

Sharon K. Zumbrunn, Ph.D.

1015 West Main Street
Richmond, Virginia 23284
Email: skzumbrunn@vcu.edu

Research lab: <https://rampages.us/motivationincontext/>
Personal website: <https://www.sharonzumbrunn.com/>

Research Interests Include:

motivation and self-regulation, broadly and specifically in literacy
strategies and contexts that foster success, particularly for minoritized populations

EDUCATION

Ph.D. *Psychological Studies in Education, Specialization: Cognition, Learning, and Development*, August 2010, University of Nebraska – Lincoln.

M.A. *Educational Psychology*, December 2007, University of Nebraska – Lincoln.

B.S. *Elementary Education*, May 2004, University of Nebraska – Lincoln.

PROFESSIONAL EXPERIENCE

Associate Professor of Educational Psychology, Foundations of Education, Virginia Commonwealth University, Richmond, Virginia. 2016 – present.

Director, [Motivation in Context Research Lab](#), Virginia Commonwealth University, Richmond, Virginia. 2011 – present.

Assistant Professor of Educational Psychology, Foundations of Education, Virginia Commonwealth University, Richmond, Virginia. 2010 – 2016.

Elementary Classroom Teacher, Lincoln Public Schools, Lincoln, NE: August 2004 – May 2007.

HONORS AND AWARDS

Faculty mentor to Division C Shark Tank Seed Grant Finalist (Destini Braxton & Danielle N. Berry, *black special education students' motivational and feedback experiences in middle school mathematics: Understanding two intersecting social experiences.*), American Educational Research Association, 2022.

Faculty mentor to Division C Shark Tank Seed Grant Finalist (Korinthia D. Nicolai, *A participatory mixed-methods investigation of the relationships between stigma experiences, contextual characteristics, resilience factors, and belonging centering historically marginalized students.*), American Educational Research Association, 2022.

Faculty mentor to Division C Shark Tank Seed Grant Finalist (Margaret K. Wallace & Sherol Southerland, *Teacher self-efficacy beliefs towards trauma-informed care: A qualitative study.*), American Educational Research Association, 2022.

Recipient, Distinguished Scholarship Award, School of Education, Virginia Commonwealth University, 2021.

Faculty mentor to Division E Seed Grant Finalist (Korinthia D. Nicolai & Margaret K. Wallace, *How do culturally responsive teaching and academic beliefs shape academic outcomes in higher education? A longitudinal study.*), American Educational Research Association, 2021.

Finalist, POD Network Innovation Award, *The Write Track Initiative*, POD Network, 2021.

Summer Research Fellow, Oxford School of Education, Oxford University, 2017.

Recipient, AERA Studying and Self-Regulation SIG Poster of the Year Award (Varier, D., Zumbrunn, S., Conklin, S., Stringer, J.K., & Marrs, S. *Exploring elementary student writing self-regulation strategies: A qualitative inquiry.*), 2017.

Recipient, Distinguished Teaching Award, School of Education, Virginia Commonwealth University, 2014.

Recipient, Distinguished Junior Faculty Award, School of Education Alumni Council, Virginia Commonwealth University, 2011.

Recipient, School of Education Professional Development Funds Award, Virginia Commonwealth University. 2011.

Recipient, Kappa Delta Educator of the Month Award, University of Nebraska, 2009.

Recipient, UNL Teaching Council Teaching Award, University of Nebraska – Lincoln, 2009.

SCHOLARSHIP

EXTERNAL RESEARCH FUNDING (TOTAL: \$929,967)

Motivating successful writers: Exploring classroom instruction. (2022). Institute of Education Sciences. (\$1,699,903, under review).

Role: Principal Investigator

The pathways to belonging and engagement project: Testing a tailored social belonging intervention at an urban public university. (2020). Spencer Foundation. (\$49,967, funded).

Role: Principal Investigator

Curiosity and classrooms: An exploration of curiosity and the development of intellectual virtues in schools. (2019). John Templeton Foundation Large Grant Program. (\$747,500, funded).

Jirout, J. (PI), Vitiello, V. (Co-PI).

Role: Co-Investigator

RoboCogger™: Using mobile technology to assess and increase student writing metacognition, motivation, and performance. (2017). Center for Curriculum Redesign. (\$125,000, funded).

Role: Principal Investigator

Writing teacher beliefs, motivation, and instructional practices and student writing perceptions, motivation, self-regulation, and achievement: A longitudinal investigation. (2014). American Psychological Association Division 15 Early Career Research Award. (\$7,500, funded).

Role: Principal Investigator

INTERNAL RESEARCH FUNDING (TOTAL: \$235,500)

Examining the longitudinal effects of a tailored, scalable social belonging intervention. (2022). Virginia Commonwealth University. Arts, Humanities, and Social Sciences Fund. (\$10,000, under review).

Role: Principal Investigator

A strengths-based and intersectional approach to understanding belonging in first-generation students: A mixed methods participatory action research study. (2022). Virginia Commonwealth University. First-Generation Student Success Research Grant. (\$5,000, under review).

Role: Principal Investigator

Use of an exercise intervention to improve academic success on exams in undergraduate STEM students. (2021). Virginia Tech 4-VA Collaborative Research. (\$25,000, funded).

Role: Co-Principal Investigator

The You First Internship: Creating research by 1st-gen students, for 1st-gen students. (2021). Virginia Commonwealth University. Big Idea Grant. (\$10,000, unfunded).

Role: Principal Investigator

The #RepresentedResearch Internship: Creating research by 1st-gen students, for 1st-gen students. (2021). Virginia Commonwealth University. REAL Challenge Grant. (\$8,000, unfunded).

Role: Principal Investigator

Exploring classroom instructional practice and student motivation. (2020). Virginia Commonwealth University Foundation. Langschultz Fund. (\$34,000, funded).

Role: Principal Investigator

Strategic Training for Individual and Community Change: Project STICC. (2018). Virginia Commonwealth University. School of Education Getting Centered Grant Continuation. (\$7,000, funded).

Role: Principal Investigator

Strategic Training for Individual and Community Change: Project STICC. (2017). Virginia Commonwealth University. School of Education Getting Centered Grant. (\$7,000, funded).

Role: Principal Investigator

Strategic Training for Individual and Community Change: Project STICC. (2017). Virginia Commonwealth University Foundation. Langschultz Fund. (\$51,000, funded).

Role: Principal Investigator

Toward an understanding of gender differences in writing motivation, self-regulation and performance: Perceptions of teacher and peer support. (2016). Virginia Commonwealth University Foundation. Langschultz Fund. (\$15,500, funded).

Role: Principal Investigator

Promoting global-minded teaching excellence: VCU School of Education International Teaching Fellows Program. (2015). Virginia Commonwealth University. School of Education Faculty Excellence Fund. (\$5,000, funded).

Role: Principal Investigator

Understanding and promoting student literacy motivation and self-regulation. (2015). Virginia Commonwealth University Foundation. Langschultz Fund. (\$15,000, funded).

Role: Principal Investigator

Primary student reading performance and writing motivation, self-regulation, and success: A longitudinal investigation. (2014). Virginia Commonwealth University Foundation. Langschultz Fund. (\$13,000, funded).

