

# MAEGHAN N. HENNESSEY

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## EDUCATION

- Ph.D. Educational Psychology, The Pennsylvania State University, 2007  
M.Ed. Curriculum and Instruction, Lock Haven University of Pennsylvania, 2002  
B.S. Secondary Education (Mathematics Option), The Pennsylvania State University, 1999

## PROFESSIONAL EXPERIENCES

### **University of Oklahoma – Norman, OK**

2020-present *Department Chair*  
Department of Educational Psychology

2013-present *Associate Professor*  
Department of Educational Psychology

2007-2013 *Assistant Professor*  
Department of Educational Psychology

### **The Pennsylvania State University – University Park**

2002-2007 *Graduate Research Assistant*  
Department of Educational and School Psychology and Special Education

### **Penns Valley Area School District – Spring Mills, PA**

2003 *Substitute Teacher*  
Taught in all grade levels (K-12)

### **Corry Area School District – Corry, PA**

1999-2002 *Mathematics Teacher*  
Corry Area Middle-High School  
Pennsylvania Instructional II Certification, tenured

## PUBLICATIONS

### **Refereed Journal Publications**

Hennessey, M. N., Herron, J. P., Martin, J. E., & Herron, M. D. (in press). Relations between the socioeconomic status of secondary students with disabilities and non-academic transition behaviors. *Exceptionality*. <https://doi.org/10.1080/09362835.2020.1772067>

Herron, J. P., & Hennessey, M. N. (2019). Organizational processes of problem solving groups. *Open Journal for Educational Research*, 3(2), 39-52. <https://doi.org/10.32591/coas.ojer.0302.01039h>

- Burnes, J. J., Martin, J. E., Terry, R., Hennessey, M. N., & McConnell, A. E. (2018). Establishing predictive validity: Predicting postsecondary education and employment outcomes using the TAGG. *Career Development and Transition for Exceptional Individuals, 41*(2), 111-121. <https://doi.org/10.1177/2165143417705353>
- Hennessey, M. N., Terry, R., Martin, J. E., McConnell, A. E., & Willis, D. (2018). Factor structure and basic psychometric properties of the Transition Assessment and Goal Generator (TAGG). *Career Development and Transition for Exceptional Individuals, 41*(2), 99-110. <https://doi.org/10.1177/2165143417691021>
- McConnell, A. E., Martin, J. E., Herron, J. P., & Hennessey, M. N. (2017). The influence of gender on non-academic skills associated with post-school employment and further education. *Career Development and Transition for Exceptional Individuals, 40*(3), 165-174. <https://doi.org/10.1177/2165143416629629>
- Dawson, C. L., Hennessey, M. N., & Higley, K. (2016). Student perceptions of justification in two disparate domains: Education and biology. *International Journal of Higher Education, 5*(3), 1-11. <https://doi.org/10.5430/ijhe.v5n3p>
- McConnell, A. E., Martin, J. E., & Hennessey, M. N. (2015). College and career indicators in relation to GPA and percent of time in general education. *Remedial and Special Education, 36*(6), 327-336. <https://doi.org/10.1177/0741932515583497>
- Hardré, P. L., & Hennessey, M. N. (2013). What they think, what they know, what they do: Rural secondary teachers' motivational beliefs and strategies. *Learning Environments Research: An International Journal, 16*(3), 411-436. <https://doi.org/10.1007/s10984-013-9131-0>
- Hennessey, M. N., Murphy, P. K., & Kulikowich, J. M. (2013). Investigating teachers' beliefs about the utility of epistemic practices: A pilot study of a new assessment. *Instructional Science, 41*(3), 499-519. <https://doi.org/10.1007/s11251-012-9241-6>
- McConnell, A. E., Martin, J. E., Juan, C. Y., Hennessey, M. N., Terry, R. A., El-Kazimi, N. A., Pannells, T., & Willis, D. M. (2013). Developing the Transition Assessment and Goal Generator (TAGG): Building student behavior constructs as the first step in developing a new transition assessment. *Career Development and Transition for Exceptional Individuals, 36*(3), 174-187. <https://doi.org/10.1177/2165143412468147>
- Hennessey, M. N., Higley, K., & Chesnut, S. R. (2012). A new paradigm for mathematics education: Persuasive pedagogy in action. *Educational Psychology Review, 24*(2), 187-204. <https://doi.org/10.1007/s10648-011-9190-7>
- Murphy, P. K., Alexander, P. A., Greene, J. A., & Hennessey, M. N. (2012). Examining epistemic frames in conceptual change research: Implications for learning and instruction. *Asia Pacific Education Review, 13*(3), 475-486. <https://doi.org/10.1007/s12564-011-9199-0>

