

## VITA

### **Barbara A. Greene**

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### **EDUCATION**

|                           |   |            |
|---------------------------|---|------------|
| Ph.D. (1990)              | University of Massachusetts,<br>Amherst, Massachusetts      | Psychology |
| M.S. (1988)               | University of Massachusetts,<br>Amherst, Massachusetts      | Psychology |
| Non-degree<br>(1983-1985) | San Francisco State University<br>San Francisco, California | Psychology |
| B.A. (1978)               | Boston University,<br>Boston, Massachusetts                 | Religion   |

### **SPECIALIZATION**

Areas of specialization: Relationships among motivational and cognitive factors that affect learning; Student perceptions of the instructional environment and influences on motivation and cognitive engagement; Motivational factors and learning with technology; Measurement of motivational constructs; and research methodology.

### **EMPLOYMENT**

August, 08 – Present: Professor, Department of Educational Psychology, University of Oklahoma, Norman, Oklahoma.

July, 04- June 08: Professor and Chair, Department of Educational Psychology, University of Oklahoma, Norman, Oklahoma.

August 96 – June, 04: Associate Professor, Department of Educational Psychology, University of Oklahoma, Norman, Oklahoma.

August, 90 - May, 1996: Assistant Professor, Department of Educational Psychology, University of Oklahoma, Norman, Oklahoma.

1985 - 1990 - Graduate Research or Teaching Assistant Department of Psychology, University of Massachusetts, Amherst, Massachusetts.

## PUBLICATIONS

### Books

Greene, B. A. (2017) *Self-Efficacy and Future Goals in Education*. Educational Psychology Insight Series. New York: Taylor and Francis.

### Refereed Articles and Chapters

Hong, J. Y., Greene, B., & Lowery, J. (2016). Multiple Dimensions of Teacher Identity Development from Pre-service to Early Years of Teaching: A Longitudinal Study, *Journal of Education for Teaching*. <http://dx.doi.org/10.1080/02607476.2017.1251111>

Hong, J. Y., Greene, B., Roberson, R., Cross, D. I., & Rapacki, L. (accepted). Variations in pre-service teachers' career exploration and commitment to teaching. *Teacher Development*.

Greene, B. A. (2015). Measuring cognitive engagement with self-report scales: Reflections from over 20 years of research. *Educational Psychologist*.  
DOI:10.1080/00461520.2014.989230

Greene, B. A., Lubin, I. A., Slater, J. L., & Walden, S. E. (2013). Mapping Changes in Science Teachers' Content Knowledge: Concept Maps and Authentic Professional Development. *Journal of Science Education And Technology*, 22(3), 287-299.

Cullen T.A. & Greene, B.A. (2011). Preservice teachers' beliefs, attitudes, and motivation about technology integration. *Journal of Educational Computing Research*, 45, 29-47.

Hong, J. Y. & Greene, B. (2011). Hopes and fears for science teaching: The possible selves of preservice teachers in a science education program. *Journal of Science Teacher Education*, 22, 491-512.

Thomas, M. K., Ge, X, & Greene, B. A. (2011). Fostering 21st Century Skill Development by Engaging Students in Authentic Game Design Projects in a High School Computer Programming Class. *Journal of Educational Computing Research*, 44, 391-408.

Walker, C. O. & Greene B. A. (2009). The relations between student motivational beliefs and cognitive engagement in high school. *Journal of Educational Research*, 102, 463 – 472.

Ge, X, Thomas, M. K., & Greene, B. A. (2006). Technology-rich ethnography for examining the transition to authentic problem-solving in a high school computer programming class. *Journal of Educational Computing Research*, 34, 319- 352.

Martin, J. E., Van Dycke, J. L., Greene, B. A., Gardner, J. W., Christensen, W. R., Woods, L. J., & Lovett, D. L. (2006). Direct observation of teacher-directed secondary IEP meetings: establishing the need for self-determination and student participation instruction. *Exceptional Children*, 72, 187-200.

Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. W., & Lovett, D. L. (2006). Increasing student participation in their transition IEP meetings: Establishing the self-directed IEP as an evidenced-based practice. *Exceptional Children*, 72, 299-316.