Role: Principal Investigator

Primary student reading performance and writing motivation, self-regulation, and success. (2013). Virginia Commonwealth University Foundation. Langschultz Fund. (\$13,000, funded).

Role: Principal Investigator

Explaining determinants of elementary, middle, and high school student writing motivation, self-regulation, and success. (2011). Virginia Commonwealth University. Presidential Research Incentive Program (PRIP). (\$50,000, funded).

Role: Principal Investigator

PEER-REVIEWED PUBLICATIONS (* indicates mentored student author)

in press

24. **Zumbrunn, S.**, & Bruning, R. (in press). [Evaluating the effectiveness of writing interventions: Motivational outcomes](#). In F. deSmedt, R. Bouwer, T. Limpo, & S. Graham (Eds.), *Methodological issues in high-quality intervention research in writing*.
23. **Zumbrunn, S.**, Ekholm, E. *, Broda, M., & Koenka, A. C. (in press). Trajectories of students' writing feedback attitudes. *Journal of Experimental Education*.

2021

22. Sjogren, A. *, Bae, C., Deutsch, N., **Zumbrunn, S.**, & Broda, M. (2021). [Afterschool engagement: A mixed methods approach to understanding profiles of youth engagement](#). *Applied Developmental Science*.
<https://doi.org/10.1080/10888691.2021.1947140>

21. Sjogren, A.*, **Zumbrunn, S.**, Bae, C., Broda, M., & Deutsch, N. (2021). [Understanding afterschool engagement: Investigating developmental outcomes for adolescents.](https://doi.org/10.1002/ajcp.12554) *American Journal of Community Psychology*. <https://doi.org/10.1002/ajcp.12554>
20. Varier, D.*, **Zumbrunn, S.**, Conklin, S. B.*, Stringer, J.*, Marrs, S.*, & Furman, J.* (2021). [Getting stuck in writing: Exploring elementary students' writing self-regulation strategies.](https://doi.org/10.1080/03055698.2020.1729095) *Educational Studies*. <https://doi.org/10.1080/03055698.2020.1729095>
- 2020**
19. Broda, M., Ekholm, E.*, & **Zumbrunn, S.** (2020). [Assessing the predictive nature of teacher and student self-regulation discrepancy in writing.](https://doi.org/10.14786/flr.v8i4.505) *Frontline Learning Research* 8(4), 52-73. <https://doi.org/10.14786/flr.v8i4.505>
18. **Zumbrunn, S.**, Broda, M., Varier, D.*, & Conklin, S.* (2020). [Examining the multidimensional role of self-efficacy for writing on student writing self-regulation and grades in elementary and high school.](https://doi.org/10.1111/bjep.12315) *British Journal of Educational Psychology*, 90(3), 580-603. <https://doi.org/10.1111/bjep.12315>
- 2019**
17. **Zumbrunn, S.**, Marrs, S.*, Broda, M., Ekholm, E.*, Jackson, L.*, & DeBusk-Lane, M.* (2019). [Toward a more complete understanding of writing enjoyment: A mixed methods study of elementary students.](https://doi.org/10.1177/2332858419850792) *AERA Open*, 5(2), 1–16. <https://doi.org/10.1177/2332858419850792>
- 2018**
16. Massaro, V.*, Rhodes, J., & **Zumbrunn, S.** (2018). [Disrupting the university curriculum: Engaging preservice teachers in exploring literacy pedagogies for ELLs through study abroad.](#) *Association of Literacy Educators and Researchers Yearbook* 41.
15. Ekholm, E.*, **Zumbrunn, S.**, & De-Busk-Lane, M.* (2018). [Clarifying an elusive construct: A systematic review of writing attitudes.](https://doi.org/10.1007/s10648-017-9423-5) *Educational Psychology Review*, 30(3), 827-856. <https://doi.org/10.1007/s10648-017-9423-5>
- 2017**
14. Bradner, M. K., Gary, J. S., Flores, S. K., & **Zumbrunn, S.** (2017). [Effective medical student learning in the ambulatory setting: A qualitative study of medical student midpoint feedback.](#) *Family Medicine*, 49(8), 630-635.
13. Dawes, M., Chen, C., **Zumbrunn, S.**, Mehtaji, M., & Farmer, T. (2017). [Teacher attunement to peer-nominated aggressors.](https://doi.org/10.1002/ab.21686) *Aggressive Behavior*, 43(3), 263-272. <https://doi.org/10.1002/ab.21686>
12. **Zumbrunn, S.**, Ekholm, E.*, Stringer, J.*, McKnight, K.*, & DeBusk-Lane, M.* (2017). [Student experiences with writing: Taking the temperature of the classroom.](https://doi.org/10.1002/trtr.1574) *The Reading Teacher*, 70(6), 667-677. <https://doi.org/10.1002/trtr.1574>
- 2016**
11. Marrs, S. A.*, **Zumbrunn, S. K.**, McBride, C.*, & Stringer, J.* (2016). [Exploring elementary student perceptions of writing feedback.](https://doi.org/10.26634/jpsy.10.1.7069) *Journal on Educational Psychology*, 10(1), 23-35. <https://doi.org/10.26634/jpsy.10.1.7069>
10. **Zumbrunn, S.** (2016). ["They teach their hearts out:" Communicating the importance of writing.](#) *Talking Points*, 27(2), 2-10.

9. **Zumbrunn, S.**, Marrs, S.* & Mewborn, C.* (2016). [Toward a better understanding of student perceptions of writing feedback: A mixed methods study.](#) *Reading and Writing: An Interdisciplinary Journal*, 29(2), 349-370. <https://doi.org/10.1007/s11145-015-9599-3>

2015

8. Ekholm, E.*, **Zumbrunn, S.**, & Conklin, S.* (2015). [The relation of college student self-efficacy toward writing and writing self-regulation: Writing feedback perceptions as a mediating variable.](#) *Teaching in Higher Education*, 20(2), 197-297. <https://doi.org/10.1080/13562517.2014.974026>

2014

7. **Zumbrunn, S.**, Carter, Y. M.* & Conklin, S.* (2014). [Unpacking the value of writing: Exploring college students' perceptions of writing.](#) *Journal of Research in Education*, 24(2), 18-33.
6. **Zumbrunn, S.**, McKim, C., Buhs, E., & Hawley, L. (2014). [Support, belonging, motivation, and engagement in the college classroom: A mixed method study.](#) *Instructional Science*, 42(5), 661-684. <https://doi.org/10.1007/s11251-014-9310-0>

2013

5. **Zumbrunn, S. K.**, Doll, B., Dooley, K., Le Clair, C., & Wimmer, C.* (2013). [Assessing student perceptions of positive and negative social interactions in specific school settings.](#) *International Journal of School and Educational Psychology*, 1(2), 82-93. <https://doi.org/10.1080/21683603.2013.803001>
4. **Zumbrunn, S. K.**, & Bruning, R. (2013). [Improving the writing and knowledge of emergent writers: The effects of self-regulated strategy development.](#) *Reading and Writing: An Interdisciplinary Journal*, 26(1), 91-110. <https://doi.org/10.1007/s11145-012-9384-5>
3. Bruning, R., Dempsey, M., Kauffman, D., McKim, C., & **Zumbrunn, S.** (2013). [Examining dimensions of self-efficacy for writing.](#) *Journal of Educational Psychology*, 105(1), 25-38. <https://doi.org/10.1037/a0029692>

