

## CURRICULUM VITAE

**JEFFREY ALAN GREENE**  
**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**

2020	Elected Fellow, American Psychological Association, Division 15
2019-present	Professor, School of Education, University of North Carolina at Chapel Hill
2019-present	Associate Dean for Academic Programs and Director of Graduate Studies
2018	Interim Associate Dean for Academic Programs and Director of Graduate Studies
2016-present	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

- 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    Named fourth in rankings of individual educational psychologists in terms of productivity from 2009 to 2014 using point system in Greenbaum, H., Meyer, L., Cecil Smith, M., Barber, A., Henderson, H., Riel, D., & Robinson, D. H. (2016). Individual and institutional productivity in educational psychology journals from 2009 to 2014. *Educational Psychology Review*, 28, 215-223.
- 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.
1. **Greene, J. A.**, Sandoval, W. A., & Bråten, I. (Eds.) (2016). *Handbook of Epistemic Cognition*. New York, NY: Routledge.

*Chapters in Books and Encyclopedias*

15. Cartiff, B. M. & **Greene, J. A.** (accepted for publication). *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*. New York, NY: Routledge.
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*

53. Akos, P., **Greene, J. A.**, Fotheringham, E., Raynor, S., Gonzales, J., & Godwin, J. (accepted for publication). The promise of noncognitive factors for African American students. *Journal of College Student Retention: Research, Theory & Practice*.

52. Crompton, H., Bernacki, M. L., & **Greene, J. A.** (accepted for publication). Psychological foundations of emerging technologies for teaching and learning in higher education. *Current Opinion in Psychology*. <https://doi.org/10.1016/j.copsy.2020.04.011>
51. Cartiff, B. M., Duke, R. F., & Greene, J. A. (accepted for publication). The effect of epistemic cognition interventions on academic achievement: A meta-analysis. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000490>
50. Gill, M. G., Trevors, G., **Greene, J. A.**, & Algina, J. (in press). Don't take it personally? The role of personal relevance in conceptual change. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2020.1754152>
49. **Greene, J. A.**, Urban, C. J., Plumley, R. D., Bernacki, M. L., Gates, K. M., Hogan, K. A., Demetriou, C., & Panter, A. T. (in press). Modeling temporal self-regulatory processing in a higher education biology course. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2019.04.002>
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>
46. Bernacki, M. L., Crompton, H., & **Greene, J. A.** (2020). Towards convergence of mobile and psychological theories of learning. *Contemporary Educational Psychology*, 60, 101828. (Special issue Co-Editors Matthew L. Bernacki, Jeffrey A. Greene, & Helen Crompton) <https://doi.org/10.1016/j.cedpsych.2019.101828>
45. Bernacki, M. L., **Greene, J. A.**, & Crompton, H. (2020). Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. *Contemporary Educational Psychology*, 60, 101827. (Special issue Co-Editors Matthew L. Bernacki, Jeffrey A. Greene, & Helen Crompton) <https://doi.org/10.1016/j.cedpsych.2019.101827>
44. Wei, L., Firetto, C. M., Murphy, P. K., Li, M., **Greene, J. A.**, Croninger, R. M. V. (2019). Facilitating fourth-grade students' written argumentation: The use of an argumentation graphic organizer. *The Journal of Educational Research*, 112(5), 627-639. <https://doi.org/10.1080/00220671.2019.1654428>
43. Firetto, C. M., Murphy, P. K., **Greene, J. A.**, Li, M., Wei, L., Montalbano, C., Hendrick, B., & Croninger, R. M. V. (2019). Bolstering students' written argumentation by refining an effective discourse intervention: Negotiating the fine line between flexibility and fidelity. *Instructional Science*, 47(2), 181-214. <https://doi.org/10.1007/s11251-018-9477-x>