- Walker, C., Greene, B. A., Mansell, R. A. (2006). Identification with academics, intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement. *Learning and Individual Differences*, 16, 1-12.
- Ravindran, B. & Greene, B.A., & DeBacker, T. B. (2005). The role of goals and beliefs in the prediction of pre-service teachers' cognitive engagement and knowledge integration. *Journal of Educational Research*, 98, 222-232.
- Martin, J. E., Greene, B. A., & Borland, B. J., (2004). Student involvement in their secondary IEP meetings: building level administration perspectives. *Career Development for Exceptional Individuals*, 27, 177-188.
- Greene, B. A., Miller, R. B., Crowson, H. M., Duke, B. L., & Akey, C. L., (2004). Predicting high school students' cognitive engagement and achievement: Contributions of classroom perceptions and motivation. *Contemporary Educational Psychology*, 29, 462-482.
- Greene, B. A. & DeBacker, T.K. (2004). Gender and orientations toward the future: Links to motivation, *Educational Psychology Review*, 16, 91 – 120.
- Dillon, C. & Greene, B. A. (2003). Learner differences in distance education: Finding differences that matter. In M. Moore and B. Anderson (Eds.). *Handbook of distance learning*. (235-244) Mahwah, NJ: Erlbaum.
- Greene, B. A., Dillon, C., Crynes, B. (2003) Distributive learning in introductory chemical engineering: Two studies of university students' learning, motivation, and attitudes using a CD-ROM. *Journal of Educational Computing Research*, 29, 189-207.
- Gilbert, N. J. & Greene, B.A. (2002) College students' collaborative use of Inspiration™ to generate concept maps in an educational technology class. *Journal of Educational Technology Systems*, 30, 389-402.
- Silver, B. B., Smith, Jr., E.V., & Greene, B. A. (2001). A study strategies self-efficacy instrument for use with Community College students. *Educational and Psychological Measurement*, 61 (5), 849-865.
- Greene, B.A., & Land, S.M. (2000). A qualitative analysis of scaffolding use in a resource-based learning environment involving the World Wide Web. *Journal of Educational Computing Research*, 23 (2), 151-180.
- Land, S.M. & Greene, B.A. (2000). Project-based learning with the World Wide Web: A qualitative study of resource integration. *Educational Technology: Research and Development*, 48 (1), 45-66.
- Miller, R. B., DeBacker, T. K., & Greene, B. A. (1999). Perceived instrumentality and academics: The link to task valuing. *Journal of Instructional Psychology*, 26 (4) 250-260.

- Greene, B. A., DeBacker, T.K., Ravindran, B. & Krows, A. J. (1999). Goals, values, and beliefs as predictors of achievement and effort in high school mathematics classes. *Sex Roles, 40*(5), 421-458.
- McKane, P. F. and Greene, B. A. (1996). The use of computer-assisted instruction in correctional centers to enhance the reading skills of reading-disadvantaged adults. *Journal of Educational Computing Research, 15*, 331-344.
- Miller, R.B., Greene, B. A., Montalvo, G. P, Ravindran, B. & Nichols, J. D. (1996). Engagement in Academic Work: The role of learning goals, future consequences, pleasing others and perceived ability. *Contemporary Educational Psychology, 21*, 388-422.
- Greene, B. A. & Miller, R. B. (1996). Influences on course achievement: Goals, Perceived ability, and cognitive engagement. *Contemporary Educational Psychology, 21*, 181-192.
- Greene, B. A. (1995). Comprehension of text in an unfamiliar domain: Effects of instruction that provides either domain or strategy knowledge. *Contemporary Educational Psychology, 20*, 313-319.
- Greene, B. A., Kincade, K. M., Hays, T.A. (1994). Research-based modification of a computer program for reading instruction. *Journal of Educational Computing Research, 10*, 341-348.
- Greene, B. A. and Royer, J. M. (1994). A developmental review of response time data that support a cognitive components model of reading. *Educational Psychology Review, 6*, 141-172.
- Royer, J. M., Greene, B. A., & Anzalone, S. J. (1994). Can U.S. developed CAI work effectively in a developing country? *Journal of Educational Computing Research, 10*, 41-61.
- Kleine, P. F. and Greene, B. A. (1993). Story telling: A rich history and a sordid past. A response to David Berliner. *Educational Psychologist, 28*, 185-190.
- Miller, R. B., Behrens, J. T., Greene, B. A. and Newman, D. (1993). Goals and Perceived ability: Impact on student valuing, self-regulation and persistence. *Contemporary Educational Psychology, 18*, 2-14.
- Kincade, K. M. and Greene, B. A. (1992). College students' comprehension and impressions of computer-presented text: The effects of text segmentation size and speed of presentation. *Journal of College Reading, 25* (1) 18-28.
- Greene, B. A., Royer, J. M., & Anzalone, S. (1990). A new technique for measuring listening and reading literacy in developing countries. *International Review of Education, 36*(1) 57-68.

- Royer, J. M., Tirre, W. C., Sinatra, G. M., & Greene, B. A. (1989). The assessment of on-line comprehension of computer-presented text. *Journal of Educational Research*, 82(6), 348-355.
- Kardash, C. M., Royer, J. M., & Greene, B. A. (1988). Effects of schemata on both encoding and retrieval of information from prose. *Journal of Educational Psychology*, 80(3), 324-329.
- Marchant III, H. G., Royer, J. M., & Greene, B. A. (1988). Superior Reliability and Validity for a New Form of the Sentence Verification Technique of Measuring Comprehension. *Educational and Psychological Measurement*, 48, 827-834.
- Royer, J. M., Greene, B. A. & Sinatra, G. M. (1987). The Sentence Verification Technique: A practical procedure that teachers can use to develop their own reading and listening comprehension tests. *Journal of Reading*, 30(5), 414-422.