2011

2. **Zumbrunn, S. K.**, & Krause, K.* (2011). [Conversations with leaders: Principles of effective writing instruction.](#) *The Reading Teacher*, 65(5), 346-353. <https://doi.org/10.1002/TRTR.01053>

2007

1. Igo, L. B., Kiewra, K. A., **Zumbrunn, S. K.**, & Kirschbaum, A. L. (2007). [How best to remove the snare from the pair: Construction and cognitive load hypotheses.](#) *Journal of Experimental Education*, 75(2), 130 -144. <https://doi.org/10.3200/JEXE.75.2.130-144>

BOOKS

Zumbrunn, S. (2020). [Why aren't you writing?: Research, real talk, strategies, and shenanigans.](#) SAGE Publications.

- Amazon #1 new release in *Writing & Composition*, December 2020
- Reviewed: [Journal of Scholarly Publishing](#)

BOOK CHAPTERS & OTHER PUBLICATIONS (* indicates mentored student author)

8. **Zumbrunn, S.** (2021). Test review of the Youth and Program Strengths Scale. In J. F. Carlson, & K. F. Geisinger (Eds.), *The twenty-first mental measurements yearbook*. Buros Center for Testing, The University of Nebraska-Lincoln.
7. **Zumbrunn, S.**, Bae, C., Furman, J.*, & Sea, M.* (2021). Understanding psychological needs to guide culturally-responsive instruction for students from under-represented minority backgrounds. In D. K. Meyer, & A. Emery (Eds.), *Teaching motivation for student engagement*. Information Age Publishing.
6. **Zumbrunn, S.**, & McMillan, J. H. (2020). Mixed methods designs. In J. McMillan, *Educational research: Fundamentals for the consumer (7th Ed)*, Pearson.
5. Jirout, J. J., Vitiello, V. E., & **Zumbrunn, S. K.** (2018). Curiosity in schools. In G. Gordon (Ed.), *Psychology of emotions, motivations, and actions: The new science of curiosity* (p. 243-265). Nova Science Publishers, Inc.
4. **Zumbrunn, S.** (2017). Test review of the College Survival and Success Scale. In J. F. Carlson, & K. F. Geisinger (Eds.), *The twentieth mental measurements yearbook*. Buros Center for Testing, The University of Nebraska-Lincoln.
3. **Zumbrunn, S.**, & McMillan, J. H. (2016). Mixed methods designs. In J. McMillan, *Educational research: Fundamentals for the consumer (6th Ed)*, Pearson.
2. Doll, B., Jones, K., Champion-Wescott, A., Osborn, A., **Zumbrunn, S.**, Collaro, A., & Chelsie Guerrero, C. (2011). The ClassMaps framework for data-based, classwide classroom management. In M. Bray and T. Kehle (Eds.), *Oxford handbook of school psychology*. Oxford University Press.
1. **Zumbrunn, S.**, Tadlock, J.*, & Roberts, E. D.* (2011). [Encourage self-regulated learning in the classroom: A review of the literature](#). Invited paper for the Metropolitan Educational Research Consortium, Richmond, VA.
 - Top 10 most popular papers, VCU Scholars Compass

MANUSCRIPTS UNDER REVIEW (* indicates mentored student author)

DeBusk-Lane, M.*, **Zumbrunn, S.**, Broda, M., Bae, C., Bruning, R., & Sjogren, A.* (under review). Variable- and person-centered approaches to examining construct-relevant multidimensionality in writing self-efficacy.

Jirout, J., **Zumbrunn, S.**, Vitiello, V., & Evans, N. (under review). Development and testing of the Curiosity in Classrooms framework and coding protocol.

PRODUCTS AND INNOVATIONS

Jirout, J., Vitiello, V., **Zumbrunn, S.**, & Paulick, J. (2021). *Curiosity in Classrooms (CiC) coding protocol*. Databrary. <http://doi.org/10.17910/b7.1377>

Zumbrunn, S. (2021). [RoboCogger](#), open online tool to help students become more mindful about their writing and improve their writing skills. <https://www.robocogger.com/>

SELECTED MEDIA MENTIONS

SAGE Methodspace. (2021). *Writing in difficult times? Learn from Sharon Zumbrunn.*
<https://www.methodspace.com/blog/writing-in-difficult-times-learn-from-sharon-zumbrunn>

Center for Integrative Research in Computing and Learning Sciences. (2020). *Self-regulated learning.* <https://circls.org/primers/self-regulated-learning>

Parents Magazine. (November, 2016). *School support: Get your child the help he needs to thrive as a student.*

INVITED PROFESSIONAL PRESENTATIONS

Zumbrunn, S. (2022, March). *Why aren't you writing?.* Virtual webinar presentation for the Ed.D. Program, Lee University, Cleveland, TN.

Case, K., & **Zumbrunn, S.** (2022, January). *Getting on "The Write Track:" The value of faculty writing retreats.* Centering Centers. POD Network podcast hosted by Laura Baecher.

Delay, K.*, & **Zumbrunn, S.** (April, 2022). Conducting community-engaged research on motivation from our partners' perspectives. Symposium to be presented at the meeting of the American Educational Research Association, San Diego, CA.

Zumbrunn, S. (2021, September). [*Humanizing the research writing process.*](#) Virtual webinar on behalf of the NVivo Learning Community, QSR International Software.

Jirout, J., **Zumbrunn, S.**, & Vitiello, V. (2021, May). *Designing for curiosity: Using uncertainty and autonomy support to promote engagement and learning.* Workshop presented at the UVA Center for Teaching Excellence in Pedagogy Summit, University of Virginia, Charlottesville, VA.

Zumbrunn, S. (2021, March). *Conversations with a motivation researcher.* Virtual presentation on behalf of the Motivation SIG Graduate Student Committee, American Educational Research Association.

Zumbrunn, S. (2021, March). *Humanizing the writing process.* Virtual presentation at the Division C Graduate Student Seminar & Division C New Faculty Mentoring Program, American Educational Research Association.

Zumbrunn, S. (2021, March). *Why aren't you writing?.* Virtual webinar presentation for the Arts & Sciences Graduate Center, College of William & Mary, Williamsburg, VA.

Zumbrunn, S. (2021, January). *Why aren't you writing?.* Virtual webinar presentation for the College of Education Graduate Student Association, University of Nebraska – Lincoln, Lincoln, NE.

Zumbrunn, S. (2020, December). *Creatives unstuck.* Virtual webinar presentation for the NBC Universal Theme Parks Creative, Orlando, FL.

Zumbrunn, S. (2020, November). [*Academic writing month: What do publishing trends mean for academic writers?*](#) Virtual panel presentation for SAGE Publishing.

Zumbrunn, S. (2020, October). *Get that pub out the door: Strategies for successful collaborative publishing.* Virtual workshop presented at Penn State University.