42. **Greene, J. A., Freed, R., & Sawyer, R. K.** (2019). Fostering creative performance in art and design education via self-regulated learning. *Instructional Science*, 47(2), 127-149. <https://doi.org/10.1007/s11251-018-9479-8>
41. **Greene, J. A., Cartiff, B. M., & Duke, R. F.** (2018). A meta-analytic review of the relationship between epistemic cognition and academic achievement. *Journal of Educational Psychology*, 110(8), 1084-1111. <http://dx.doi.org/10.1037/edu0000263>
40. **Murphy, P. K., Greene, J. A., Allen, E. M., Baszczewski, S. E., Swearingen, A. K., Wei, L., & Butler, A. M.** (2018). Fostering high school students' conceptual understanding and argumentation performance in science through Quality Talk discussions. *Science Education*, 102(1239-1264). <https://doi.org/10.1002/sce.21471>
39. **Murphy, P. K., Greene, J. A., Firetto, C. M., Hendrick, B. D., Li, M., Montalbano, C., & Wei, L.** (2018). Quality talk: Developing students' discourse to promote high-level comprehension. *American Educational Research Journal*, 55(5), 1113-1160. <https://doi.org/10.3102/0002831218771303>
38. **Kosh, A. E., Greene, J. A., Murphy, P. K., Burdick, H., Firetto, C. M., & Elmore, J.** (2018). Automated scoring of students' small-group discussions to assess reading ability. *Educational Measurement: Issues and Practice*, 37(2), 20-34. <https://doi.org/10.1111/emip.12174>
37. **Greene, J. A., Copeland, D. Z., Deekens, V. M., & Yu, S.** (2018). Beyond knowledge: Examining digital literacy's role in the acquisition of understanding in science. *Computers & Education*, 117, 141-159. doi:10.1016/j.compedu.2017.10.003
36. **Deekens, V. M., Greene, J. A., & Lobczowski, N. G.** (2018). Monitoring and depth of strategy use in computer-based learning environments for science and history. *British Journal of Educational Psychology*, 88, 63-79. doi: 10.1111/bjep.12174
35. **Murphy, P. K., Greene, J. A., Firetto, C., Li, M., Lobczowski, N., Duke, R., Wei, L., & Croninger, R.** (2017). Exploring the influence of homogeneous versus heterogeneous grouping on students' text-based discussions and comprehension. *Contemporary Educational Psychology*, 51, 336-355. doi: 10.1016/j.cedpsych.2017.09.003
34. **Murphy, P. K., Firetto, C. A., & Greene, J. A.** (2017). Enriching students' scientific thinking through relational reasoning: Seeking evidence in tasks, texts, and talk. *Educational Psychology Review*, 29, 105-117. doi: 10.1007/s10648-016-9387-x
33. **Sandoval, W. A., Greene, J. A., & Bräten, I.** (2016). Understanding and promoting thinking about knowledge: Origins, issues, and future directions of research on epistemic cognition. *Review of Research in Education*, 40, 457-496. doi: 10.3102/0091732X16669319

32. 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. doi: 10.1080/13811118.2015.1040935
31. **Greene, J. A.**, Oswald, C., & Pomerantz, J. (2015). Predictors of retention and achievement in a massive open online course. *American Education Research Journal*, 52(5), 925-955. doi: 10.3102/0002831215584621
30. **Greene, J. A.**, Bolick, C. M., Caprino, A. M., Deekens, V. M., McVea, M., Yu, S. B., & Jackson, W. P. (2015a). Fostering high-school students' self-regulated learning online and across academic domains. *The High School Journal*, 99(1), 88-106. doi: 10.1353/hsj.2015.0019
29. **Greene, J. A.**, Bolick, C. M., Jackson, W. P., Caprino, A. M., Oswald, C., & McVea, M. (2015b). Domain-specificity of self-regulated learning processing in science and history digital libraries. *Contemporary Educational Psychology*, 42, 111-128. doi: 10.1016/j.cedpsych.2015.06.001
28. Binbasaran Tüysüzoğlu, B., & **Greene, J. A.** (2015). An investigation of the role of contingent metacognitive behavior in self-regulated learning. *Metacognition & Learning*, 10, 77-98. doi: 10.1007/s11409-014-9126-y
27. **Greene, J. A.** (2015). Serious challenges require serious scholarship: Integrating implementation science into the scholarly discourse. *Contemporary Educational Psychology*, 40, 112-120. doi: 10.1016/j.cedpsych.2014.10.007
26. **Greene, J. A.**, Yu, S., & Copeland, D. Z., (2014). Measuring critical components of digital literacy and their relationships with learning. *Computers & Education*, 76, 55-69. doi: 10.1016/j.compedu.2014.03.008
25. **Greene, J. A.**, & Yu, S. (2014). Modeling and measuring epistemic cognition: A qualitative re-investigation. *Contemporary Educational Psychology*, 39, 12-28. doi: 10.1016/j.cedpsych.2013.10.002
24. **Greene, J. A.**, Hutchison, L. A., Costa, L., & Crompton, H. (2012). Investigating how college students' task definitions and plans relate to self-regulated learning processing and understanding of a complex science topic. *Contemporary Educational Psychology*, 37, 307-230. doi: 10.1016/j.cedpsych.2012.02.002
23. Murphy, P. K., Alexander, P. A., **Greene, J. A.**, & Hennessey, M. N. (2012). Exploring epistemic frames in conceptual change research: Implications for learning and instruction. *Asia Pacific Education Review*, 13(3), 475-486. doi: 10.1007/s12564-011-9199-0