### **Manuscripts in Preparation or Submitted**

- Lubin, I. A. & Greene, B. A. (in preparation). Motivation and Achievement of St. Lucian Youth: The Roles of Beliefs about Schooling and Expectancy Valuing. Submitted for consideration in the *British Educational Research Journal*.
- Slater, J., Greene, B. A., & Cate, J. L. (in preparation) Observing Inquiry and Technology in Classrooms.

### **REFEREED RESEARCH PRESENTATIONS**

- Greene, B. A., Heddy, B. C., & Xie, K. (August, 2016). Comparison of self-report techniques for measuring motivation, emotion and cognitive engagement: Use of experience-sampling method. Paper presented at the 15<sup>th</sup> International Conference on Motivation, Thessaloniki, Greece.
- Hong, J., Greene, B. A., & Cross Francis, D. (August, 2016). Negative Emotions and Attributions: Understanding the Actions and Inaction of Early Career Teachers. Poster presented at the 15<sup>th</sup> International Conference on Motivation, Thessaloniki, Greece.
- Xie, K., Greene, B. A., Heddy, B. C., & Chen, Sheng-Bo. (April, 2016). Affordances of Using Mobile Technology to Support Experience-Sampling Method in Examining College Students' Learning Habits. Paper presented at the annual meeting of the American Educational Research Association (Instructional Technology, SIG), Washington, DC.
- Hong, J., Greene, B. A., & Looney, K. (April, 2016). How Are Relational Dynamics Associated With First-Year Teachers' Sense of Agency? Paper presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), Washington, DC.
- Hong, J., Greene, B. A., & Cross Francis, D. (2015, July). Sustaining impact of teacher education: What do first year teachers use the most from teacher education program? Paper to be presented at the 17th Biennial International Study Association of Teachers and Teaching Conference (ISATT), Auckland, New Zealand.
- Hong, J., Day, C., & Greene, B. (April, 2015). Understanding Changing Orientations to Teaching During the Transition from Pre-service to First Year Teaching. Paper presented at the annual meeting of the American Educational Research Association (Lives of

- Teachers SIG), Chicago, IL.
- Hong, J. Y., Greene, B., Roberson, R. (2014). Exploration of Pre-Service Teachers' Professional Identity Development and its Relation to their Resilience and Teaching Ability Beliefs. Paper presented to the 2014 American Educational Research Association Conference, Division C, Philadelphia, PA.
- Greene, B. A. (2013). The Rise and Fall of Self-report Cognitive Engagement Scales. Paper presented to the 2013 American Educational Research Association Conference, Division C Symposium, San Francisco, CA.
- Hong, J. Y., Greene, B., Roberson, R., Cross, D. I., & Rapacki, L. (2012, August). Understanding pre-service teachers' professional identity development. Poster to be presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Orlando, FL.
- Hong, J. Y. & Greene, B. (2011). A Longitudinal Study of Teacher Identity Development: Understanding Ongoing Motivation to Teach. Paper submitted to the 2011 American Educational Research Association Conference, Division C – Section 6, New Orleans, Louisiana.
- Greene, B. A., Dillon, C. G., Miller, R. B. (2010). Sport and academic motivation: A comparison of male and female student athletes in high and low profile sports. Paper presented to the 12<sup>th</sup> International Conference on Motivation, Porto, Portugal September, 2010.
- Lubin, I. A. & Greene, B. A. (2010). Motivation and Achievement of St. Lucian Youth: The Roles of Future Orientation, Expectancy Valuing, and Perceptions of Societal Structures. Poster presented to the 12<sup>th</sup> International Conference on Motivation, Porto, Portugal September, 2010.
- Cullen, T. A. & Greene, B. A. (2010, April). Paper presented at the American Educational Research Association, Instructional Technology SIG, Denver, Colorado.
- Hong, J. Y. & Greene, B. (2010, April). Hopes and Fears about Teaching: The Possible Selves of Pre-service Teachers. Paper presented at the American Educational Research Association, Motivation SIG, Denver, Colorado.
- Miller, R.B., Greene, B. A., Dillon, C. G. (2010, April). Perceived instrumentality, achievement goals, and deep processing: Direct or mediated effects? Poster presented at the annual meeting of the American Educational Research Association Motivation SIG, Denver, Colorado.
- Walden, S. E., Greene, B. A., Slater, J., Lubin, I., & Keese, M.S. (August, 2009). Collaboration between science teachers and university scientists: Inquiry-oriented professional development. Paper presented at the 2009 Biennial Conference meeting of the European Association for Research on Learning and Instruction, Amsterdam, the Netherlands.
- Greene, B. A., Lubin, I., Slater, J., Walden, S. E., & Keese, M. S. (July, 2009). Using concept maps to capture changes in science teachers' content knowledge: Authentic professional development for science teachers. Paper presented at the Sixteenth International Conference on Learning in Barcelona. Spain.
- Davis, K. A., Miller, R.B., Greene, B. A., Dillon, C. G., & Mason, B. (2009, April). Engineers taking physics: motivation and cognitive strategies revisited. Poster presentation at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Greene, B. A., Cullen, T. A., Lubin, I., & Licuanan, B. (April, 2009). Patterns of engagement: A case study of a local natural history exhibit. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA
- Miller, R. B., Greene, B.A., Dillon, C.L., Davis, K.A., & Mason, B. (2008). Engineers Taking Physics: Motivationally, What Makes Them Tick? Poster presented at the annual

meeting of the American Educational Research Association in NYC.