- Hardré, P. L., & Hennessey, M. N. (2010). Two rural worlds: Differences of rural high school students' motivational profiles in Indiana and Colorado. *Journal of Research in Rural Education, 25*(8). Retrieved from <http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/25-8.pdf>
- Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. A. (2009). A meta-analysis of discussion approaches. *Journal of Educational Psychology, 101*(3), 740-764. <https://doi.org/10.1037/a0015576>
- Soter, A. O., Wilkinson, I. A. G., Murphy, P. K., Rudge, L., Renninger, K., & Edwards, M. N. (2008). What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal of Educational Research, 47*(6), 372-391. <https://doi.org/10.1016/j.ijer.2009.01.001>
- Edwards, M. N., Higley, K. H., Zeruth, J. A., & Murphy, P. K. (2007). Pedagogical practices: Examining preservice teachers' perceptions of their abilities. *Instructional Science, 35*(5), 443-465. <https://doi.org/10.1007/s11251-9014-1>
- Kulikowich, J. M., & Edwards, M. N. (2007). Analyzing change in school psychology research. *Psychology in the Schools, 44*(5), 535-542. <https://doi.org/10.1002/pits.20245>
- Murphy, P. K., Edwards, M. N., Buehl, M. M., & Zeruth, J. A. (2007). Domain-specificity of adolescent beliefs about knowledge: Testing the appropriateness and psychometric properties of an existing measure. *Journal of Experimental Education, 76*(1), 3-25. <https://doi.org/10.3200/JEXE.76.1.3-25>
- Kornhaber, M. L., Mishook, J., Edwards, M. N., & Nomi, T. (2006). Testing's influence on the arts: Some unexpected findings from Virginia. *KEDI Journal of Educational Policy, 3*(1), 45-67.
- Murphy, P. K., Delli, L. M., & Edwards, M. N. (2004). The good teacher and good teaching: Comparing beliefs of second-grade students, preservice teachers, and inservice teachers. *Journal of Experimental Education, 72*(2), 69-92. <https://doi.org/10.3200/JEXE.72.2.69-92>

#### **Other Refereed Contributions**

- Kulikowich, J. M., & Edwards, M. N. (2007). Inferential statistics. *Encyclopedia of Measurement and Statistics* (pp. 457-460). Sage Publications.

#### **Chapters in Edited Books**

- Hennessey, M. N., Herron, J. P., & Snoddy, R. (in press). Program evaluation. In B. L. Hott, C. Peltier, & F. J. Brigham, *Special Education Research*. SLACK Incorporated.

Hennessey, M. N., McConnell, A. E., & Martin, J. E. (2014). Developing an educational assessment: Recruiting teacher participants. In P. Brindle (Ed.), *SAGE Research Methods Cases*. Retrieved from <http://srmo.sagepub.com/view/methods-case-studies-2013/n385.xml#> <https://doi.org/10.4135/978144627305014535899>

Murphy, P. K., Buehl, M. M., Zeruth, J. A., Edwards, M. N., Long, J. F., & Monoi, S. (2010). Examining the influence of epistemic belief and goal orientations on the academic performance of adolescent students enrolled in high-poverty, high-minority schools. In L. D. Bendixen & F. C. Haerle (Eds.), *Personal epistemology in the classroom: Theory, research and implications for practice* (pp. 328-367). Cambridge University Press.

