

Brett D. Jones, PhD

Professor

Virginia Tech
School of Education
1750 Kraft Drive (MC 0302)
Blacksburg, VA 24061

(540) 230-0957
brettjones@vt.edu
www.brettdjones.com
ORCID: 0000-0003-4002-0084
YouTube www.youtube.com/@brettdjones
Twitter [@brettdjones](https://twitter.com/brettdjones) <https://twitter.com/brettdjones>
LinkedIn www.linkedin.com/in/brettdjonesin

EDUCATION

University of North Carolina at Chapel Hill , PhD, Educational Psychology	12/1999
University of North Carolina at Chapel Hill , MA, Educational Psychology	8/1997
Pennsylvania State University , BAE, Architectural Engineering	5/1992
• National Architectural Engineering Honor Society	

EMPLOYMENT

Full-Time University Faculty Positions

Virginia Tech , Professor	Blacksburg, VA
• Research, teaching, and service responsibilities	
• Professor	7/2014 to current
• Associate Professor	7/2008 to 6/2014
• Assistant Professor	8/2006 to 6/2008
University of South Florida St. Petersburg , Assistant Professor	St. Petersburg, FL
• Research, teaching, and service responsibilities	8/2001 to 7/2006
Duke University , Instructor	Durham, NC
• Research, teaching, and service responsibilities	8/1999 to 7/2001

Adjunct and Visiting Faculty Positions

University of the Virgin Islands , Adjunct Assistant Professor	St. Thomas, Virgin Islands
• Teaching responsibilities	Spring 2003
University of North Carolina at Chapel Hill , Visiting Assistant Professor	Chapel Hill, NC
• Teaching responsibilities	Spring 2000
North Carolina Central University , Adjunct Assistant Professor	Durham, NC
• Teaching responsibilities	Spring and Summer 1999

Graduate School Research and Teaching Assistantships

University of North Carolina at Chapel Hill	Chapel Hill, NC
• Research Assistant in the College of Education	10/1996 to 12/1998
• Research Assistant in the School of Medicine	9/1995 to 8/1997
• Teaching Assistant in the College of Education	Fall 1996 to Fall 1997

Consulting Engineer

- Simpson, Gumpertz, & Heger, Inc.**, Structural Engineer
- Consulting engineering projects

Arlington, MA
1/1993 to 6/1995

AWARDS

Research

- Received the Virginia Tech **Award for Research Excellence**, 2022
- Received the Virginia Tech College of Liberal Arts and Human Sciences **Excellence in Research and Creative Scholarship Award**, 2018 to 2019
- Received the Virginia Tech **Scholarship of Teaching and Learning Award**, 2016
- Selected by the *Journal of Engineering Education* as their one **nomination of the year** for - the 2011 AERA (American Educational Research Association) Division I Outstanding Publication Award for my article (Jones, Paretti, Hein, & Knott, 2010)
- Received (by my student co-author) the 2011 First-Year Programs Division **Best Student Presentation Award** at the annual meeting of the American Society for Engineering Education (ASEE), June 2011
- Received the distinction of having the **most downloaded article** in 2010 (Jones & Parkes, 2010) in the *Journal of Music Teacher Education*, as notified by the Editor of the journal
- Received the Virginia Tech College of Liberal Arts and Human Sciences **Excellence in Research and Creative Scholarship Award**, 2010 to 2011
- Received the **Best Paper Award** for the American Society for Engineering Education (ASEE), K-12 Engineering Division, June 2010
- Received the Virginia Tech **Scholar of the Week** recognition, December 2009
- Received the Virginia Tech School of Education **Promising Scholar Award**, 2008
- Received the North Carolina Association for Research in Education's **2000 AERA Distinguished Paper Award**, presented at the Annual Meeting of the American Educational Research Association Annual Meeting, New Orleans, April 2000

Teaching

- Received the Virginia Tech **Teacher of the Week** award, September 2013
- Received the Virginia Tech **XCaliber Certificate of Excellence** for excellence as a team involved in teaching with technology, 2011
- Received a **Favorite Faculty** award, 2007
- Received the distinguished university-wide **Undergraduate Teaching Award** at the University of South Florida St. Petersburg (given to one faculty member each year), 2004
- Received the **Teaching Excellence Award** for the College of Education at the University of South Florida St. Petersburg, 2003