- Greene, B. A., Mansell, R. A., DeBacker, T. K., & Robbins, R. (2007). Examination of persistence among American Indian university students: The roles of cognitive engagement and beliefs. Poster presented at the 2007 Biennial Conference of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Thomas, M. K., Ge, X., & Greene, B. (2007). Discovering the potential of video game culture to support learning: Lessons learned from a high school computer programming class. This paper was presented during the 2007 Biennial Conference of the European Association for Research on Learning and Instruction (EARLI) in Budapest, Hungary on August 30, 2007.
- DeBacker, T.K., Crowson, H.M., Miller, R.B., & Greene, B.A. (2007). Situational changes in classroom-specific need for closure. Paper presented at the 2007 12th Biennial Conference of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Greene, B.A., Dillon, C.L., Miller, R.B., Davis, K.A., Nelson, D. & Brammer, C. (2007). Changes in motivation and cognitive engagement across a semester: when the going gets tough, the tough get going. Poster presented at the annual meeting of the American Educational Research Association in Chicago.
- Greene, B. A., Dillon, C. L., Miller, R. B., Davis, K. A., & Mason, B. A. (2007). College student achievement in physics: Is it really all about the formulas? Paper presented at the annual meeting of the American Educational Research Association in Chicago.
- Greene, B. A., Mansell, R. A., DeBacker, T. K., & Robbins, R. (2006). Correlates of persistence among American Indian university students. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Walker, C. & Greene, B. A. (2006). Perceptions of classroom achievement goals in high school as predictors of student belonging and perceived instrumentality. Paper presented as a poster at the annual meeting of the American Educational Research Association, San Francisco.
- Thomas, M. K., Ge, X., & Greene, B. A. (2006). Looking inside a computer programming class: Discovering positive influences of video gaming culture. Poster presented at the annual meeting of the American Educational Research Association, San Francisco.
- Greene, B. A., Thomas, M. K., & Ge, X. (2005). Examining the Transition to Authentic Problem-solving in a High School Computer Programming Class. Poster presented at the Third International Conference on Multimedia and Information & Communication Technologies in Education (m-ICTE 2005) June, Cáceres (Spain).
- Dillon, C., Greene, B. A., & Mansell, R. A. (2005). Assessing approaches to learning in order to predict learning in higher education. Paper presented at the Third International Conference on Multimedia and Information & Communication Technologies in Education (m-ICTE 2005) June, Cáceres (Spain).
- Ge, X., Thomas, M., & Greene, B. A. (2005). Technology-rich ethnography for examining the transition to authentic problem-solving in a high school computer programming class. Paper presented at the 2005 Annual Meeting of the American Educational Research, Montreal, Canada.
- Mansell, R. A. & Greene, B. A. (2005). Measuring Student Beliefs about the Role of School Learning: Relationships with Motivation and Cognitive Engagement. Paper presented as a Poster at the 2005 Annual Meeting of the American Educational Research, Montreal, Canada.