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.), *Re-framing the conceptual change approach in learning and instruction* (pp. 105-122). Elsevier.

### External Funding

*TAGG-MS: Development and Validation of the Transition Assessment and Goal Generator (TAGG) for Middle School Students with Disabilities. TAGG-MS: Development and Validation of the Transition Assessment and Goal Generator (TAGG) for Middle School Students with Disabilities.* (Not Funded).

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Kendra Williams-Diehm (PI), Maeghan Hennessey (Co-PI), Robert Terry (Co-PI), Tracy Sinclair (Co-PI)

Time: 7/01/20 – 6/30/24

Amount Requested: \$1,399,220

*TAGG-MS: Development and Validation of the TAGG for Middle School Students with Disabilities Who Have Postsecondary Education and Competitive Employment Goals.* (Not Funded).

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Amber McConnell (PI), Kendra Williams-Diehm (Co-PI), Robert Terry (Co-PI), Maeghan Hennessey (Co-PI), James Martin (Co-PI)

Time: 7/01/19 – 6/30/22

Amount Requested: \$1,394,577

*A Framework for Infusing Self-Determination to Promote Development of Early Transition Skills in Middle Schools.* (Not Funded)

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Kendra Williams-Diehm (PI) and Susan Palmer (Co-PI). Maeghan Hennessey (quantitative consultant) and Ji Hong (qualitative consultant).

Time: 7/01/19 – 6/30/22

Amount Requested: \$1,435,382

*TAGG-A: Developing, Validating, and Disseminating a New Secondary Transition Assessment for Students with Significant Cognitive Disabilities Taught to Alternate Achievement Standards* (grant award number R324A160160)

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: James Martin (PI), Renee Cameto (Co-PI), Amber McConnell (Co-PI), Christopher Sanford (Co-PI), Robert Terry (Co-PI), and Maeghan Hennessey (Co-PI)

Time: 7/01/16 – 6/30/20

Amount Funded: \$1,599,940

*Investigating the Use of the Transition Assessment and Goal Generator (TAGG) to Prepare Students for Postschool Outcomes: Obtaining Consequential Validity Evidence* (Not funded)

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Maeghan Hennessey (PI), Amber McConnell (Co-PI), James Martin (Co-PI), and Robert Terry (Co-PI)

Time: 7/01/16 – 6/30/20

Amount Requested: \$1,598,755

*Stepping-Up the TAGG* (Not funded)

Funding Source: Office of Special Education and Rehabilitative Services

Directors: James Martin (PI), Maeghan Hennessey (Co-PI), Robert Terry (Co-PI), and Amber McConnell (Co-PI)

Time: 7/01/2015 – 6/30/2020

Amount Requested: \$2,421,023

*The Development and Refinement of Standards-Based Pre-K – 3<sup>rd</sup> Grade Teacher Evaluation Instruments* (Not funded)

Funding Source: National Center for Education Research (Institute of Education Sciences)

Directors: Diane Horm (PI), Carla Goble (Co-PI), Amy Atanasov (Co-PI), and Maeghan Hennessey (Co-PI)

Time: 7/01/2014 – 6/30/2018

Amount Requested: \$1,600,000

*Transition Success Assessment* (grant award number R324A100246)

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: James Martin (PI) and Maeghan Hennessey (Co-PI)

Time: 7/01/10 – 6/30/15

Amount Funded: \$2,018,249

## **Internal Funding**

*Summer Research Grant*

Funding Source: Jeannine Rainbolt College of Education  
Director: Maeghan Hennessey (PI)  
Time: 06/01/2018-08/14/2018  
Amount Funded: \$1,995

*Alternative Textbook Grant*

Funding Source: University of Oklahoma Libraries  
Director: Maeghan Hennessey (PI)  
Time: 06/01/2017 – 12/31/2017  
Amount Funded: \$2,000

**Technical Reports and Other Publications**

Martin, J. E., Hennessey, M. N., & McConnell, A. E. (2016). *Transition Success Assessment*. (Final Report). University of Oklahoma.