Other

- Inducted into the East Stroudsburg Area School District **Meritorious Hall of Fame**, 2010

RESEARCH INTERESTS

What motivates K-16 students in academic settings? What can instructors do to improve the motivation of K-16 students? As an educational psychologist and motivation scientist, my scholarship aims to answer these questions by (a) contributing to motivation science research and theories and (b) helping instructors apply motivation science to their instruction.

GRANTS AWARDED (unfunded proposals are not listed because they were not funded)

16. Jones, B. D. (PI, 40%), Ellis, M. (Co-PI, 40%), Kim, I. (Co-PI, 20%). (August 1, 2023 to July 31, 2025; NSF Award #IUSE-2315574). *Training Computer Science Teaching Assistants to Motivate Students*. National Science Foundation, \$399,592.
15. Jones, B. D. (PI, 100%). (2024). *Providing Faculty with Assessment Data to Improve Student Motivation*. Pathways Grant Program, \$5,000.
14. Jones, B. D. (PI, 100%). (2023). *Motivation Workshops for Pathways Instructors*. Pathways Grant Program, \$2,000.
13. Jones, B. D. (Co-PI, 50%), & Ellis, M. (Co-PI, 50%). (2022). *Redesigning Computer Science Courses to Motivate and Retain Students*. Pathways Grant Program, \$10,000.
12. Jones, B. D. (PI, 100%). (2020). *Supporting Pathways Faculty in Implementing Engaging Pedagogies*. Pathways Grant Program, \$5,000.
11. Jones, B. D. (PI, 100%). (2019). *Supporting the Retention of Rural Teachers and the Motivation of Middle School Students in Mathematics*. Virginia Tech, Institute for Society, Culture, and Environment; \$5,750.
10. Jones, B. D. (PI, 100%). (2017-2018). *Development of an Undergraduate Motivation Course*. Virginia Tech, Pathways Grant Program, \$10,000.
9. Evans, M. A. (PI, 40%), Jones, B. D. (Co-PI, 30%), & Brandt, C. (Co-PI, 30%). (August 1, 2011 to July 31, 2015; NSF Award #DRL-1029756). *Studio STEM: Engaging Middle School Students in Networked Science and Engineering Projects*. National Science Foundation, ITEST, \$1,053,754.
8. Paretto, M. (PI, 20%), Jones, B. D. (Co-PI, 20%), Matusovich, H. (Co-PI, 20%), Williams, C. (Co-PI, 17%), Knot, M. (Co-PI, 17%), & Terpenney, J. (Co-PI, 6%). (November 1, 2009 to October 31, 2014; NSF Award #HRD-0936704). *A Mixed-Methods Study of the Effects of First-Year Project Pedagogies on the Retention and Career Plans of Women in Engineering*. National Science Foundation, GSE/RES, \$492,637.
7. Setareh, M. (PI, 40%), Jones, B. D. (Co-PI, 25%), Polys, N. (Co-PI, 25%), & Ermann, M. (Co-PI, 10%). (August 15, 2008 to July 31, 2013; NSF Award #DUE-0817106). *Integrating Web-Based Visualization with Structural System Understanding to Improve the Technical Education of Architects*. National Science Foundation, \$499,833.