- Greene, B. A. (September, 2004). Perceptions of democracy, beliefs about classrooms, and motivation to learn: an exploration of socio-political connections to motivation. Paper presented at the 9<sup>th</sup> International Conference on Motivation, Lisbon, Portugal.
- Mansell, R., Greene, B. A., & DeBacker, T. K. (2004). Searching for meaning: Epistemological beliefs and their relationships with motivation to learn. Paper presented at the 9<sup>th</sup> International Conference on Motivation, Lisbon, Portugal.
- Walker, C., Greene, B. A. & Mansell, R. (2004). Identification with academics, motivational style, and perceived ability: predicting deep and shallow cognitive engagement. Paper presented as a Poster at the 2004 Annual Meeting of the American Educational Research, San Diego, CA.
- Dillon, C., Greene, B. A., & Mansell, R. (2003). Assessing approaches to learning in independent learning environments in higher education. Paper presented at the 2003 Annual Meeting of the American Educational Research, Chicago, IL.
- Greene, B. A. and DeBacker, T. K. (2003). Gender and Orientations Toward the Future: Links to Motivation. Paper presented as part of a symposium at the 2003 Annual Meeting of the American Educational Research, Chicago, IL.
- Jones, J. E. & Greene, B. A. (2003). Autonomy Support, Motivation, Self-Regulation, and Perceived Competence: Influences on Student Achievement. Paper presented as a Poster at the 2003 Annual Meeting of the American Educational Research, Chicago, IL.
- Dillon, C. & Greene, B. A. (June, 2002). Motivation and Cognitive Engagement in Distributed Learning Environments: Learner Differences that Transcend International Boundaries. Paper presented at the 2002 Annual Meeting of EDEN in Granada, Spain.
- Greene, B. A., Dillon, C., & Crynes, B. (April, 2002). Predictors of leaning in a CD ROM based Chemical Engineering course: The roles of motivation and cognitive engagement. Paper presented at the 2002 Annual Meeting of the American Educational Research, New Orleans, LA.
- Jones, J. E. & Greene, B. A. (2002). The relationship of self-regulation, motivation, and personality traits of college student. Paper Presented as a Poster at the 2002 Annual Meeting of the American Educational Research Association in New Orleans, NO.
- Greene, B. A. & Duke, B. L. (April, 2002) Understanding strategy use and achievement in high school: Influences of student perceptions of the classroom environment, perceived ability, and goals for doing the academic work. Paper presented as a poster at the 2001 Annual Meeting of the American Educational Research, New Orleans, L.A.
- Dillon, C, Greene, B. A., & Crynes, B. (April, 2001). Technology-Based Distributed Learning in Post Secondary Education: Learner Differences in Strategy Use and Achievement. Paper presented at the 2001 Annual Meeting of the American Educational Research, Seattle, WA.
- Greene, B. A., Rausch, J. & Akey, K. (April, 2001) Influences of student perceptions of classroom structures, perceived ability, achievement goals, and cognitive engagement on achievement in high school language arts. Paper presented at the 2001 Annual Meeting of the American Educational Research, Seattle, WA.
- Greene, B. A. (April, 2001) Perceptions of democracy, motivation to learn, and cognitive engagement in academic work: An exploration of socio-political connections to motivation to learn in Slovakia and Spain. Paper presented at the 2001 Annual Meeting of the American Educational Research, Seattle, WA.



- Gilbert, N. J. and Greene, B. A. (October, 2000). Concept Mapping and Groupware: Utility Tools for Encouraging Knowledge Integration and Application. National conference for the Association of Educational Communications and Technology, Denver, CO.
- Ravindran, B. & Greene, B. A. (May, 2000). The role of goals and beliefs in the prediction of preservice teachers' cognitive engagement and knowledge integration. Paper presented at the Seventh Workshop of Achievement and Task Motivation, May 12-15, 2000, University Of Leuven, Belgium.
- Gladney, L. & Greene, B. A. (April, 2000). Racial identity, fictive kinship, peer influence, attitudes toward school, and future goals: Relationships with achievement for African American High School students. Paper presented at the 2000 Annual Meeting of the American Educational Research, New Orleans, LA.
- Greene, B. A., Dillon, C., & Crynes, B. (March, 2000). Assessing learner differences in distributed learning environments. Paper presented at the EDEN RESEARCH WORKSHOP -2000, 16-17 March 2000, Prague, Czech Republic.
- Land, S., & Greene, B. (2000, February). The role of scaffolds during project-based learning: An exploratory study. Paper presented at the Association for Educational Communications and Technology. Long Beach, CA.
- Greene, B. A. & Land, S. M. (1999). Metacognitive, technological, and social scaffolding in a project-based learning environment: A qualitative study. Paper presented in a poster session at the Annual Meeting of the American Educational Research Association, Montreal.
- Land, S. M., & Greene, B. A. (1999). Project-based learning with the World Wide Web: A qualitative study of resource integration. Paper presented at the Annual Meeting of the Association of Educational Communications and Technology, Houston. Also published in K. Sparks and M. Simonson (Eds.), *Proceedings of the 1999 National Convention of the Association for Educational Communications and Technology* (pp. 451-459). Nova Southeastern University, North Miami Beach, FL.
- Silver, B. B., Smith, E. V., & Greene, B. A. (1999). Social cognitive influences on college student GPA: Testing a model. Paper presented in poster session of the Annual Meeting of the American Educational Research Association, Montreal.
- Greene, B. A., Smith, E. V., Silver, B., (1998). The Diagnostic Utility of a Study Strategies Self-Efficacy Instrument for use with Community College Students. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.
- Land, S. M., & Greene, B. A. (1998). The Generation of Meaningful Contexts for Learning with the World Wide Web: A Qualitative Study of Pre-service Teachers. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.
- Greene, B. A., Roedel, T.D., Ravindran, B., & Krows, A. J. (1997, March). An Exploration of Motivation and Gender Variables in High School Mathematics Classes. Paper presented at a poster session of the Annual Meeting of the American Educational Research Association.
- Gladney, L. & Greene, B. A. (1997, March). Descriptions of Motivation among African-American High School Students for their favorite and least favorite classes. Paper presented at the Annual Meeting of the American Educational Research Association, accepted by the Research Focus on Black Education SIG.
- White, J. & Greene, B. A. (1997, March). Positive Effects of Using a Spatial Organizer for Instruction with Adult Novice Writers. Paper presented at a poster session at the Annual Meeting of the American Educational Research Association.