Martin, J. E., Hennessey, M. N., McConnell, A. E., Terry, R. A., & Willis, D. M. (2015). *Technical Specifications for the Transition Assessment and Goal Generator*. Norman, OK: Board of Regents of The University of Oklahoma.

Martin, J. E., Hennessey, M. N., McConnell, A. E., Terry, R. A., & Willis, D. M. (2015). *Users Guide for the Transition Assessment and Goal Generator*. Norman, OK: Board of Regents of the University of Oklahoma.

Martin, J. E., & Hennessey, M. N. (2014). *Transition Success Assessment*. (Tech. Rep. No. 4). University of Oklahoma.

Martin, J. E., & Hennessey, M. N. (2013). *Transition Success Assessment*. (Tech. Rep. No. 3). University of Oklahoma.

Martin, J. E., & Hennessey, M. N. (2012). *Transition Success Assessment*. (Tech. Rep. No. 2). University of Oklahoma.

Martin, J. E., Hennessey, M. N., McConnell, A. E., Terry, R. A., & Willis, D. M. (2012). *Transition Assessment and Goal Generator*. Norman, OK: Board of Regents of The University of Oklahoma.

Martin, J. E., & Hennessey, M. N. (2011). *Transition Success Assessment*. (Tech. Rep. No. 1). University of Oklahoma.

Hennessey, M. N. (2007). *Teacher epistemic beliefs: The development of a psychometrically sound measure*. Unpublished doctoral dissertation, University Park, PA: The Pennsylvania State University.

**Manuscripts Submitted for Publication**

Liao, L., & Hennessey, M. N. (under review). *Identifying theoretical constructs of sense of community in computer-supported collaborative learning environments*.

Portley, J. L., Martin, J. E., & Hennessey, M. N. (under review). *Impact of Student Involvement in their IEP Process and Other Transition Education Practices on IDEA Indicator 13 Scores and Indicator 14 Outcomes.*

### **Research in Progress**

Hennessey, M. N., Dawson, C. L., & Martin, J. E. (in preparation). *Investigating differences in transition goals by student age.*

Hennessey, M. N., Herron, J. P., & Martin, J. E. (in preparation). *The influence of teacher experience on skills associated with post-school employment and education for students with disabilities.*

Hennessey, M. N., & Williams-Diehm, K. L. (in preparation). *The Employer-Identified Trait Assessment (EITA): Investigating the structure of a revised instrument.*

Hennessey, M. N., Williams-Diehm, K. L., & Martin, J. E. (in preparation). *Using the Transition Assessment and Goal Generator (TAGG) to Predict Self-Determination and Employment Readiness Skills.*

Herron, J. P., & Hennessey, M. N. (in revision). *Classroom context influence on pre-service teacher pupil control ideology.*

Liao, L., & Hennessey, M. N. (in preparation). *Developing a new instrument to assess online learners' sense of community in computer-supported collaborative learning environments.*

Meek, D., Hennessey, M. N., Crowson, H. M., & Martin, J. E. (in preparation). *Effect of teacher on ratings of students' non-academic skills.*

Parsons, A., & Hennessey, M. N. (in preparation). *Continuing to grow or checking the box: Teacher achievement goal orientation in their Professional Learning Focus.*

Terry, R., Hennessey, M. N., Martin, J. E., & McConnell, A. E. (in preparation). *Selection of transition goals through the use of item response theory.*

### **INVITED PRESENTATIONS**

Edwards, K. T., & Hennessey, M. N. (2013, October). Mentorship and teaching philosophy. Session presented for the Graduate Teaching Academy, University of Oklahoma, Norman, OK.

