1 (M1:DA): Designing an Infrastructure to Understand, Predict, and Support Academic and Wellness Outcomes for Holistic STEM Student Success (HS3). **National Science Foundation Mid-scale RI-1 Program.** (\$19,809,531, 17.8% effort per year).



- Under review *Co-Principal Investigator*: Leveraging Multimodal Learning Analytics to Understand Students' Active and Self-Regulated Biology Learning: Aligning Students' Voices in Texts and Talks to Digital Traces. **National Science Foundation ECR Core Program.** (\$2,499,765, 8.0% effort per year).
- Under review *Principal Investigator*: Using Refutation Texts to Understand and Promote Productive Scientific Knowledge Revision. **National Science Foundation ECR Core Program.** (\$1,403,821, 10.6% effort per year).
- Under review *Principal Investigator*: Re-thinking Self-regulation in the Context of Multiple Goals: Tracing Students' Regulation of Academic, Social, and Well-Being Goals. **Institute of Education Sciences Cognition and Student Learning Focus.** (\$1,584,154, 8.3% effort per year).
- Under review *Co-Principal Investigator*: Augmenting the Science of Learning to Learn: Expanding Training to Motivation and Emotion Regulation Skills and Promoting Transfer through Artificial Intelligence Integration. **National Science Foundation Science of Learning and Augmented Intelligence Program.** (\$949,070, 4.3% effort per year).
- 2024-2026 *Co-Principal Investigator*: A Multipronged Approach to Academic Procrastination Interventions: A Randomized Control Study via Terracotta. PI is Akira Miyake. **Institute of Education Sciences Digital Learning Platform Network.** (\$1,000,000, 8.3% effort per year).
- 2024-2025 *Principal Investigator*: Leveraging Learning Analytics to Identify and Deliver Targeted Self-Regulated Learning Interventions to Students in the Hector Children's Academy Program. **Seed Funding for Joint Projects between the University of Tübingen and the University of North Carolina at Chapel Hill.** (\$19,600, 0% effort per year).
- 2023-2025 *Co-Principal Investigator*: Deference to Experts as an Aspect of Humble Inquiry. **Templeton Foundation.** PI is Alex Worsnip. (\$199,979, 8.3% effort per year).
- 2023-2026 *Principal Investigator*: Collaborative Research: Using Fine-grained Programming Trace Data to Inform Disciplinary Models of Self-Regulated Learning in Computing Education. **National Science Foundation EHR Core Program, Level II Grant.** North Carolina State University PI is T. Price (\$849,908; 17.8% effort per year).
- 2022-2023 *Principal Investigator*: Psychological Determinants of Misinformation: Noticing, Mental Processing, and Reactions to COVID-19. **American Psychological Association and Center for Disease Control Psychological Science Addressing COVID-19 Pandemic Priorities Program.** (\$102,932, 8.3% per year).