- Greene, B. A., Miller, R. B., Ravindran, B., Montalvo, G., & Nichols, J. D. (1995, April). Using Multiple Goals to Predict Cognitive Engagement in Math Classes. Poster session presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- White, J. & Greene, B. A. (1995, April). Evidence for the Emergence of an Expository Schema within the writing of college students. Poster session presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Ravindran, B., Greene, B. A., Miller, R.B. (1995, April). An exploration of gender differences in motivation related to math achievement. Poster session presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Miller, R. B., Greene, B. A., Henderson, L. K., Williams, P., Brickman, S., & Krows, A. J. (1995, April). Future consequences: A Unidimensional or multidimensional construct? Roundtable session presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Greene, B. A. (1994, April). Instruction to enhance comprehension of unfamiliar text: Should it focus on domain-specific or strategy knowledge. Poster session presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Miller, R. B., Greene, B. A., Nichols, J.D., & Montalvo, G. P. (1994, April). Multiple goals and cognitive engagement. Poster session presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Greene, B. A. & Miller, R. B. (1993, April). Influences on course performance: \Goals, perceived ability, and self-regulation. Poster session presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.
- Greene, B. A. (1991, November). College students' comprehension of computer-presented text: The effects of text segmentation size and speed of presentation. In Kay M. Kincade (chair), Reading and technology: Viable partners for multiple educational settings. Symposium presented at the College Reading Association Annual Meeting, Washington, D. C.
- Greene, B. A. (1991, April). The effects of computer-administered instructions providing domain or strategy knowledge on the comprehension of familiar and unfamiliar expository text. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Greene, B. A., Marchant, III, H. G., Royer, J. M. (1988, April) Superior Reliability and Validity for a New Form of the Sentence Verification Technique of Measuring Comprehension. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Greene, B. A., Royer, J. M. & Anzalone, S. (1990, April). An assessment of the impact of CAI designed for use in the United States on Student Learning in Grenada. Paper presented at the American Educational Research Association Annual Meeting, Boston, MA.
- Greene, B. A., Royer, J. M., Anzalone, S. J., Block, C. (1989, March). The Sentence Verification Technique: A valid technique for measuring reading comprehension in Grenada. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Kardash, C. A., Royer, J. M., & Greene, B. A. (1987, March). Locus of schema effects on prose: Encoding or retrieval? Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.

Tirre, W. C., Royer, J. M., Greene, B. A., & Sinatra, G. M., (1987, March). Assessing on-line comprehension in a computer-based instruction environment. Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.

## OTHER RESEARCH AND PROFESSIONAL EXPERIENCE

### Dissertations and Theses Supervised

- Mortensen, Chad, C., Ph.D. *Investigating Procrastination and Delay From a Self-Regulated Learning Perspective*. University of Oklahoma, 2014.
- Davis, Kendrick, A., Ph.D. *Analogical Reasoning in a Model of Future-Oriented Motivation and Self-Regulation: An Exploration of the Relationships between Analogical Reasoning, Instrumentality and Self-Regulation*. University of Oklahoma, 2012.
- Asojo, Abimbola O., Ph.D., *A Culture-Based Design Pedagogy for Nigerian And South African Spatial Forms*. University of Oklahoma, 2011.
- Lovett-Kime, C. Ph.D. *Academic Engagement in Alternative Education Settings*. University of Oklahoma, 2009.
- Lubin, I. A. *Societal expectations and educational opportunity: A study of future orientation, expectancy valuing, and academic performance of St. Lucian youth*. Ph.D. University of Oklahoma, 2009.
- Smith-Edwards, B. *Motivation and middle school readers: graphic novels, comic books, and free voluntary reading time*. Ph.D. University of Oklahoma, 2008.
- Walker, C.O. *Classroom belonging, self-efficacy, and perceived instrumentality: Influences on academic engagement and achievement*. Ph.D. University of Oklahoma, 2004.
- Jones, J. E. *Self-determination theory as a model for motivation in a training context*. Ph.D. University of Oklahoma, December, 2002.
- Ravindran, B. *The role of Goals, Beliefs and Cognitive Engagement in the Prediction of Preservice Teachers' Knowledge Integration*. Ph.D. University of Oklahoma, December, 1999.
- Miller, R. *Assessing Conceptual Ecologies*. Ph.D. University of Oklahoma, May, 1999. Co-chaired with Dr. P. L. Smith
- Lopp, A. B. *Faculty definitions of and beliefs about student ability: Are they related to classroom structures, student retention, and student pass rates?* Ph.D. University of Oklahoma, December, 1998
- Gladney, L. S. *Fictive kinship, racial identity, peer influence, attitudes toward school, and future goals: Relationships with achievement for African American High School students*. Ph.D. University of Oklahoma, May, 1998.
- Foreman, B. *Iconic and schematic maps: A comparative study*. Ph.D. University of Oklahoma, May, 1998. Co-chaired with Dr. R. B. Miller
- Jackson, D. H. *An exploration of processes used in case analysis by pre-service teacher education students in a media and technology course*. Ph.D. University of Oklahoma, December, 1997.
- White, J. J. *The effects of an instructional adaptation of Newkirk's two-dimension diagramming tool on improvement in writing quality with adult novice writers*, Ph.D. University of Oklahoma, December, 1996.