Martin, J. E., Hennessey, M. N., & McConnell, A. E. (2013, March). Development and validation of the Transition Assessment and Goal Generator. Presented at the Spring Institute of Education Sciences principal investigator meeting, Washington, DC.

Hennessey, M. N., & Ge, X. (2012, May). Create and sustain online learning communities using Web 2.0 technology. Session presented for the College of Liberal Studies, University of Oklahoma, Norman, OK.

Hennessey, M. N., & Greene, B. A. (2011, November). The job talk. Session presented at the biannual meeting of the Southwestern Consortium for Innovative Psychology in Education, Norman, OK.

Hennessey, M. N. (2011, April). Participant. In T. A. Cullen (Chair), *Successful grantsmanship in IT: A panel discussion*. Session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hennessey, M. N. (2010, July). Construct validity: Matching our assessments to our domain. Session presented at The Department of Anesthesiology's Grand Rounds, University of Oklahoma Health Sciences Center, Oklahoma City, OK.

Hennessey, M. N. (2009, August). My life as an Assistant Professor. In H. Fives, M. M. Buehl, and S. Tonks (Chairs), *American Psychological Association Division 15 Graduate Student Seminar*. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Hennessey, M. N., & Jones, M. H. (2008, August). How to survive the first year. In H. Fives and M. M. Buehl (Chairs), *American Psychological Association Division 15 Graduate Student Seminar*. Presented at the annual meeting of the American Psychological Association, Boston, MA.

## **NATIONAL AND INTERNATIONAL PRESENTATIONS**

Hennessey, M. N., Crowson, H. M., Parsons, A., & Noon, S. (2020, August). The Roles of Resilience and Perceived Autonomy in Predicting Preservice Teachers' Motivation and Intention to Teach. Poster to be presented at the annual meeting of the American Psychological Association, Washington, DC.

Herron, J. P., & Hennessey, M. N. (2020, August). The Influence of Teacher Experience on Ratings of Transition Skills. Poster to be presented at the annual meeting of the American Psychological Association, Washington, DC.

Liao, L., & Hennessey, M. N. (2020, April). Promoting a Sense of Community in Computer-supported Collaborative Learning: A Literature Review. Poster accepted for the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Williams-Diehm, K. L., Sanford, C., Cameto, R., Hodge, L., Sinclair, T. E., Terry, R., & Hennessey, M. N. (2020, February). TAGG-A: Developing a Transition Assessment for Students with Significant Disabilities. Session presented at the Council for Exceptional Children Convention and Expo, Portland, OR.



- Herron, J., & Hennessey, M. N. (2019, August). Classroom Context Influence on Pre-Service Teacher Pupil-Control Ideology. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Pickens, K., & Hennessey, M. N. (2019, August). Using Short-Term Goals to Enhance Students' Attitudes Toward Math. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Liao, L., & Hennessey, M. N. (2018, August). Developing a new instrument to assess online learners' sense of community in CSCL environments. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Dawson, C. L., Hennessey, M. N., & Martin, J. E. (2017, August). The effect of age for students with disabilities using the Transition Assessment and Goal Generator. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Liao, L., & Hennessey, M. N. (2017, August). Identifying and validating the factor structure of students' sense of community in CSCL. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Dawson, C. L., & Hennessey, M. N. (2017, April). Teacher autonomy: A tale of two scales. Roundtable presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Hennessey, M. N., Johnson, M. C., & Deardorff, M. E. (2017, March). TAGG: A new online transition assessment. Webinar presented for the University of Oklahoma's Zarrow Center for Learning Enrichment, Norman, OK.
- Herron, J. P., & Hennessey, M. N. (2016, August). The mediated effect of teaching efficacy on contextual variables and pupil control ideology. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- Terry, R., Hennessey, M. N., & Martin, J. E. (2014, August). An item response theory view of the Transition Assessment and Goal Generator. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Herron, J., Hennessey, M. N., & Hong, J. Y. (2014, August). Organizational processes of a problem-solving group with an informed minority. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Martin, J. E., Hennessey, M. N., & McConnell, A. E., Martin, J. D., & Burnes, J. (2014, April). Using the TAGG to assess college and career readiness skills. Session presented at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.
- Martin, J. E., Hennessey, M. N., McConnell, A. E., Terry, R., & Willis, D. (2014, April). Assessing college and career readiness skills using the Transition Assessment and Goal