- 2022-2024 *Co-Principal Investigator:* NSF ECR: Supplemental Funding for Postdoctoral Researchers to Mitigate COVID-19 Impacts on Research Career Progression. **National Science Foundation Research EHR Core Program, Level II Grant.** (DRL #1920756) PI is M. Bernacki. (\$226,523, 0% effort per year).
- 2021-2022 *Principal Investigator:* IUSE: Supplemental Funding for Postdoctoral Researchers to Mitigate COVID-19 Impacts on Research Career Progression. **National Science Foundation Research Improving Undergraduate STEM Education.** (DUE #1821594) Co-PIs are Abigail Panter and Kathleen Gates. (\$112,265; 0% effort per year).
- 2019-2022 *Co-Principal Investigator:* Transformative Undergraduate Self-regulated STEM Learning and Education Research. **National Science Foundation EHR Core Program, Level II Grant.** (DRL #1920756) PI is M. Bernacki (\$707,962; 8.3% effort per year).
- 2018-2023 *Principal Investigator:* Collaborative Research: Improving Undergraduate Student Success in Introductory STEM Courses Via Campus Data Systems and Targeted Support for Self-Regulated Learning. **National Science Foundation Improving Undergraduate STEM Education.** (DUE #1821594) Co-PIs are Matthew Bernacki, Abigail Panter, and Kathleen Gates. (\$1,996,489; UNC subaward \$1,006,103; 9.2% effort per year).
- 2018-2019 *Principal Investigator:* Investigating the Role of Self-Regulatory Ego-Depletion in Online Learning with Multiple Sources. **Spencer Foundation Small Grant.** (\$49,405; 5.6% effort per year).
- 2013-2017 *Co-Principal Investigator:* Integrating Quality Talk Professional Development to Enhance Professional Vision and Leadership for STEM Teachers in High-Need Schools. **National Science Foundation Discovery Research K-12 Grant.** (DRL #1316347) PI is P. Karen Murphy. (\$2,106,207; UNC subaward \$345,574; 8.25% effort per year).
- 2013-2016 *Co-Principal Investigator:* Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension. **Institute of Education Sciences Education Research Grant Program, Cognition and Student Learning Development and Innovation Grant.** PI is P. Karen Murphy. (\$1,230,556; UNC subaward \$322,956; 11% effort per year).
- July-Nov 2012 *Co-Principal Investigator:* A Needed Catalyst: A Proposal for an Interdisciplinary Conference on Epistemic Cognition. **American Educational Research Association Education Research Conference Grant.** Co-PI is Clark Chinn. (\$34,870; 0% effort)

- 2011-2014 *Principal Investigator:* Realizing the potential of digital libraries through the development of a self-regulated learning intervention aimed to foster conceptual understanding in science and history. **National Science Foundation National STEM Educational Distributed Learning Program.** (DUE #1043990). Co-PI is Cheryl Mason Bolick. (\$434,779; 22% effort per year)
- 2010-2011 *Principal Investigator:* Supporting Rural At-Risk Youth in High School Mathematics. **National Education Association Foundation.** Lead Principal Investigator is Judith Meece (\$49,963; 0% effort)
- 2009-2011 *Principal Investigator:* Fostering conceptual understanding in science using computer based learning environments: A self-regulated learning intervention. **University of North Carolina at Chapel Hill University Research Council.** (\$3,391; 0% effort)
- 2009-2010 *Principal Investigator:* Fostering conceptual understanding in science using computer based learning environments: A self-regulated learning intervention. **Spencer Foundation Teaching, Learning, and Instructional Resources Area of Inquiry Grant** (\$39,445; 11% effort per year)
- 2008-2010 *Principal Investigator:* Predicting student success when learning with a hypermedia environment: The influence of implicit theories of intelligence, self-regulated learning processes, and prior knowledge. **University of North Carolina at Chapel Hill University Research Council.** (\$4,546; 0% effort)
- Jan-Dec 2009 *Principal Investigator:* A Qualitative Investigation into the Epistemic and Ontological Cognition of Experts and Students in Science and History. **University of North Carolina Junior Faculty Development Award.** (\$7,123; 11% effort)
- 2008-2009 *Co-Principal Investigator:* Fostering Historical Thinking Skills Using Hypermedia Environments: The Role of Self-Regulated Learning. **University of North Carolina at Chapel Hill School of Education Lezley and Jeff Hoffman Research Award Grant Initiative.** Co-PI is Cheryl Mason Bolick. (\$15,028; 0% effort)
- 2008-2009 *Co-Principal Investigator:* Madres Para Ninos. **University of North Carolina at Chapel Hill School of Education Guy B. Phillips Research Award.** Co-PI is Steve Knotek. (\$19,900; 0% effort)
- 2008-2009 *Principal Investigator:* Surveying the Landscape: A Qualitative Investigation into the Epistemic and Ontological Cognition of Experts and Students in Science and History. **University of North Carolina at Chapel Hill School of Education Guy B. Phillips Research Award.** (\$16,844; 0% effort)
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### Professional Service Activities