6. Evans, M. A. (PI, 60%), & Jones, B. D. (Co-PI, 40%). (2009-2010). *Studio Tech: Developing and Evaluating Networked Engineering Projects in Energy for Middle School Girls and Boys*. Virginia Tech, Office of the Vice President for Research, \$14,500.
5. Evans, M. A. (PI, 40%), Jones, B. D. (Co-PI, 30%), & Brandt, C. (Co-PI, 30%). (2009-2010). *Studio Tech: Networked Engineering Projects for Middle School Students*. Virginia Tech, Jerome Niles Dean's Faculty Research Fellowship Award, \$12,000.
4. Evans, M. A. (PI, 30%), Jones, B. D. (Co-PI, 20%), Evia, C. (Co-PI, 15%), Kavanaugh, A. (Co-PI, 15%), Perez-Quinones, M. A. (Co-PI, 15%), & Randolph, J. (Co-PI, 5%). (2008-2009). *Kids for Change: Preparing a Participatory, Engaged Citizenry Using ICTS*. Virginia Tech; Institute for Society, Culture, and Environment; \$11,870.
3. Jones, B. D. (PI, 30%), Hein, S. F. (Co-PI, 25%), Paretti, M. C. (Co-PI, 25%), & Knott, T. (Co-PI, 20%). (2008). *Increasing the Participation of Women in Engineering: An Examination of Gender Stereotypes, Self-Beliefs, Choice of Major, Academic Achievement, and Program Withdrawal*. Virginia Tech; Institute for Society, Culture, and Environment; \$12,950.
2. Jones, B. D. (PI, 55%), & Hein, S. (Co-PI, 45%). (2007-2008). *Gender Stereotypes, Identification with Engineering, and Intelligence Beliefs and their Relationship to Achievement and Degree Completion for Female Engineering Students*. Virginia Tech, Office of Educational Research & Outreach, \$6,500.
1. Jones, B. D. (PI, 100%). (1998-1999). *Using the Internet to Conduct Scientific Inquiry: A Comparison of High-School Students' Motivation and Achievement with Two Levels of Internet Resource Support*. Research Triangle Professional Development Schools Partnership, \$2,000.

BOOKS AND MANUALS

5. Ormrod, J. E., & Jones, B. D. (2023). *Essentials of educational psychology: Big ideas to guide effective teaching* (6th ed.). Pearson.
 - 5th edition, 2018
 - 4th edition, 2015
4. Jones, B. D. (2018). *Motivating students by design: Practical strategies for professors* (2nd ed.). CreateSpace. <https://vtechworks.lib.vt.edu/handle/10919/102728>
 - 1st edition in 2015
3. Jones, B. D. (2023). *Instructor's manual for Essentials of educational psychology: Big ideas to guide effective teaching* (6th ed.). Pearson Education. ISBN-13: 978-0-13-681761-1
 - 5th edition, 2018, ISBN-13: 978-0-13-136727-2
 - 4th edition, 2015
 - 3rd edition, 2012
2. Jones, B. D. (2012/2022). *User guide for assessing the components of the MUSIC[®] Model of Motivation*. Retrieved from <http://www.theMUSICmodel.com>
1. Jones, M. G., Jones, B. D., & Hargrove, T. Y. (2003). *The unintended consequences of*

high-stakes testing. Rowman & Littlefield.

CHAPTERS IN BOOKS, HANDBOOKS, AND YEARBOOKS

8. Jones, B. D. (2020). Motivating and engaging students using educational technologies. In M. J. Bishop, E. Boling, J. Elen, & V. Svihla. (Eds.), *Handbook of research in educational communications and technology: Learning design* (5th ed., pp. 9-35). Springer. https://doi.org/10.1007/978-3-030-36119-8_2
7. Li, M., Jones, B. D., Cao, G., & Wang, D. (2020). The effects of edutainment strategies on student motivation and engagement in college EFL classes. In Z. Pan, A. Cheok, W. Müller, & M. Zhang (Eds.), *Transactions on Edutainment XVI* (pp. 3-12). Springer.
6. Jones, B. D. (2016). Teaching motivation strategies using the MUSIC® Model of Motivation as a conceptual framework. In M. C. Smith, & N. DeFrates-Densch (Eds.), *Challenges and innovations in educational psychology teaching and learning* (pp. 123-136). Information Age Publishing.
5. Evans, M. A., Schnittka, C., Jones, B. D., & Brandt, C. B. (2016). Studio STEM: A model to enhance integrative STEM literacy through engineering design. In L. A. Annetta, & J. Minogue (Eds.), *Connecting science and engineering education practices in meaningful ways* (pp. 107-137). Springer. https://doi.org/10.1007/978-3-319-16399-4_5
4. Jones, B. D., Ruff, C., & Osborne, J. W. (2015). Fostering students' identification with mathematics and science. In K. A. Renninger, M. Nieswandt, & S. Hidi (Eds.), *Interest in mathematics and science learning* (pp. 331-352). American Educational Research Association. https://doi.org/10.3102/978-0-935302-42-4_19
3. Evans, M. A., Jones, B. D., & Biedler, J. (2014). Video games, motivation, and learning. In F. C. Blumberg (Ed.), *Learning by playing: Video gaming in education* (pp. 273-289). Oxford University Press.
2. Jones, B. D., Uribe-Flórez, L. J., & Wilkins, J. L. M. (2011). Motivating mathematics students with manipulatives: Using self-determination theory to intrinsically motivate students. In D. J. Brahier (Ed.), *Motivation and disposition: Pathways to learning mathematics, Seventy-third yearbook* (pp. 215-227). The National Council of Teachers of Mathematics.
1. Osborne, J. W., Kellow, J. T., & Jones, B. D. (2007). Identification with academics, stereotype threat, and motivation to achieve in school. In D. M. McInerney, S. Van Etten, & M. Dowson (Eds.), *Standards in education: Sociocultural influences on motivation and learning* (pp. 119-146). Information Age.