- Generator. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Martin, J. E., Hennessey, M. N., McConnell, A. E., & Terry, R. (2013, November). Transition Assessment and Goal Generator (TAGG): Skills and experiences associated with postsecondary employment and enrollment. Session presented at the 18<sup>th</sup> international conference of CEC's Division on Career Development and Transition Conference, Williamsburg, VA.
- Hennessey, M. N., Herron, J. P., Herron, M. D., Metcalf, L., & Martin, J. E. (2013, August). Relations between skills and behaviors of students with disabilities and socio-economic status. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- McConnell, A. E., Martin, J. E., & Hennessey, M. N. (2013, April). College and career success indicators in relation to GPA and percent of time in general education. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Mortensen, C. M., Miller, R. B., & Hennessey, M. N. (2013, April). Profiles of procrastination and delay from a self-regulatory perspective. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Martin, J. E., Hennessey, M. N., McConnell, A. E., & Terry, R. (2013, April). Successful transition into postsecondary education and employment using the Transition Assessment and Goal Generator. Session presented at the Council for Exceptional Children Convention and Expo, San Antonio, TX.
- Martin, J. E., McConnell, A. E., Terry, R., & Hennessey, M. N. (2012, October). A new on-line transition assessment: The Transition Assessment and Goal Generator. Session presented at the 17<sup>th</sup> international conference of CEC's Division on Career Development and Transition Conference, Denver, CO.
- Hennessey, M. N., Hong, J. Y., Chesnut, S. R., Herron, J., Fredman, J., & Terrazas-Carrillo, E. (2012, August). The Use of Persuasive Arguments in a Gaming Context. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Hennessey, M. N., Martin, J. E., McConnell, A., Terry, R., & Kazimi, N., Willis, D., & Martin, J. (2012, August). Skills and Behaviors for Post-High School Success for Students with Disabilities. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Hennessey, M. N. (Chair). (2012, April). *Learning from and with peers*. Paper session presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

- McConnell, A., Martin, J. E., Hennessey, M. N., Terry, R., El-Kazimi, N., Pannells, T., & Willis, D. (2012, April). Building constructs and lists of behaviors and experiences associated with post high school employment and educational successes. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Martin, J. E., Hennessey, M. N., McConnell, A., & Kazimi, N. (2012, April). Use of behaviors critical to postschool success to develop a transition assessment. Session presented at the Council for Exceptional Children Convention and Expo, Denver, CO.
- Hennessey, M. N. (2011, November). Featured participant. In L. Bendixen (Chair), *AREA 3: Knowledge, knowing, & beliefs in STEM*. Presentation at the Biannual conference of the Southwestern Consortium for Innovative Psychology in Education, Norman, OK.
- Hardré, P. L., & Hennessey, M. (2011, October). What they think, what they know, what they do: Examining rural secondary teachers' motivating beliefs and strategies. Paper presented at the National Rural Education Association (NREA) National Research Symposium, Hilton Head Island, SC.
- Martin, J. E., Hennessey, M. N., Terry, R., McConnell, A., Pannells, T., & El-Kazimi, N. (2011, October). Identification of student behaviors critical to post-school success and using them to develop a transition assessment. Paper presented at the 16<sup>th</sup> international conference of CEC's Division on Career Development and Transition Conference, Kansas City, MO.
- Hennessey, M. N. & Pannells, T. (2011, August). Improving teacher education: Determining epistemic beliefs of the pre-service teacher. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Hennessey, M. N., Im, S., & Higley, K. (2010, April). Student perceptions of methods of justification in the classroom. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Hennessey, M. N., & Hardré, P. L. (2009, August). Adolescent perceptions of classroom control. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Hennessey, M. N., Murphy, P. K., & Kulikowich, J. M. (2009, April). The measurement of teacher epistemic beliefs. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Mason, L. H., & Edwards, M. N. (2007, November). Promoting struggling adolescent students' reading comprehension and writing about expository text through strategy instruction. In P. N. Van Meter (Chair), *Enhancing students' text comprehension: Interventions that work*. Symposium presented at the annual meeting of the National Reading Conference, Austin, TX.