Zumbrunn, S. (2019, October). *Writing self-efficacy and self-regulation panel.* Webinar presentation for the Motivation Special Interest Group, American Educational Research Association, Washington, DC.

- Zumbrunn, S.** (2019, August). *Clearing obstacles to productivity*. Workshop presented at the University of Virginia Faculty Writing Retreat, Charlottesville, VA.
- Zumbrunn, S.** (2019, July). *Clearing obstacles to productivity*. Workshop presented at the University of Virginia Faculty Writing Retreat, Charlottesville, VA.
- Zumbrunn, S.** (2017, April). *"Balance" in academia*. Panel presentation at the Division C Graduate Student Seminar, American Educational Research Association, Washington, DC.
- Zumbrunn, S., & Perez, A.** (2016, April). *Balancing research, teaching, and service, and still having a life*. Panel presentation at the Division C Graduate Student Seminar, American Educational Research Association, Washington, DC.
- Zumbrunn, S.** (2014, February). *Preparing for the job search*. Panel presentation at the University of Nebraska Cognition, Learning, and Development Student Organization Colloquia, University of Nebraska – Lincoln, Lincoln, NE.
- Zumbrunn, S.** (2013, August). *The dissertation and beyond!* Panel presentation at the Division 15 Graduate Student Seminar, American Psychological Association, Honolulu, HI.

REFEREED PROFESSIONAL PRESENTATIONS (* indicates mentored student author)

Courses

- Zumbrunn, S.** (August, 2022). *Why aren't you writing? Clearing obstacles to productivity*. Professional development course at the meeting of the American Psychological Association, Minneapolis, MN.
- Zumbrunn, S.** (June, 2021). *Why aren't you writing? Clearing obstacles to productivity*. [Virtual Research Learning Series](#), American Educational Research Association.

Discussant

- Zumbrunn, S.** (April, 2022). *Educator experiences with self-regulated learning*. Discussant paper presented at the virtual meeting of the American Educational Research Association.
- Zumbrunn, S.** (April, 2021). *Identifying, developing, and sustaining learning environments*. Discussant paper presented at the virtual meeting of the American Educational Research Association.
- Zumbrunn, S.** (August, 2019). *Exploring the development of self-efficacy: An interactive, international symposium*. Discussant paper presented at the European Association for Research on Learning and Instruction, Aachen, Germany.

Papers Presented

- Wallace, M. *, **Zumbrunn, S.**, Ekholm, E. *, & Bruning, R. (August, 2022). *Middle school students' implicit beliefs about writing: Relationships to writing outcomes*. Poster session under review at the meeting of the American Psychological Association, Minneapolis, MN.

- Zumbrunn, S.**, Koenka, A., & Bae, C. (August, 2022). *Build your writing village: Finding social support for your writing*. Skill-building session under review at the meeting of the American Psychological Association, Minneapolis, MN.
- Kamat, P.*, & **Zumbrunn, S.** (December, 2021). *A systematic literature review identifying dimensions of creative classroom climate fostering student creativity in higher education*. Paper presented at the World Conference on Applied Science, Engineering and Technology, Goa, India.
- Hamiel, L.*, & **Zumbrunn, S.** (August, 2021). [*Sense of belonging of Black students in STEM majors*](#). Paper presented at the virtual meeting of the American Psychological Association.
- Koenka, A., Broda, M., Agger, C. A., Anderman, E. M., Nicolai, K. D.*, Sjogren, A. L.*, & **Zumbrunn, S.** (August, 2021). [*Science motivation among Black high school students: An intersectional approach*](#). Paper presented at the virtual meeting of the American Psychological Association.
- Furman, J.*, **Zumbrunn, S.**, Kamat, P.*, Marrs, S., Braxton, D.*, Ekholm, E., & Broda, M. (April, 2021). *Exploring elementary student writing motivation and success*. Roundtable presented at the virtual meeting of the American Educational Research Association.
- Lester, A.*, **Zumbrunn, S.**, Bae, C., Broda, M., & Deutsch, N. (April, 2021). *Understanding engagement in out-of-school contexts*. Paper presented at the virtual meeting of the American Educational Research Association.
- Zumbrunn, S.**, Broda, M., Furman, J.*, Nicolai, K.*, & Malmberg, L. (April, 2021). *Exploring the longitudinal development of elementary and middle school writing self-efficacy*. Poster presented at the virtual meeting of the American Educational Research Association.
- Ekholm, E.*, **Zumbrunn, S.**, & Broda, M. (August, 2020). *Exploring daily writing anxiety in graduate students*. Poster presentation canceled (COVID) at the American Psychological Association, Washington, DC.
- Pandey, T.*, Senechal, J., & **Zumbrunn, S.** (August, 2020). *Elementary school teachers' pre-service training in culturally-responsive behavior management*. Poster presented at the meeting of the American Psychological Association, Washington, DC.
- Furman, J.*, **Zumbrunn, S.**, Kamat, P.*, Marrs, S., Braxton, D.*, Ekholm, E., & Broda, M. (August, 2020). *Exploring elementary student writing motivation and success*. Poster presentation canceled (COVID) at the meeting of the American Psychological Association (featured in the Division 15 Presidential Poster Session), Washington, DC.
- Zumbrunn, S.** (August, 2020). *The science of (not) writing: Clearing obstacles in productivity*. Workshop canceled (COVID) at the American Psychological Association, Washington, DC.
- Ekholm, E.*, & **Zumbrunn, S.** (April, 2020). *Investigating relations between writers' emotional experiences and attention regulation: A daily diary study*. Round-table presentation canceled (COVID) at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Furman, J.*, **Zumbrunn, S.**, & Bae, C. (October, 2019). *Motivation of students in juvenile detention: A brief review of motivation frameworks with adolescents*. Poster presented at the Scholarly Consortium for Innovative Psychology in Education Annual Meeting, Savannah, GA.