JOURNAL ARTICLES

111. Jones, B. D., Wilkins, J. L. M., Schram, Á. B., Gladman, T., Kenwright, D., & Lucio-Ramírez, C. A. (2023). Validating a measure of motivational climate in health science courses. *BMC Medical Education*, 23, Article 548. <https://doi.org/10.1186/s12909-023-04311-3>

110. Jones, B. D., Byrnes, M. K., & McKenzie, H. (2023). An affective assessment intervention to improve the motivational climate in courses. *International Journal of Teaching and Learning in Higher Education*, 35(1), 229-239. <https://www.isetl.org/ijtlhe/ijtlhe-article-view.php?mid=4453>
109. Byrnes, M. K., Jones, B. D., & Holt Foerst, E. M. (2023). Examining the motivational climate and student effort in professional competency courses: Suggestions for improvement. *Journal of Veterinary Medical Education*. Advance access article <https://doi.org/10.3138/jvme-2022-0100>
108. Jones, B. D., Khajavy, G. H., Li, M., Mohamed, H. E., & Reilly, P. (2023). Examining the cross-cultural validity of the MUSIC Model of Academic Motivation Inventory in English language courses. *SAGE Open*, 13(1), 1-16. <https://journals.sagepub.com/doi/full/10.1177/21582440231156583>
107. Jones, B. D., & Zhu, X. (2022). The effects of syllabus statements on students' perceptions of the motivational climate in a course. *International Journal for the Scholarship of Teaching and Learning*, 16(3), Article 3. <https://doi.org/10.20429/ijstl.2022.160303>
106. Jones, B. D., & Wilkins, J. L. M. (2022). Validating the MUSIC Model of Academic Motivation Inventory: Evidence for the short forms of the college student version. *Journal of Psychoeducational Assessment*, 41(1), 22-35. <https://doi.org/10.1177/07342829221121695>
105. Li, M., Jones, B. D., Williams, T. O., & Guo, Y. (2022). Chinese students' perceptions of the motivational climate in college English courses: Relationships between course perceptions, engagement, and achievement. *Frontiers in Psychology*, 13, Article 853221. <https://doi.org/10.3389/fpsyg.2022.853221>
104. Jones, B. D., Fenerci-Soysal, H., & Wilkins, J. L. M. (2022). Measuring the motivational climate in an online course: A case study using an online survey tool to promote data-driven decisions. *Project Leadership & Society*, 3, Article 100046. <https://doi.org/10.1016/j.plas.2022.100046>
103. Jones, B. D., Miyazaki, Y., Li, M., & Biscotte, S. (2022). Motivational climate predicts student evaluations of teaching: Relationships between students' course perceptions, ease of course, and evaluations of teaching. *AERA Open*, 8(1), 1-17. <https://doi.org/10.1177/23328584211073167>
102. Munz, S., & Jones, B. D. (2021). Increasing athletes' engagement and performance using the MUSIC Model of Motivation. *Journal of Contemporary Athletics*, 15(4), 263-281.
101. Jones, B. D., Krost, K., & Jones, M. W. (2021). Relationships between students' course perceptions, effort, and achievement in an online course. *Computers and Education Open*, 2, Article 100051. <https://doi.org/10.1016/j.caeo.2021.100051>
100. Wilkins, J. L. M., Jones, B. D., & Rakes, L. (2021). Students' class perceptions and ratings of instruction: Variability across undergraduate mathematics courses. *Frontiers in Psychology*, 12, Article 576282. <https://doi.org/10.3389/fpsyg.2021.576282>