- 2024 Member-at-Large, American Psychological Association, Division 15 Executive Committee
- 2023-present Member, American Psychological Association, Division 15 Paul R. Pintrich Outstanding Dissertation Award Selection Committee
- 2023 Member, Institute of Education Sciences' Digital Learning Platforms Network Research Teams Scientific Review Panel
- 2022 Opponent for Eetu Hataaja, doctoral thesis defense, University of Oulu, Finland
- 2022-present Editorial Board, *The Educational and Developmental Psychologist*
- 2020-2024 Co-Editor (with Lisa Linnenbrink-Garcia), *Educational Psychologist*
- 2019 Panel Chair, Institute of Education Sciences' Basic Processes Scientific Review Panel
- 2018-present Host, Podcast Series of the American Psychological Association Division 15: *Emerging Research in Educational Psychology*
- 2017-present Editorial Board, *Journal of the Learning Sciences*
- 2017 Graduate Student Poster Award Committee, American Psychological Association Division 15
- 2017-present Editorial Board, *Review of Educational Research*
- 2016-2019 Principal member, Institute of Education Sciences' Basic Processes Scientific Review Panel
- 2016-2018 Associate Editor, *Contemporary Educational Psychology*
- 2016-2017 Program Chair, American Educational Research Association Conference, Division C
- 2016 Served on review panel for the Institute of Education Sciences
- 2015-2018 Member, Academic Excellence Committee, Research Triangle High School
- 2015-present Ad-hoc Reviewer, *Public Library of Science One*
- 2015-2016 Program Section Co-Chair, American Educational Research Association Conference, Division C, Section 3b

- 2014-2015 Program Section Co-Chair, American Educational Research Association Conference, Division C, Section 2a
- 2014-2015 Served on two review panels for the National Science Foundation's Division on Research on Learning in Formal and Informal Settings.
- 2014-present Consulting Editor, *Journal of Educational Psychology*
- 2014-present Member, American Educational Research Association Studying and Self-Regulated Learning Special Interest Group Barry J. Zimmerman Award for Outstanding Contributions Committee.
- 2013 American Psychological Association Convention Division 15 Program Co-Chair, Hawaii.
- 2012 Reviewer, American Educational Research Association Division C Poster Award
- 2012-2015 Reviewer, American Educational Research Association Study and Self-Regulated Learning Special Interest Group Graduate Student Award
- 2012-2017 Ad-hoc Reviewer, *Journal of the Learning Sciences*
- 2012-2016 Associate Editor, *Metacognition and Learning*
- 2012-present Editorial Board Member, *Educational Psychologist*
- 2010-2012 Co-Chair, Division C New Faculty Mentoring Program, American Educational Research Association.
- 2010-2021 Editorial Board Member, *Science Education*
- 2009-2011 Reviewer, *Metacognition & Learning*
- 2009-2011 Reviewer, *Educational Psychologist*
- 2009-present Reviewer, *Urban Review*
- 2009-present Reviewer, *Educational Researcher*
- 2009-present Reviewer, *Journal of Computing in Higher Education*
- 2008-present Reviewer, *Educational and Psychological Measurement*
- 2008-present Reviewer, *Journal of Educational Psychology*

- 2008-present Consulting Editor, *Contemporary Educational Psychology*
- 2008-present Consulting Editor, *The Journal of Experimental Education*
- 2008-present Consulting Reviewer, *Journal of Advanced Academics*
- 2008-2010 Reviewer, *Science Education*
- 2007-present Reviewer, annual meeting of the American Educational Research Association, Studying and Self-Regulated Learning Special Interest Group
- 2007-present Consulting Reviewer, *Journal of Educational Computing Research*
- 2007-present Consulting Reviewer, *Computers & Education*
- 2006-2007 Consulting Reviewer, *The Journal of Experimental Education*
- 2006-present Reviewer, annual meeting of the International Conference of the Learning Sciences
- 2005-present Student Reviewer, *American Education Review Journal*
- 2005-present Reviewer, annual meeting of the American Educational Research Association, Division C
- 2004-present Reviewer, annual meeting of the American Psychological Association, Division 15
- 2004-present Ad-Hoc Reviewer, *Instructional Science*
- 2003-2008 Ad-Hoc Reviewer, *Contemporary Educational Psychology*