- Lester, A. M.* & **Zumbrunn, S.** (October, 2019). *A new approach to understanding student engagement and differences in afterschool programs*. Poster presented at the Scholarly Consortium for Innovative Psychology in Education Annual Meeting, Savannah, GA.
- Marrs, S., **Zumbrunn, S.**, & Ekholm, E.* (August, 2019). Understanding students' perceptions of writing feedback. Poster presented at the European Association for Research on Learning and Instruction, Aachen, Germany.
- Zumbrunn, S.**, Jirout, J., & Vitiello V. (August, 2019). *The importance of curiosity in the classroom: Methods of studying curiosity across contexts*. Paper presented at the European Association for Research on Learning and Instruction, Aachen, Germany.
- Ekholm, E.*, **Zumbrunn, S.**, Broda, M., & Luther, T. C. (April, 2019). *The development of student writing feedback attitudes in grades 3-7: A latent growth analysis*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Zumbrunn, S.**, Broda, M., Ekholm, E.* & Luther, T. C. (April, 2019). *RoboCogger™: Using mobile technology to assess and increase student writing metacognition, motivation, and performance*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Zumbrunn, S.**, Broda, M., Marrs, S., & Ekholm, E.* (April, 2019). *The complexities and challenges of understanding individual differences and the development of multiple dimensions of writing self-efficacy*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Broda, M., **Zumbrunn, S.**, & Ekholm, E.* (October, 2018). *Are we grading the "write" stuff? The relationship between teachers' expectations, students' self-regulation, and writing achievement*. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness. Williamsburg, VA.
- Jirout, J., Vitiello, V., Evans, T., **Zumbrunn, S.**, & Broda, M. (September, 2018). *Domain-general skills in education: Psychology, education, and neuroscience perspectives*. Symposium presented at the International Mind, Brain and Education Society Conference. Los Angeles, CA.
- Lester, A. M.*, DeBusk-Lane, M.*, & **Zumbrunn, S.** (August, 2018). *Investigating profiles of students' writing self-efficacy: A mixed methods approach*. Poster presented at the American Psychological Association (APA) Annual Meeting, San Francisco, CA.
- Zumbrunn, S.**, Marrs, S., Malmberg, L., Ekholm, E.*, Broda, M., & DeBusk-Lane, M.* (August, 2018). *Individual differences and the development of multiple dimensions of writing self-efficacy*. Poster presented at the International Conference of the EARLI Special Interest Group on Writing, Antwerp, Belgium.
- Jirout, J., Vitiello, V., Cameron, K., & **Zumbrunn, S.** (May, 2018). *Keeping children curious: A study of curiosity-promoting instructional language*. Paper presented at the Jean Piaget Society meeting, Amsterdam, Netherlands.
- DeBusk-Lane, M.*, Lester, A.* & **Zumbrunn, S.** (April, 2018). *Understanding profiles of writing self-efficacy through mixed methods analyses*. Poster presented at the American Educational Research Association Annual Meeting, New York, NY.

- Ekholm, E.*, **Zumbrunn, S.**, Hope, S.* , & Stim, H.* (April, 2018). *Teachers' writing beliefs and instructional practices: A mixed methods study*. Poster presented at the American Educational Research Association Annual Meeting, New York, NY.
- Marrs, S., Ekholm, E.* , & **Zumbrunn, S.** (April, 2018). *Exploring profiles of student perceptions of writing feedback*. Poster presented at the American Educational Research Association Annual Meeting, New York, NY.
- Bradner, M., Gary, J., **Zumbrunn, S.**, & Flores, S. (February, 2018). *Effective learning in an ambulatory family medicine clerkship: A qualitative study*. Poster presented at the Society of Teachers of Family Medicine Conference, Austin, TX.
- Marrs, S. A.* , **Zumbrunn, S. K.**, Jackson, L. O.* , Ekholm, E.* , DeBusk-Lane, M.* (August, 2017). *Exploring elementary students' preferences for writing tasks*. Poster presented at the meeting of the American Psychological Association, Washington, D.C.
- Stringer, J.* , **Zumbrunn, S.**, & Burns, E. (August, 2017). *Measurement of pre-service teacher achievement goals: A mixed-methods approach*. Poster presented at the meeting of the American Psychological Association, Washington, D.C.
- Gnilka, P. B., DeBusk-Lane, M., Moate, R., Rice, K. G., Ashby, J. S., & **Zumbrunn, S. K.** (May, 2017). *Perfectionism and the HEXACO Model of Personality*. Poster presented the Association for Psychological Science Convention, Boston, MA.
- Ekholm, E.* , **Zumbrunn, S.**, & De-Busk-Lane, M.* (April, 2017). *Clarifying an elusive construct: A systematic review of writing attitudes*. Round-table presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Varier, D.* , **Zumbrunn, S.**, Conklin, S.* , Stringer, J.K.* , & Marrs, S.* (April, 2017). *Exploring elementary student writing self-regulation strategies: A qualitative inquiry*. Poster presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Zumbrunn, S.**, Marrs, S.* , Jackson, L.* , Broda, M., Ekholm, E.* , & DeBusk-Lane, M.* (April, 2017). *Student perceptions of teacher and peer enthusiasm for writing, writing attitudes, and writing self-regulation: A mixed methods study*. Paper presented at the meeting of the American Educational Research Association, San Antonio, TX.
- Marrs, S.* , Jackson, L.* , Love, S.* , & **Zumbrunn, S.** (February, 2017). *Measuring students' perceptions of writing feedback*. Poster presented at the international meeting of the Writing Research Across Borders Conference, Bogota, Columbia.
- Zumbrunn, S.**, Broda, M., Conklin, S.* , Varier, D.* , Larsen, R., Walsh, M.* , & Love, S.* (February, 2017). *Examining the role of self-efficacy for writing on writing achievement and self-regulation*. Paper presented at the international meeting of the Writing Research Across Borders Conference, Bogota, Columbia.
- Love, S.* , Yesbeck, D., Hope, S.* , **Zumbrunn, S.** (September, 2016). *Employment interview preparation for student teachers: A model from a liberal arts program*. Poster presented at the meeting of the Virginia Education Research Association, Charlottesville, VA.
- Baker, A.* , Jones, M., **Zumbrunn, S.**, Stringer, J.* , Ekholm, E.* , & Walsh, M.* (2016, August). *The impact of instructional technologies on self-regulated learning: A systematic review of the literature*. Poster presented at the meeting of the American Psychological Association, Denver, CO.

- Love, S.* , Rufer, L.* , & **Zumbrunn, S.** (2016, August). *Exploring student athlete motivation in academics and athletics*. Poster presented at the meeting of the American Psychological Association, Denver, CO.
- Marrs, S. A.* , Stringer, J.* , Jackson, L.* , Baker, A.* , & **Zumbrunn, S.** (2016, August). *Measuring academic entitlement and its relationship to writing feedback perceptions*. Poster presented at the meeting of the American Psychological Association, Denver, CO.
- Stringer, J.* , DeBusk-Lane, M.* , **Zumbrunn, S.**, & Walsh, M.* (2016, August). *Academic self-concept: A qualitative approach*. Poster presented at the meeting of the American Psychological Association, Denver, CO.
- Zumbrunn, S.**, Ekholm, E.* , Stringer, J.* , McKnight, K.* , & DeBusk-Lane, M.* (2016, August). *Exploring the experience of writing through student drawings*. Poster presented at the meeting of the American Psychological Association, Denver, CO.
- Marrs, S. A.* , **Zumbrunn, S.**, Mewborn, C.* , Stringer, J.* , & Love, S.* (2016, April). *Exploring elementary student perceptions of writing feedback*. Paper presented at the meeting of the American Educational Research Association, Washington, D.C.
- Zumbrunn, S.**, Walsh, M.* , & Baker, A.* (2015, April). *Exploring sources of student writing self-efficacy beliefs*. Poster presented at the meeting of the American Educational Research Association, Chicago, IL.
- Zumbrunn, S.**, Carlson-Jaquez, H.* , Marrs, S. A.* , & Mewborn, C.* (2015, April). *Understanding secondary student perceptions of writing feedback*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Rhodes, J., Blackburn, S., & **Zumbrunn, S.** (2014, October). *Building bridges: A look at pre-service educator's lesson planning for English Language Learners*. Roundtable presented at the meeting of the Association of Literacy Educators and Researchers, Delray Beach, FL.
- Zumbrunn, S.**, Goldsmith, J.* , Carlson-Jaquez, H.* , Sthreshley, S.* , & Ekholm, E.* (2014, April). *Student writing self-regulation: Teacher instructional practices and student writing feedback perceptions as predictive factors*. Poster presented at the meeting of the American Educational Research Association, Philadelphia, PA.
- Butz, A., Toland, M., **Zumbrunn, S.**, Danner, F., & Usher, E. (2014, April). *What is the "Magic Number?": A review of response categories in measuring writing self-efficacy*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.
- Zumbrunn, S.** (2014, February). *Perceived writing climate as a predictor of student writing self-efficacy and self-regulation*. Paper presented at the Writing Research across Borders Conference, Paris, France.
- Zumbrunn, S.**, Conklin, S.* , & Varier, D.* (2013, April). *Predicting writing motivation: Contributions of grade level, writing climate, and writing discourse*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Zumbrunn, S.**, Conklin, S.* , Varier, D.* , Turner, A.* , & Dumke, E.* (2013, April). *Self-efficacy is only part of the story: The role of feedback perceptions on student writing self-regulation*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