- McKane, P. F. *Computer-assisted reading instruction with reading disadvantaged adult offenders: The effects of reading levels and motivation*, Ph.D. University of Oklahoma, May, 1995.
- Hays, T. A. *Spatial abilities and the effects of computer animation on long and short term memory*, Ph.D. University of Oklahoma, May, 1994.
- Downing, K. L. *The effect of self-regulation training on the strategy use and reading comprehension performance of Middle School students with learning disabilities*, M.Ed. University of Oklahoma, May, 1993.
- Munoz, R. C. *The effect of asking questions, explaining information, and group processing on verbal interaction and individual achievement*, M.Ed. University of Oklahoma, May, 1993.

## Grants and Contracts

### Funded

- US Department of Education, Office of Safe and Drug Free Schools. CFDA Number 84.184H. The Group Motivational Interviewing (GMI) Project. With Co-Investigators: Mrs. Jennifer Crenshaw and Dr. Scott Miller.
- National Science Foundation REESE Grant CFDA No. 47.076 *Teacher Quality and Student Success: Testing the K20 Science Professional Development Model (K20 Science) for Rural Science Teachers*. With Co PIs: Mary John O'Hair, **Barbara A. Greene**, Henry D. O'Hair, Jon E. Pedersen, Mark A. Nanny. Awarded \$417,717 2007-2009.
- US Department of Education, Field-Initiated Research Projects. CFDA Number 84.324C. *Student involvement in their own IEP meetings: Does instruction make a difference in meetings and educational outcomes?* With James Martin as PI.
- University of Oklahoma Research Council. Proposal for sabbatical research project in Slovakia and Spain: *Perceptions of democracy, motivation to learn, and cognitive engagement*. 1999-2000 Awarded \$4,670.00
- University of Oklahoma Small Research Grant to investigate *Engagement in academic work: The role of perception of ability and goals related to learning, performance, future consequences, and pleasing others*. 1994 Awarded \$495.00
- University of Oklahoma Junior Faculty Summer Research Fellowship to investigate *factors that affect the comprehension of unfamiliar text*. 1991 Awarded \$5,000.00

### Unfunded Proposals

- National Science Foundation. #1660870 EHR Core Research program competition (NSF15-509) *Collaborative Research: Using Experience Sampling supported by Mobile Technology (ESM-Mobile) to Examine and Influence the Study Habits of College Students in STEM*. With Kui Xie and Benjamin Heddy as co-PIs
- National Science Foundation. 1561276 DLR-Core Research program (NSF15-509). *Collaborative Research: Using Experience Sampling supported by Mobile Technology (ESM-Mobile) to Examine and Influence the Study Habits of College Students in STEM*. With Kui Xie and Benjamin Heddy as co-PIs (2015)
- National Science Foundation. # 1252254 DRL – REAL Program. *Trajectories toward expertise in STEM majors: The role of knowledge, beliefs, and motivation*. With Deniz Eseryel, Xun Ge, Deborah Trytten, and Susan Walden as co-PIs. (2012)

- National Science Foundation DRK 12 Proposal No: 1119206 Title: *Improving Outcomes for At-Risk Students Through Authentic Research Experiences Supported by Virtual Collaboration for Biology and Mathematics Teachers*. With Jean Cate, Linda Atkinson, Jeff Kelly and Gordon Uno as PIs. 2011
- *Profs* Proposal submitted to The Howard Hughes Medical Institute for the 2010 Undergraduate Science Education grants competition for research universities. With Gordon Uno (botany/micro), Mark Nanny, and Mark Morvant (Chem/Biochem) as PIs, the K20 Center. I am a co-PI and the lead evaluator. 2010
- *K20 Authentic learning and teaching: Teacher quality in mathematics and science*. Proposal submitted to submitted to IES CFDA Number 84.305A-2010A Teacher Quality-Mathematics and Science Education (NCER-TQMS) as a Goal Two: Development and Innovation Project (G2). 2010
- *Developing Critical Comprehension for the Knowledge Age: Engaging Young Adolescents through New Literacies*. Proposal submitted to submitted to IES CFDA 84.305A Reading and Writing, Goal 2. With Sally Beach, Teresa DeBacker, Raymond Miller, Angela Ward all Co-PIs. 2010
- National Science Foundation. Proposal Number: 050248  
Title: *Student Approaches to Learning as Predictors of Achievement in College Algebra*  
With Connie Dillon as co-PI
- U.S. Department of Education. *Young Adults with Learning Disabilities: Do Goal Attainment Strategies Impact Post-Secondary Educational Attainment?* With James Martin and Ray Miller
- Oklahoma State Regents for Higher Education. *A Proposal for a Distributed Learning Certificate in response to a State Regents Technology Initiative*. With Connie Dillon
- U.S. Department of Education. *The cognitive, metacognitive and motivational factors that affect comprehension strategy training for students with Learning Disabilities* with Kathryn Haring.
- U.S. Department of Education. *The effects of training strategy use, self-regulation and attributions on Reading comprehension performance of students with Learning Disabilities* with Kathryn Haring.