- Murphy, P. K., & Edwards, M. N. (2007, August). A meta-analysis of the effects of classroom discussions on students' comprehension of text. In K. Kumpulainen (Chair), *Examining the potential of classroom discussions to promote high-level comprehension of text: Toward an integrative model*. Symposium presented at the twelfth biennial meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Kulikowich, J. M., & Edwards, M. N. (2007, April). Time series analysis in academic development. In J. M. Kulikowich (Chair), *The roles of perception, cognition, emotion, and social factors in academic development*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Murphy, P. K., & Edwards, M. N. (2007, April). Exploring potential mechanisms for the solidification of fragile understandings: Doubt as a linchpin. In P. A. Alexander (Chair), *Fragile understanding: When good ideas go bad*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Edwards, M. N. (2006, August). *The Pennsylvania System of School Assessment 11<sup>th</sup> grade mathematics exam: Which standards contribute to proficiency level?* Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Higley, K., & Edwards, M. N. (2006, August). *A new paradigm for mathematics education: Persuasive pedagogy in action*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Edwards, M. N. (Chair). (2005, August). *The road to domain expertise: Texts, situations, technology, and methodology*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Edwards, M. N., Higley, K. J., Wright, M., Kulikowich, J. M., & Van Meter, P. (2005, August). Intervening to facilitate emergent expertise: Multiple methodologies. In M. N. Edwards (Chair), *The road to domain expertise: Texts, situations, technology, and methodology*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Higley, K. J., Edwards, M. N., & Gushka, J. A. (2005, August). The viability of the persuasion metaphor for educators with varying levels of teacher-efficacy. In H. Fives (Chair), *Teaching as persuasion: Is the metaphor viable?* Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Murphy, P. K., Alexander, P. A., Greene, J. A., & Edwards, M. N. (2005, April). Epistemological threads in the fabric of conceptual change. In P. K. Murphy (Chair), *Examining the hinge: The influence of epistemological beliefs in conceptual change*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Murphy, P. K., & Edwards, M. N. (2005, April). What the studies tell us: A meta-analysis of discussion approaches. In I. Wilkinson (Chair), *Making sense of group discussions designed to promote high-level comprehension of texts*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

## **LOCAL AND REGIONAL PRESENTATIONS**

Waller, J., Ward, J., & Hennessey, M. N. (2018). Open books, open minds. Session presented at the University of Oklahoma Academic Technology Expo, Norman, OK.

Hennessey, M. N. (2017, October). What is the purpose of assessment? Keeping the individual learner in mind. Poster presented at the Rocky Mountain Educational Research Association, Lawton, OK.

Liao, L., & Hennessey, M. N. (2017, October). Developing a new instrument to assess sense of community in computer-supported collaborative learning. Poster presented at the Rocky Mountain Educational Research Association, Lawton, OK.

Hennessey, M. N. (2010, March). Assessing your assessments. Presentation at the GET FIT Conference, Norman, OK.