- Turner, A.* & **Zumbrunn, S.** (2013, April). *The state of statewide writing assessment*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Tadlock, J.*, & **Zumbrunn, S.** (2013, February). *Writing attitudes and help-seeking in the college classroom*. Paper presented at the Eastern Educational Research Association Annual Meeting, Sarasota, FL.
- Zumbrunn, S.**, Ekholm, E*., Conklin, S.* , & Roberts, D. R.* (2012, December). *The relation of college student attitudes toward writing and writing self-regulation: Writing feedback perceptions as a mediating variable*. Paper presented at the Literacy Research Association Annual Meeting, San Diego, CA.
- Carter, Y.* , **Zumbrunn, S.**, & Conklin, S.* (2012, September). *Is writing important? College students' perceptions of the value of writing*. Paper presented at the Virginia Educational Research Association Annual Meeting, Charlottesville, VA.
- Bruning, R., Kauffman, D., Haines, C., & **Zumbrunn, S.** (2012, April). *Eighth graders', 11th graders', and college students' implicit beliefs about writing, writing affect, and writing performance*. Poster presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia, Canada.
- Zumbrunn, S.**, Tadlock, J.* , Carter, Y.* , Herlich, L., & Hooks, S.* (2012, April). *Writing feedback perceptions, self-efficacy beliefs, and self-regulation aptitudes in the college classroom*. Roundtable presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia, Canada.
- Tadlock, J*., & **Zumbrunn, S.** (2012, February). *How writing feedback perceptions relate to pre-service teachers' achievement goals and self-regulation behaviors*. Paper presented at the Eastern Educational Research Association Annual Meeting, Hilton Head, SC.
- Zumbrunn, S.**, & Bruning, R. (2011, December). *Do conversations about writing matter? The relationship between elementary students' writing conversations and writing beliefs, perceptions, and success*. Paper presented at the Literacy Research Association Annual Meeting, Jacksonville, FL.
- Zumbrunn, S.**, & Bruning, R. (2011, December). *Elementary students' writing feedback perceptions, self-efficacy beliefs, and success*. Paper presented at the Literacy Research Association Annual Meeting, Jacksonville, FL.
- Zumbrunn, S.**, Tadlock, J.* , Carter, Y.* , Blackburn, S.* , Hooks, S.* , Ekholm, E.* , & Herlich, L.* (2011, November). *How writing feedback and writing feedback perceptions relate to pre-service teachers' writing motivation and achievement*. Roundtable presented at the Association for Literacy Educators and Researchers, Richmond, VA.
- Zumbrunn, S. K.** (2011, April). *Nurturing young students' writing knowledge and self-regulation: The effects of Self-Regulated Strategy Development (SRSD)*. Poster presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Dempsey, M. S., Bruning, R. H., Kauffman, D. F., & **Zumbrunn, S.** (2011, April). *Knowledge-telling, knowledge-transformation: An empirical study of implicit writing beliefs*. Poster presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

- Zumbrunn, S. K.** (2010, December). *Conversations with leading writing authorities: Principles of effective writing instruction*. Paper presented at the Literacy Research Association Annual Meeting, Fort Worth, TX.
- Bruning, R., Dempsey, M., Kauffman, D., & **Zumbrunn, S. K.** (2010, December). *Development of a new measure of writing self-efficacy*. Paper presented at the Literacy Research Association Annual meeting, Fort Worth, TX.
- Zumbrunn, S. K.**, Bruning, R. H. Kauffman, D. F., & Hayes, M. (2010, April). *Explaining determinants of confidence and success in the elementary writing classroom*. Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.
- Zumbrunn, S. K.**, Kauffman, D. F., Hayes, M., & Yilmaz Soylu, M. (2010, April). *How writing achievement goals and self-efficacy relate to college writing goals and grade point averages*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.
- Zumbrunn, S. K.**, Kauffman, D. F. & Bruning, R. H. (2009, December). *How writing achievement goals, attitudes, and beliefs relate to hours spent writing and writing grades in college*. Paper presented at the National Reading Conference, Albuquerque, NM.
- Zumbrunn, S. K.**, & Murphy-Yagil, M. (2009, December). *Examining the relationship between writing attitudes and writing performance of struggling young writers*. Paper presented at the National Reading Conference, Albuquerque, NM.
- Zumbrunn, S. K.**, & Murphy-Yagil, M. (2009, December). *Explaining pre-service teachers' writing beliefs and attitudes: A mixed-methods study*. Paper presented at the National Reading Conference, Albuquerque, NM.
- Champion, C. A., Doll, B. J., Guerrero, C., Osborn, A. Q., & **Zumbrunn, S. K.** (2009, August). *Construct validity of the Classmaps survey*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.
- Zumbrunn, S. K.**, Doll, B., Petree, K., LeClair, C., & Wimmer, C.* (2009, August). *Elementary students' perceptions of peer aggression in school subcontexts*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.
- Zumbrunn, S. K.**, Haines, C., Shaw, L., Klentz, C., Abrams, M., & Buhs, E. S. (2009, April). *Explaining students' belonging perceptions in the college classroom as related to academic motivation: A mixed method study*. Poster presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.
- Zumbrunn, S.** (2008, March). *Gauging effort in a third grade classroom as a first step toward maximizing student potential: An action research study*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Jairam, D., **Zumbrunn, S.**, & Kiewra, L. (2007, October). *Developing volleyball talent: A qualitative investigation of volleyball stars*. Paper presented at the Mid-Western Educational Association Annual Conference, St. Louis, MO.
- Igo, L. B., Kiewra, K. A., **Zumbrunn, S. K.**, Kirschbaum, A. L. (2007, April). *Learning confusing word pairs: Rule construction through multimedia presentation*. Paper presented at American Educational Research Association Annual Meeting, Chicago, IL.