## Consulting

- University of Oklahoma Department of Electrical and Chemical Engineering. Research consultant for projects: Understanding Learner Differences in Distributed Learning Environments. Fall 1999 to 2001.
- Orava Project. Slovakia. Developed and delivered two series of workshops on motivation. February, 1998.
- Millwood Public Schools. Conducted a day long workshop on teaching higher order thinking skills in the K-12 curriculum. August, 1997.
- Institute for International Research, Arlington, VA. Developed materials and assisted in a program evaluation that examined the impact of a computer-assisted instructional system on student learning in Grenada. The project was funded by the Agency for International Development (US State Department) under a subcontract with the Institute for International Research, 1988 to 1990.

- Laboratory for the Assessment of Language Skills, University Massachusetts. Developed English reading and listening comprehension tests for grades two through seven for a research project in bilingual language competence for the Holyoke, Massachusetts Public Schools, 1987. Developed the math and reading comprehension subtests of the Grenada Achievement Test. The project was funded by the Agency for International Development (US State Department) under a subcontract with the Institute for International Research, 1987.

### **Awards and Honors**

- Brian E. and Sandra O'Brien Presidential Professorship 2004 - 2008
- Henry David Rinsland Memorial Award for educational research from the University of Oklahoma 2000-2001
- Outstanding Professor Award from the University of Oklahoma Student Association, Spring 1998

## **ACADEMIC SERVICE**

### **National Service**

- American Educational Research Association, Div C. Vice President, 2015-2018.
- *Contemporary Educational Psychology*, Associate Editor since October 2009.
- American Educational Research Association, Div C. Secretary, 2011-2012.
- *Motivation and Emotion* Ad hoc reviewer since 2009.
- American Educational Research Association, Co-chair with Teresa DeBacker, Division C, Section 5 for the 2009 annual meeting.
- American Educational Research Association, Co-chair, Division C\_Graduate student seminar 2003-2004.
- *Contemporary Educational Psychology*, Editorial Board since 1996
- *Journal of Educational Psychology* Editorial Board since 2005
- *American Educational Research Journal* Editorial Board since 2005
- *Journal of Educational Computing Research*, Ad hoc reviewer since 1992
- *Educational Psychology Review*, Ad hoc reviewer since 1995
- American Educational Research Association\_Division C, Proposal reviewer since 1992.
- American Educational Research Association, Co-chair with Raymond Miller, Division C, Section 5 for the 1998 annual meeting.
- Department of Education, Office of Research, Proposal reviewer for Field-Initiated Studies grants competition, 1993 & 1994

### **University Service**

- IRB board member since 2003
- Chaired the Task Force on Research Professorship Spring 1999
- Faculty Senate, Executive Committee 1998 1999.
- Faculty Senate, Department of Educational Psychology Representative since 1996
- Graduate Council Committee Member 1993 through June, 1997; subcommittee chair 94-95; Fall 1996, Chaired evaluation of Dean Eddie C. Smith
- Chair, Academic Misconduct Panel, Spring 1994
- Committee Member, Graduate Teaching Assistant Awards, Spring 1994

- Judge, Graduate Student Research Day, March, 1993

### **College of Education**

- Coordinator, Outcomes Assessment Project Fall 1995-1999, 2000-2004

#### Committee Member:

- NCATE Steering Committee Spring 1997 to Spring 1998
- Professional Sequence Committee Member 1990 through 1995;
- Education Professions Division (EPD) since 1990
- EPD executive Committee
- Outstanding Senior Selection Committee, 91-93

### **Department of Educational Psychology and Instructional Psychology and Technology Program Area**

- Department Chair, 2004-2008
- Program Area Coordinator, 1997-1999
- Chair, Search Committee, national search for faculty position 97-98
- Committee Member, Committee A , 1996 - 1997
- Recruited students for graduate programs at recruiting events in the state
- Search Committee Member Internal Search for department chair, 93-94
- Chair, Search Committee, national search for faculty positions 92-98 (3 positions)
- Chair, Instructional Psychology Program Area Admissions Committee 92-94

### **COURSES TAUGHT**

|           |  |
|-----------|--|
| EIPT 3483 | Cognition, Motivation, and Classroom Management for Teachers |
| EIPT 6153 | Motivation and Emotion                                       |
| EIPT 6183 | Cognition and Instruction                                    |
| EIPT 6970 | Seminar: Research in Cognition and Instruction               |
| EIPT 5033 | Introduction to Research and Evaluation in Education         |
| EIPT 6033 | Research Methods in Education                                |
| EIPT 6043 | Qualitative Research Methods                                 |
| EIPT 6073 | Program Evaluation (online)                                  |
| EDPY 6970 | Propaedeutic Seminar   |
| EIPT 6930 | Intensive studies on research, cognition and motivation      |

### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association--Division C  
American Psychological Association--Division 15