99. Topuz, K., Jones, B. D., Sahbaz, S., & Moqbel, M. (2021). Methodology to combine theoretical knowledge with a data-driven probabilistic graphical model. *Journal of Business Analytics*, 4(2), 125-139. <https://doi.org/10.1080/2573234X.2021.1937351>
98. Snook, A. G., Schram, A. B., & Jones, B. D. (2021). Faculty's attitudes and perceptions related to applying motivational principles to their teaching: A mixed methods study. *BMC Medical Education*, 21(188). <https://doi.org/10.1186/s12909-021-02599-7>
97. Jones, B. D., Biscotte, S., & Harrington Becker, T. (2020). Using a motivation model and student data to redesign general education courses: An examination of a faculty development approach. *Journal of General Education*, 69(3-4), 235-250. <https://doi.org/10.5325/jgeneeduc.69.3-4.0235>
96. Jones, B. D. (2020). Engaging second language learners using the MUSIC Model of Motivation. *Frontiers in Psychology*, 11, Article 1204. <https://doi.org/10.3389/fpsyg.2020.01204>
95. Jones, B. D. (2020). Using the MUSIC Model of Motivation to engage students. *The Virginia English Journal*, 69(2), 5-7.
94. Mullins, B., Jones, B. D., & LaCroix, T. J. (2020). Designing for and assessing students' motivation in mathematics classes. *Illinois Mathematics Teacher*, 65(1), 1-7.
93. Saperstein, A. M., Jones, B. D., Hansen, M. C., & Medalia, A. (2020). The Cognitive Training version of the MUSIC® Model of Motivation Inventory: A follow-up validity study. *Schizophrenia Research*, 216, 516-519. <https://doi.org/10.1016/j.schres.2019.12.027>
92. Jones, B. D. (2019). Testing the MUSIC Model of Motivation Theory: Relationships between students' perceptions, engagement, and overall ratings. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(3), 1-15. <https://doi.org/10.5206/cjsotl-rcacea.2019.3.9471>
91. Li, M., & Jones, B. D. (2019). Transforming traditional teaching: A professional development program for the college EFL teachers. *Theory and Practice in Language Studies*, 9(12), 1494-1500. <https://doi.org/10.17507/tpis.0912.05>
90. Snook, A. G., Schram, A. B., Sveinsson, T., & Jones, B. D. (2019). Needs, motivations, and identification with teaching: A comparative study of temporary part-time and tenure-track health science faculty in Iceland. *BMC Medical Education*, 19, 1-10. <https://doi.org/10.1186/s12909-019-1779-4>
89. Jones, B. D., & Carter, D. (2019). Relationships between students' course perceptions, engagement, and learning. *Social Psychology of Education: An International Journal*, 22, 819-839. <https://doi.org/10.1007/s11218-019-09500-x>
88. Snook, A. G., Schram, A. B., Jones, B. D., & Sveinsson, T. (2019). Factors predicting identity as educators and openness to improve: An exploratory study. *Medical Education*, 53(8), 788-798. <https://doi.org/10.1111/medu.13909>