22. **Greene, J. A., Costa, L.-J., & Dellinger, K.** (2011). Analysis of self-regulated learning processing using statistical models for count data. *Metacognition & Learning, 6*, 275-301. doi: 10.1007/s11409-011-9078-4
21. **Greene, J. A., Moos, D. C., & Azevedo, R.** (2011). Self-regulation of learning with computer-based learning environments. *New Directions for Teaching and Learning, 126*, 107-115. doi: 10.1002/tl.449
20. Azevedo, R., Cromley, J. G., Moos, D. C., **Greene, J. A.**, Winters, F. I. (2011). Adaptive content and process scaffolding: A key to facilitating students' self-regulated learning with hypermedia. *Psychological Testing and Assessment Modeling, 53*, 106-140.
19. **Greene, J. A., & Azevedo, R.** (2010). Introduction: The measurement of learners' self-regulated cognitive and metacognitive processes while using computer-based learning environments. *Educational Psychologist, 45*(4), 203-209. (Special issue Co-Editors Roger Azevedo & Jeffrey A. Greene). doi: 10.1080/00461520.2010.515935
18. **Greene, J. A., Muis, K. R., & Pieschl, S.** (2010). The role of epistemic beliefs in students' self-regulated learning with computer-based learning environments: Conceptual and methodological issues. *Educational Psychologist, 45*(4), 245-257. (Special issue Co-Editors Roger Azevedo & Jeffrey A. Greene). doi: 10.1080/00461520.2010.515932
17. **Greene, J. A., Costa, L. C., Robertson, J., Pan, Y., & Deekens, V.** (2010). Exploring relations among college students' prior knowledge, implicit theories of intelligence, and self-regulated learning in a hypermedia environment. *Computers & Education, 55*, 1027-1043. doi:10.1016/j.compedu.2010.04.013
16. **Greene, J. A., Torney-Purta, J., & Azevedo, R.** (2010). Empirical evidence regarding relations among a model of epistemic and ontological cognition, academic performance, and educational level. *Journal of Educational Psychology, 102*(1), 234-255. doi: 10.1037/a0017998
15. **Greene, J. A., Bolick, C. M., & Robertson, J.** (2010). Fostering historical knowledge and thinking skills using hypermedia learning environments: The role of self-regulated learning. *Computers & Education, 54*, 230-243. doi: 10.1016/j.compedu.2009.08.006
14. **Greene, J. A.** (2009). Collegiate faculty expectations regarding students' epistemic and ontological cognition and the likelihood of academic success. *Contemporary Educational Psychology, 34*, 230-239. doi: 10.1016/j.cedpsych.2009.05.003
13. **Greene, J. A., & Brown, S. C.** (2009). The wisdom development scale: Further validity investigations. *The International Journal of Aging and Human Development, 68*(4), 289-320. doi: 10.2190/AG.68.4.b