CAMPUS TALKS

-
- Zumbrunn, S.** (2022, February). *Stand out with experience: Volunteering, internship, and shadowing experiences*. Workshop presented at VCU YouF1rst Program, Richmond, VA.
- Zumbrunn, S.** (2022, February). *#BeginAgain: Prioritizing your writing workshop*. Webinar presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, December). *Writing for academia: Part I*. Webinar presented to Holmes Scholar Community, Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, September). *Motivation: Balancing strengths and control*. Webinar presented to Leadership Learning Community, Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, May). *Get priorganized! Planning a realistic schedule for your writing*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, April). *Build your village: Finding social support for your writing*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, March). *Embracing the writing feedback process*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, February). *Why aren't you writing?.* Workshop presented at VCU Health Behavior and Policy Department, Richmond, VA.
- Zumbrunn, S.** (2021, February). *Fearless writing: Strategies for building confidence*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, December). *Intentional planning with realistic in mind*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, November). *Writing wellness and self-care*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, October). *Faculty – stop it: You're not actually an imposter*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, October). *Writing wellness and self-care*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, October). *Students – stop it: You're not actually an imposter*. Workshop presented at VCU YouF1rst Program, Richmond, VA.
- Zumbrunn, S.** (2020, September). *Intentional planning with realistic in mind*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, June). *Finding your writing mojo and staying motivated*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, June). *Unstuck: Overcoming obstacles to progress*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, May). *Get priorganized! Planning a realistic schedule for your writing*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, February). *Clearing obstacles to productivity*. Workshop presented to the VCU SOE Faculty Fellows, Richmond, VA.
- Zumbrunn, S.** (2020, January). *Clearing obstacles to productivity*. Workshop presented at the VCU College of Health Professions, Richmond, VA.

- Zumbrunn, S.** (2016, September). *New faculty orientation panel: Teaching*. Panel presentation at the School of Education Faculty Orientation, Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2015, September). *Assistant professor panel*. Panel presentation at the School of Education Faculty Orientation, Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2013, August). *Preparing to teach at VCU*. Panel presentation at the Center for Teaching Excellence Faculty Orientation, Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2012, August). *VCU lessons learned*. Panel presentation at the School of Education Faculty Orientation, Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2012, August). *If I knew then what I know now: Sound teaching advice from junior faculty at VCU*. Panel presentation at the Center for Teaching Excellence Faculty Orientation, Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2011, March). *Elementary students' writing feedback perceptions, self-efficacy beliefs, and success*. Paper presented at the Metropolitan Educational Research Consortium Annual Conference, Richmond, VA.

K-12 | COMMUNITY PROFESSIONAL DEVELOPMENT PRESENTATIONS

- Zumbrunn, S.** & Costner-Holt, A. (2020, February). *Motivation and engagement in the writer's workshop II*. Workshop presented at Chesterfield County Public Schools, Chesterfield, VA.
- Costner-Holt, A., & **Zumbrunn, S.** (2020, January). *Motivation and engagement in the writer's workshop I*. Workshop presented at Chesterfield County Public Schools, Chesterfield, VA.
- Zumbrunn, S.**, & Rhodes, J. (2014, March). *Encouraging student self-efficacy in the classroom*. Paper presented at the International School of Florence Professional Development, Florence, Italy.
- Zumbrunn, S.** (2013, October). *Harnessing the power of student self-efficacy: Motivating the unmotivated*. Paper presented at Chesterfield County Public Schools Professional Development, Richmond, VA.
- Zumbrunn, S.** (2013, October). *VCU/CCPS Writing Project: Collaborating with local schools to examine student writing motivation and self-regulation*. Paper presented at the Virginia Association of Test Directors Annual Conference.
- Zumbrunn, S.** (2012, October). *Love, logic, and effective classroom management for young learners*. Paper presented at the Goddard School Professional Development, Richmond, VA.

TEACHING AND ADVISING

COURSES TAUGHT

Virginia Commonwealth University

EDUC/EDUS 797, Directed Research (doctoral seminar)
EDUS 607, Advanced Educational Psychology (graduate seminar)
EDUS 607C, Advanced Educational Psychology Abroad: Italy (graduate seminar)
EDUS 621, Motivation in Education (doctoral seminar)
EDUS 651, Special Topics: Arts and Literacy: Service-Learning Abroad (graduate seminar)
EDUS 651, Special Topics: Student Writing Strategies, Perceptions, Motivation, and
Achievement (graduate seminar)
EDUS 712, Mixed Methods Research (doctoral seminar)
EDUS 721, Social Processes and Education (doctoral seminar)
EDUS 890, Dissertation Seminar (doctoral seminar)
GRAD 601, Preparing Future Faculty: Academic Profession (graduate seminar)
GRAD 602, Teaching and Learning in Higher Education (graduate seminar)

University of Nebraska—Lincoln

EDPS 250, Child Development
EDPS 362, Learning and Motivation in the Classroom
EDPS 989, Psychology of Writing (doctoral seminar)
EDPS 995, Belonging, Motivation, and Achievement Doctoral Research Seminar (doctoral
seminar)
TEAC 497A, Student Teaching

DISSERTATION COMMITTEES

Chair

Tanya Wineland, Educational Psychology, Virginia Commonwealth University.
Molly Taylor, Educational Psychology, Virginia Commonwealth University.
Korinthia Nicolai, Educational Psychology, Virginia Commonwealth University.
Margaret Wallace, Educational Psychology, Virginia Commonwealth University.
Destini Braxton, Educational Psychology, Virginia Commonwealth University.
Sherol Southerland, Educational Psychology, Virginia Commonwealth University.
Shawn Streshley (co-chair), Educational Psychology, Virginia Commonwealth University.
Preeti Kamat, Educational Psychology, Virginia Commonwealth University.
Jennifer (Furman) Darby, Educational Psychology, Virginia Commonwealth University.
Ashlee (Lester) Sjogren, Educational Psychology, Virginia Commonwealth University.
Samantha Hope, Educational Psychology, Virginia Commonwealth University.
Eric Ekholm, Educational Psychology, Virginia Commonwealth University.
Morgan DeBusk-Lane, Educational Psychology, Virginia Commonwealth University.
J.K. Stringer, Educational Psychology, Virginia Commonwealth University.
Savanna Love, Educational Psychology, Virginia Commonwealth University.
Marcie Walsh, Educational Psychology, Virginia Commonwealth University.
Kimberly McKnight, Educational Psychology, Virginia Commonwealth University.
Andrew Baker, Educational Psychology, Virginia Commonwealth University.

Lisa (Jackson) Hamiel, Educational Psychology, Virginia Commonwealth University.

Sarah B. Conklin, Educational Psychology, Virginia Commonwealth University.

Committee Member

Anna Behler, Developmental Psychology, Virginia Commonwealth University.

Kristy L. Ferguson, Curriculum, Culture, & Change, Virginia Commonwealth University.

Holly Jackson, Curriculum, Culture, and Change, Virginia Commonwealth University.

Sarah Marrs, Research and Evaluation, Virginia Commonwealth University.

Andrea R. Mohlzon, Developmental Psychology, Virginia Commonwealth University.

Lianna Moss, Curriculum, Culture, and Change, Virginia Commonwealth University.

Christina Saunders, Curriculum, Culture, and Change, Virginia Commonwealth University.