87. Hansen, M. C., Jones, B. D., Eack, S. M., Glenthøj, L. B., Ikezawa, S., Iwane, T., ...Medalia, A. (2019). Validation of the MUSIC Model of Motivation Inventory for use with cognitive training for schizophrenia spectrum disorders: A multinational study. *Schizophrenia Research*, 206, 142-148. <https://doi.org/10.1016/j.schres.2018.11.037>
86. Tendhar, C., Jones, B. D., & Singh, K. (2019). Effects of an active learning approach on students' motivation in an engineering course. *Journal of Education and Training Studies*, 7(3), 58-64. <https://doi.org/10.11114/hets.v7i3.3916>
85. Jones, B. D., Byrnes, M. K., & Jones, M. W. (2019). Validation of the MUSIC Model of Academic Motivation Inventory: Evidence for use with veterinary medicine students. *Frontiers in Veterinary Science*, 6, Article 11. <https://doi.org/10.3389/fvets.2019.00011>
84. Chittum, J. R., Jones, B. D., & Carter, D. M. (2019). A person-centered investigation of patterns in college students' perceptions of motivation in a course. *Learning and Individual Differences*, 69, 94-107. <https://doi.org/10.1016/j.lindif.2018.11.007>
83. LaCroix, T. J., Jones, B. D., & Triggs, K. (2018). Assessing high school students' motivation in the mathematics classroom. *Virginia Mathematics Teacher*, 45(1), 33-40.
82. Tendhar, C., Paretto, M. C., & Jones, B. D. (2017). The Effects of gender, engineering identification, and engineering program expectancy on engineering career intentions: Applying hierarchical linear modeling (HLM) in engineering education research. *American Journal of Engineering Education*, 8(2), 157-170.
81. Evans, M. A., Jones, B. D., & Akalin, S. (2017). Using video game design to motivate students. *Afterschool Matters*, 26, 18-26.
80. Chittum, J. R., & Jones, B. D. (2017). Identifying pre-high school students' science class motivation profiles to increase their science identification and persistence. *Journal of Educational Psychology*, 109(8), 1163-1187. <https://doi.org/10.1037/edu0000176>
79. Tu, H.-W., Jones, B. D. (2017). Redesigning a neuroscience laboratory course for multiple sections: An action research project to engage students. *The Journal of Undergraduate Neuroscience Education*, 15(2), A137-A143.
78. Chittum, J. R., Jones, B. D., Akalin, S., & Schram, A. B. (2017). The effects of an afterschool STEM program on students' motivation and engagement. *International Journal of STEM Education*, 4(11), 1-16. <https://doi.org/10.1186/s40594-017-0065-4>
- One of the top 10 most cited journal articles in 2018 SpringerOpen
77. Tendhar, C., Singh, K., & Jones, B. D. (2017). Using the domain identification model to study major and career decision-making processes. *European Journal of Engineering Education*, 43(2), 235-246. <https://doi.org/10.1080/03043797.2017.1329280>
76. Jones, B. D., Sahbaz, S., Schram, A. B., & Chittum, J. R. (2017). Using psychological constructs from the MUSIC Model of Motivation to predict students' science identification and career goals: Results from the U.S. and Iceland. *International Journal of Science Education*, 39(8), 1089-1108. <https://doi.org/10.1080/09500693.2017.1319093>