12. Jobes, D. A., Kahn-Greene, E., **Greene, J.**, & Goeke-Morey, M. (2009). Clinical improvements of suicidal outpatients: Examining suicide status form responses as predictors and moderators. *Archives of Suicide Research*, 13(2), 147-159. doi: 10.1080/13811110902835080
11. **Greene, J. A.**, & Azevedo, R. (2009). A macro-level analysis of SRL processes and their relations to the acquisition of sophisticated mental models. *Contemporary Educational Psychology*, 34, 18-29. doi: 10.1016/j.cedpsych.2008.05.006
10. Winters, F. I., **Greene, J. A.**, & Costich, C. M. (2008). Self-regulation of learning within computer-based learning environments: A critical analysis. *Educational Psychology Review*, 20, 429-444. doi: 10.1007/s10648-008-9080-9
9. **Greene, J. A.**, Azevedo, R., & Torney-Purta, J. (2008). Modeling epistemic and ontological cognition: Philosophical perspectives and methodological directions. *Educational Psychologist*, 43(3), 142-160. doi: 10.1080/00461520802178458
8. **Greene, J. A.**, Moos, D. C., Azevedo, R., & Winters, F. I. (2008). Exploring differences between gifted and grade-level students' use of self-regulatory learning processes with hypermedia. *Computers & Education*, 50, 1069-1083. doi: 10.1016/j.compedu.2006.10.004
7. 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. doi: 10.1007/s11423-007-9067-0
6. Azevedo, R., **Greene, J. A.**, & Moos, D. C. (2007). The effect of a human agent's external regulation upon college students' hypermedia learning. *Metacognition & Learning*, 2, 67-87. doi: 10.1007/s11409-007-9014-9
5. **Greene, J. A.**, & Azevedo, R. (2007a). A theoretical review of Winne and Hadwin's model of self-regulated learning: New perspectives and directions. *Review of Educational Research*, 77(3), 334-372. doi: 10.3102/003465430303953
4. **Greene, J. A.**, & Azevedo, R. (2007b). Adolescents' use of self-regulatory processes and their relation to qualitative mental model shifts while using hypermedia. *Journal of Educational Computing Research*, 36, 125-148. doi: 10.2190/G7M1-2734-3JRR-8033
3. Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & **Greene, J. A.** (2006). Using computers as metacognitive tools to foster students' self-regulated learning. *Technology, Instruction, Cognition, and Learning Journal*, 3, 97-104.
2. Brown, S. C. & **Greene, J. A.** (2006). The wisdom development scale: Translating the conceptual to the concrete. *Journal of College Student Development*, 47, 1-19. doi: 10.1353/csd.2006.002

1. Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., & **Greene, J. A.** (2005). Adaptive human scaffolding facilitates adolescents' self-regulated learning with hypermedia. *Instructional Science (Special Issue on Scaffolding Self-Regulated Learning and Metacognition: Implications for the Design of Computer-Based Scaffolds)*, 33, 381-412. doi: 10.1007/s11251-005-1273-8

#### *Invited Articles*

3. **Greene, J. A.**, & Linnenbrink-Garcia, L. (2020). Coeditors' statement. *Educational Psychologist*, 55(1), 50-51. <https://doi.org/10.1080/00461520.2019.1687298>
2. Quinonez, R. B., Wolcott, M. D., Reside, J. M., Jackson, T. H., Kornegay, E. C., King, J. D., Ciarrocca, K., Kowlowitz, V., Swift, E. J., Zomorodi, M., LaGarry, A., **Greene, J. A.**, & De Rossi, S. S. (2019). Call for ACTion: Transforming dental education at the University of North Carolina at Chapel Hill. *North Carolina Medical Journal*, 80(3), 182-185. doi: 10.18043/ncm.80.3.182
1. **Greene, J. A.**, & Yu, S. B. (2016). Educating critical thinkers: The role of epistemic cognition. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 45-53. doi:10.1177/2372732215622223

#### *Newspaper Articles*

- 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>
- Greene, J. A.**, & Deekens, V. M. (December 3, 2016). More information, less knowledge has created the misinformation age. *The News & Observer*. <http://www.newsobserver.com/opinion/op-ed/article118740068.html>

#### *Blog Posts*

- 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.

*Manuscripts Under Review*

**Greene, J. A.** (2020). *Building upon synergies among self-regulated learning and formative assessment research and practice*. Manuscript submitted for publication.

Lobczowski, N. G., Lyons, K., Greene, J. A., & McLaughlin, J. E. (2020). *Socioemotional regulation in a project based learning environment*. Manuscript submitted for publication.

**Greene, J. A., Copeland, D. Z., & Deekens, V. M.** (2019). *Incidental learning with social media*. Manuscript submitted for publication.

**Greene, J. A., Duke, R. F., Freed, R., Dragnic-Cindric, D., & Cartiff, B. M.** (2019). *Effects of an ego-depletion intervention upon online learning*. Manuscript submitted for publication.

Lobczowski, N. G., & Greene, J. A. (2019). *A review of socioemotional processes in collaborative learning environments*. Manuscript submitted for publication.

Costa, L-J. C., Greene, J. A., & Hooper, S. R. (2019). *The relations among the development of written language and executive functions for children in elementary school*. Manuscript submitted for publication.

Lobczowski, N. G., Lyons, K., McLaughlin, J. E., & Greene, J. A. (2018). *Socially shared metacognition in a project based learning environment: A comparison study*. Manuscript submitted for publication.