**University of North Carolina at Chapel Hill Service Activities**

- 2024-present Faculty Council Committee on University Government
- 2022-2024 School of Data Science and Society, Pan-Campus Advisory Council Member
- 2022 Member, Doctoral Hooding Speaker Selection Committee
- 2019 Member, Graduate Curriculum Subcommittee of the Data Science Initiative
- 2015 Member, Royster Society of Fellows Faculty Board
- 2014-2015 Member, Provost's Committee on Assessment of Learning at the Program Level

2009-2012 University Faculty Grievance Committee

2009-2012 University Faculty Council Non-Tenured School of Education Representative

### **Departmental Service Activities**

2024-2025 Chair, Educational Innovation, Technology, and Entrepreneurship Faculty Search Committee

2023 Member, Assistant Dean for Development Search Committee

2022 Member, Research Faculty Position Search Committee

2022 Member, Science of Reading Faculty Search Committee

2022 Member, Research Associate in Adaptive Learning Analytics Search Committee

2022 Member, Assistant Dean for Finance and Operations Search Committee

2021 Member, Assistant Dean for Development Search Committee

2020 Chair, Assistant Dean for Student Affairs Search Committee

2020 Facebook Live chat, April 16, 2020.

2018 Member, Master's of Arts in Educational Innovation, Technology, and Entrepreneurship Program Coordinator Search Committee

2018 Member, Registrar Search Committee

2018 Chair, Educational Policy, Policy, Organization, and Leadership Program Administrative Support Specialist Search Committee

2017 Presenter, Graduate Student Professional Development meeting on Writing, Submitting, and Revising Manuscripts; with Thad Domina

2017 Chair, Learning Sciences Faculty Search Committee

2017 Member, Strategic Planning Core Committee

2016 Member, Executive Assistant to the Dean Search Committee

2016 Chair, School Counseling Targeted Hire Faculty Search Committee

2016-2017 Junior Faculty Mentoring Coordinator

2013-present	Member, Faculty Executive Council
2013	Chair, Strategic Direction Metrics Subcommittee
2012-2013	Coordinator, Learning Sciences and Psychological Studies Program
2012-2013	Member, Faculty search committee for Morgan Distinguished Professorship in Educational Innovations
2012-2013	Technology Advisory Committee
2012-2013	Member, Doctoral Studies Committee
2012-2013	Chair, Faculty search committee for Assistant or Associate Professor of Learning Sciences
2011-2012	Coordinator, Educational Psychology, Measurement, and Evaluation Program
2010-2011	Member, Faculty search committee for The Thomas James Distinguished Professorship in Experiential Learning
2010-2011	Member, Faculty search committee for Assistant or Associate Professor of Mathematics Education
2010-2011	Chair, School Advisory Council, School of Education, University of North Carolina at Chapel Hill
2009-2010	Member, Strategic Planning Committee, School of Education, University of North Carolina at Chapel Hill
2009	Member, Futures Committee, School of Education, University of North Carolina at Chapel Hill
2008-2009	Member, Research Visibility Committee, School of Education, University of North Carolina at Chapel Hill
2007-2011	Coordinator, Educational Psychology, Measurement, and Evaluation Program Admissions

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### **Local Service**

2017-2019 School Improvement Team, McDougle Elementary School

### **Professional Associations/Affiliations**



2008-present Voting Member, Southwest Consortium for Innovative Psychology in Education

2007-present Association for Psychological Science (APS)

2005-present American Psychological Association (APA) – Division 15

2004-present American Educational Research Association (AERA)

1995-present Sigma Xi: National Research Society

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### **Certification**

**I have read the preceding and certify that this curriculum vitae is a current and accurate statement of my professional record.**

**Date: 2/26/2025**

**Signature:**

A handwritten signature in black ink, appearing to read 'J.A. Greene', with a long horizontal flourish extending to the right.