## **SERVICE**

### **PROFESSIONAL ASSOCIATIONS**

American Educational Research Association  
American Psychological Association, Division 15  
Association for Educational Communications & Technology  
National Council of Measurement in Education  
Southwestern Consortium for Innovative Psychology in Education

## **REVIEWS**

Editorial Board, *Contemporary Educational Psychology*, 2008-present  
Editorial Board, *Journal of Educational and Developmental Psychology*, 2011-present  
Editorial Board, *Journal of Experimental Education*, 2007-2011  
Ad Hoc Reviewer, *American Educational Research Journal*  
Ad Hoc Reviewer, *Career Development and Transition for Exceptional Individuals*  
Ad Hoc Reviewer, *Educational Psychologist*  
Ad Hoc Reviewer, *Instructional Science*  
Ad Hoc Reviewer, *Journal of Educational Research*  
Ad Hoc Reviewer, *Remedial and Special Education*  
Ad Hoc Reviewer, *Review of Educational Research*  
Ad Hoc Reviewer, *Science Education*  
Proposal Reviewer, *American Educational Research Association, Division C*  
Proposal Reviewer, *American Educational Research Association, Division D*  
Proposal Reviewer, *American Educational Research Association, Division H*  
Proposal Reviewer, *American Educational Research Association, Special Education Research SIG*

Proposal Reviewer, *American Psychological Association, Division 15*

### **University of Oklahoma**

Member, Life Sciences and the Future of Health Working Group, Office of the Vice President for Research and Partnerships, 2020-present  
Member, Quantitative Psychology New Faculty Search Committee, 2016-2017  
Member, Rita Lottinville Prize for Freshmen Committee, 2012-2014  
Member, Graduate College Academic Misconduct Panel, 2007-2010

### **Jeannine Rainbolt College of Education, University of Oklahoma**

Member, Curriculum Committee, 2013-2016  
Member, Climate Committee, 2011-2012, 2013-2014  
Co-Chair, Climate Committee, 2013  
Chair, Committee on Committees, 2010-2014  
Member, Multicultural Education Committee, 2007-2013

### **Department of Educational Psychology, University of Oklahoma**

Chair, Department of Educational Psychology, 2020-present  
Committee A, Department of Educational Psychology, 2019-present  
Co-Program Area Coordinator, IPT Program, 2016-2020  
Member, Awards Committee, 2016-2019  
Member, Professional Counseling New Faculty Search Committee, 2014-2015, 2016  
Chair, IPT Admissions Committee, 2013-2016  
Co-Chair, IPT New Faculty Search Committee, 2013-2014  
Member, IPT Admissions Committee, 2012-2013, 2016-present  
Chair, Elections Committee, 2011-2012, 2018-2019  
Member, Elections Committee, 2010-2011, 2017-2018

### **American Psychological Association**

Member, Webinar Committee, Division 15, 2019-present  
Chair, Membership Committee, Division 15, 2008-2011

### **American Educational Research Association**

Co-Chair, Graduate Student Seminar, Division C, 2014-2016  
Reviewer, AERA Division C Graduate Student Research Award, 2016  
Senior Co-Chair, Graduate Student Committee, Division C, 2005-2006  
Junior Co-Chair, Graduate Student Committee, Division C, 2004-2005

### **Southwestern Consortium for Innovative Psychology in Education**

Graduate Student Mentor, 2011

### **Local Service**

All Saints Catholic School Fall Opening Advisory Board, 2020-present  
Kiwanis Advisor, Southmoore High School Key Club, 2019-present

## **HONORS AND AWARDS**

Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, 2017

Jeannine Rainbolt College of Education Research/Scholarship Award, 2014

Gray Scholarship in Education, 2006-2007

Deano Theavos Scholarship in Educational Psychology, 2003-2005

Corry Area Alumni Association Scholarship, 1995

Corry Area Education Association Scholarship, 1995

George F. Hixson Fellow, Kiwanis International