Lauren Springer, Higher Education, Grand Canyon University.

Divya Varier, Educational Psychology, Virginia Commonwealth University.

Jessica Wright, Special Education and Disability Policy, Virginia Commonwealth University.

SERVICE

LEADERSHIP: NATIONAL / INTERNATIONAL PROFESSIONAL SERVICE

Editor, *Newsletter for Educational Psychologists*, APA Division 15, 2020 – present.

Member (Ex-officio), APA Division 15 Executive Committee, 2020 – present.

Editorial Board, *Contemporary Educational Psychology*, 2014 – present.

Consulting Editor, *Journal of Educational Psychology*, 2014 – present.

Co-Editor, *Newsletter for Educational Psychologists*, APA Division 15, 2019.

Learning Scientist and Board Member, Gurukul the School, Ghaziabad, India, 2017 – 2020.

Program Section Co-Chair, Section 1a (Literacy), AERA Division C, 2015 – 2018.

Co-Chair, APA Division 15 Graduate Student Affairs Committee, 2015 – 2017.

In-Coming Co-Chair, APA Division 15 Graduate Student Affairs Committee, 2014 – 2015.

NATIONAL / INTERNATIONAL PROFESSIONAL SERVICE

Ad Hoc Journal Review

British Journal of Educational Psychology, Educational Psychology Review, Journal of Experimental Education, Journal of Research in Education, Journal of Writing Research, Learning and Individual Differences, Learning and Instruction, Personal Relationships, Reading and Writing, Review of Educational Research, Written Communication

Grant Review

Institute for Education Sciences, Transforming Research Panel, 2021.

Dutch Research Council, Programme Council for Fundamental Scientific Education Research, 2021.

Institute for Education Sciences, Education Research and Development Centers Panel, 2018.

Conference Proposal Reviewer

American Psychological Association, 2013 – present.

American Educational Research Association, 2010 – present.

Literacy Research Association, 2010 – 2013.

Faculty Mentor

APA Division 15, Claire Ellen Weinstein Graduate Student Seminar, 2016, 2020.

AERA Motivation in Education Special Interest Group, Early Career Committee, 2020.

AERA Division C, Graduate Student Seminar, 2015, 2016 – 2017.

External Evaluator for Promotion and Tenure

George Mason University, College of Education and Human Development, 2017.

External Evaluator for Program Accreditation

George Mason University, Ph.D. in Education, College of Education and Human Development, 2022-2023.

Professional Organization Service

Member, APA Division 15 Webinar Committee, 2019 – present.

Reviewer, Pintrich Memorial Award, AERA Motivation SIG, 2021.

Reviewer, Outstanding Student Poster Award, APA Division 15, 2020.

Instructor Consultant, Pearson Publishing, 2013 – 2018.

Reviewer, AERA Division C Graduate Student Research Award Committee, 2014.

Symposium Chair, Factors affecting motivation for writing and writing success symposium. Writing Research across Borders Conference. Paris, France, 2014.

Member, APA Division 15 Graduate Student Affairs Committee, 2012 – 2014.

Graduate Student Campus Liaison, American Educational Research Association, 2008 – 2010.

LEADERSHIP: UNIVERSITY SERVICE

Virginia Commonwealth University

Faculty Fellow, Office of the Provost, 2020 – 2022.

Chair, University Graduate Council Internal Review Committee, 2013 – 2014.

Virginia Commonwealth University: School of Education

Coordinator, Educational Psychology PhD Concentration, 2015 – present.
Chair, Education Ph.D. Program Review Committee, 2021 – 2022.
Secretary, Faculty Organization, 2020 – 2021.
Co-Chair, Promotion and Tenure Peer Review Committee, 2020 – 2021.
Co-Chair, Education Ph.D. Program Review Committee, 2017 – 2020.
Chair, Educational Psychology Search Committee, 2018 – 2019.
Chair, Research and Professional Development Committee, 2012 – 2013; 2015 – 2016.
Co-Chair, Research and Professional Development Committee, 2013 – 2015.

UNIVERSITY SERVICE

Virginia Commonwealth University

Member, Preparing Future Faculty Advisory Board Committee, 2014 – present.
Alternate, University Graduate Council, 2022.
Member, Incident Coordination Team subcommittee on Academic Continuity, 2020 – 2021.
Member, College of Humanities and Sciences Promotion Peer Review Committee, 2020 – 2021.
Mentor, You F1st First-Generation College Student Program, 2020 – 2021.
Faculty Mentor, Center for Teaching and Learning Excellence, 2012 – 2015, 2019 – 2021.
Faculty Mentor, Center for Cultural Experiences in Prevention, 2019 – 2020.
Member, Center for Teaching Excellence Small Grants Review Board, 2012 – 2014.
Member, University Graduate Council, 2011 – 2014.
Member, Freshman Summer Reading Program Selection Review Committee, 2012 – 2013.
Member, University Graduate Council Policies and Procedures Committee, 2011 – 2013.

Virginia Commonwealth University: School of Education

Mentor, Holmes Scholar Program, 2020 – present.
Member, Ph.D. Policy Board, 2015 – present.
Member, Promotion and Tenure Review Committee, 2016 – 2020, 2021 – 2022.
Member, Faculty Annual Review Rubric Committee, 2020.
New Faculty Mentor, 2015 – 2017, 2019 – 2020.
Member, Third Year Review Committee, 2017– 2018.
Member, Curriculum and Accreditation Review Committee, 2016 – 2017.
Faculty Advisor, Association of Aspiring Leaders in Education, 2013 – 2016.
Member, School of Education Dean Search Committee, 2015 – 2016.
Faculty Advisor, School of Education Graduate Student Journal, 2013 – 2015.
Member, Educational Psychology Ph.D. Concentration Development, 2010 – 2015.
Reviewer, Jessie Hibbs/Marion Waller Scholarships, 2015.
Member, Great Place Initiative Task Force, 2013 – 2014.

Member, Promotion and Tenure Research Task Force, 2013.

Member, Teacher Leadership Faculty Search Committee, 2011 – 2012.

Member, Assessment Committee, 2010 – 2011.

Virginia Commonwealth University: Department of Foundations

Member, Department of Teaching and Learning: Early/Elementary Education Program Group, 2010 – 2013, 2019 – present.

Member, Foundations of Education Department Chair Search Committee, 2016 – 2017.

Member, Quantitative Methods Faculty Search Committee, 2014 – 2015.

Member, Quantitative Methods Faculty Search Committee, 2011 – 2012.

Member, Educational Psychology Faculty Search Committee, 2011 – 2012.

Member, Educational Psychology Faculty Search Committee, 2010 – 2011.

LOCAL SERVICE

Mentor, Todd A. Phillips Center for Medical Sciences, Godwin High School, Richmond, VA, 2020 – 2021.

MEMBERSHIPS IN ORGANIZATIONS

American Educational Research Association, Division C: Learning and Instruction, Motivation Special Interest Group, Studying and Self-Regulation Special Interest Group

American Psychological Association, Division 15: Educational Psychology

European Association of Learning and Instruction, Emotion and Motivation Special Interest Group

International Society for the Advancement of Writing Research