Lobczowski, N. G., Allen, E. M., Firetto, C. M., Greene, J. A., & Murphy, P. K. (2018). *Social regulation of learning during scientific argumentation discourse: A multiple case study across two groups*. Manuscript submitted for publication.

Plumley R. D., Bernacki, M. L., Raković, M., Urban, C. J., Gates, K. M., Hogan, K. A., Panter, A. T., & Greene, J. A. (In preparation). *Optimizing the accuracy and fairness of a predictive model across multiple demographic groups*.

Bernacki, M. L., Urban, C. J., Raković, M., Plumley, R. D., Luo, L., Gates, K. M., Hogan, K. A., Panter, A. T., & Greene, J. A. (In preparation). *Leveraging Campus Data and Learning Theory to Accurately and Equitably Predict Achievement Before Students Begin to Fail*.

Freed, R., Bernacki, M. L., Wortha, F., Plumley, R. D., Duke, R. F., Tibus, M., Ehliis, A.C., Gerjets, P., & Greene, J. A. (In preparation). *Predictors of SRL processing and learning outcomes in an art history task within a multi-perspective hypermedia learning environment*.

*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

*Manuscripts in Preparation*

Gregoire Gill, M., **Greene, J. A.**, & Algina, J. (in prep). *Is doubt enough? Investigating the causes and mechanisms of conceptual change.*

Duke, R. F., **Greene, J. A.**, Murphy, P. K., Butler, A. (in prep). *A longitudinal study of argumentation and epistemic cognition during science discussion.*

*Refereed Conference Proceedings*

Dragnic-Cindric D., Lobczowski N. G., **Greene, J. A.**, & Murphy, P. K. (2018). Exploring teacher presence during social regulation of learning in science classrooms. In J. Key & R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS) 2018, Volume 2* (pp. 1631-1632). London, UK: International Society of the Learning Sciences.

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.

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).

**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.

**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? In S. Barab, K. Hay, & D. Hickey (Eds.), *Proceedings of the 7<sup>th</sup> International Conference of the Learning Sciences* (pp. 210-216). Mahwah, NJ: Erlbaum.

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.

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.

**Greene, J. A.**, & Azevedo, R. (July, 2005). Adolescents' use of SRL behaviors and their relation to qualitative mental model shifts while using 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. 223-240). Amsterdam, The Netherlands: IOS Press.

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### Paper Presentations

All presentations had refereed abstracts.

Bernacki, M. L., Urban, C., Plumley, R., Luo, L., Gates, K., Panter, A., & **Greene, J. A.** (2020, April 17-21, 2020). *Leveraging campus data, learning theory, and educational data mining to predict achievement before students begin to fail* [Paper in symposium session]. American Educational Research Association, San Francisco, California. <https://convention2.allacademic.com/one/aera/aera20/> (Conference cancelled)

Isöhätälä, 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.

### **Paper and Poster Presentations Under Review**

None at this time.

### **Poster Presentations**

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.

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.

Lobczowski, N. G., Lyons, K., **Greene, J. A.**, & McLaughlin, J. E. (2020, April 17-21, 2020). *The formation and regulation of emotions in groups with different socioemotional experiences*. [Poster session] American Educational Research Association, San Francisco, California. <https://convention2.allacademic.com/one/aera/aera20/> (Conference cancelled).

- Freed, R., Greene, J. A., & Plumley, R. D. (2020, April 17-21, 2020). *Variable-centered approaches to analyzing strategic processing data*. [Poster session] American Educational Research Association, San Francisco, California.  
<https://convention2.allacademic.com/one/aera/aera20/> (Conference cancelled).
- Dragnic-Cindric, 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.,** & 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

- EDUC825 Development & Learning, Fall 2019 (25)
- 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**

- 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)*

- 2019-2022 *Co-Principal Investigator:* Transformative Undergraduate Self-regulated STEM Learning and Education Research. **National Science Foundation EHR Core Program, Level II Grant Proposal.** PI is M. Bernacki (\$707,962; 16.67% 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.** 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.** 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 (#103990).** 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

- 2020-2025 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-present Ad-hoc Reviewer, *Journal of the Learning Sciences*
- 2012-present 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-present 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**

- 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**

- 2020 Facebook Live chat, April 16, 2020.
- 2018 Member, Masters 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:** 6/8/2020

**Signature:**

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

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