75. Lee, W. C., Brozina, C., Amelink, C. T., & Jones B. D. (2017). Motivating incoming engineering students with diverse backgrounds: Assessing a summer bridge program's impact on academic motivation. *Journal of Women and Minorities in Science and Engineering*, 23(2), 121-145. <https://doi.org/10.1615/JWomenMinorScienEng.2017017960>
74. Mora, C. E., Anorbe-Diaz, B., Gonzalez-Marrero, A. M., Martin-Gutierrez, J., & Jones, B. D. (2017). Motivational factors to consider when introducing problem-based learning in engineering education courses. *International Journal of Engineering Education*, 33(3), 1000-1017.
73. Jones, B. D., Li, M., & Cruz, J. M. (2017). A cross-cultural validation of the MUSIC® Model of Academic Motivation Inventory: Evidence from Chinese- and Spanish-speaking university students. *International Journal of Educational Psychology*, 6(1), 366-385. <https://doi.org/10.17583/ijep.2017.2357>
72. Parkes, K., Jones, B. D., & Wilkins, J. L. M. (2017). Assessing music students' motivation using the MUSIC Model of Academic Motivation Inventory. *UPDATE: Applications of Research in Music Education*, 35(3), 16-22. <https://doi.org/10.1177/8755123315620835>
71. Schram, A. B., & Jones, B. D. (2016). A cross-cultural adaptation and validation of the Icelandic version of the MUSIC Model of Academic Motivation Inventory. *Icelandic Journal of Education*, 25(2), 159-181. <https://ojs.hi.is/tuuom/article/download/2433/1317>
70. Gardner, A. F., & Jones, B. D. (2016). Examining the Reggio Emilia approach: Keys to understanding why it motivates students. *Electronic Journal of Research in Educational Psychology*, 14(3), 602-625.
69. Ruff, C., & Jones, B. D. (2016). Becoming a scientist: Using first-year undergraduate science courses to promote identification with science disciplines. *International Journal for the Scholarship of Teaching and Learning*, 10(2). Retrieved from <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol10/iss2/12/>
68. Jones, B. D., & Sigmon, M. L. (2016). Validation evidence for the elementary school version of the MUSIC® Model of Academic Motivation Inventory. *Electronic Journal of Research in Educational Psychology*, 14(1), 155-174. <http://dx.doi.org/10.14204/ejrep.38.15081>
67. Jones, B. D., & Skaggs, G. E. (2016). Measuring students' motivation: Validity evidence for the MUSIC Model of Academic Motivation Inventory. *International Journal for the Scholarship of Teaching and Learning*, 10(1). Retrieved from <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol10/iss1/7>
66. Jones, B. D., Tendhar, C., & Paretti, M. C. (2016). The effects of students' course perceptions on their domain identification, motivational beliefs, and goals. *Journal of Career Development*, 43(5), 383-397. <https://doi.org/10.1177/0894845315603821>
65. Chittum, J. R., & Jones, B. D. (2015). Motivating students to engage during reading instruction: Intentionally designing instruction using a model of academic motivation. *Ohio Reading Teacher*, 45(1), 29-40.

64. Shanta, S., & Jones, B. D. (2015). Instructional implications of a motivation study: Motivating opportunities in an informal science and engineering program. *School Science and Mathematics, 115*(8). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/ssm.12143/supinfo>
63. Jones, B. D., Chittum, J. R., Akalin, S., Schram, A. B., Fink, J., Schnittka, C.,...Brandt, C. (2015). Elements of design-based science activities that affect students' motivation. *School Science and Mathematics, 115*(8), 404-415. <https://doi.org/10.1111/ssm.12143>
62. Polys, N. F., Bacim, F., Setareh, M., & Jones, B. D. (2015). SAFAS: Unifying form and structure through interactive 3D simulation. *Engineering Design Graphics Journal, 79*(2), 1-23.
61. Setareh, M., Jones, B., Ma, L., Bacim, F., & Polys, N. F. (2015). Application and evaluation of double-layer grid spatial structures for the engineering education of architects. *Journal of Architectural Engineering, 21*(3), 1-12. [https://doi.org/10.1061/\(ASCE\)AE.1943-5568.0000179](https://doi.org/10.1061/(ASCE)AE.1943-5568.0000179)
60. Jones, B. D., Osborne, J. W., Paretti, M. C., & Matusovich, H. M., (2014). Relationships among students' perceptions of a first-year engineering design course and their engineering identification, motivational beliefs, course effort, and academic outcomes. *International Journal of Engineering Education, 30*(6A), 1340-1356. <https://www.ijee.ie/contents/c300614A.html>
59. Jones, B. D., Setareh, M., Polys, N. F., & Bacim, F. (2014). Application of an online interactive simulation tool to teach engineering concepts using 3D spatial structures. *International Journal of Web-Based Learning and Teaching Technologies, 9*(3), 18-36.
58. McGinley, J. J., & Jones, B. D. (2014). A brief instructional intervention to increase students' motivation on the first day of class. *Teaching of Psychology, 41*(2), 158-162. <https://doi.org/10.1177/0098628314530350>
57. Mohamed, H. E., Soliman, M. H., & Jones, B. D. (2013). A cross-cultural validation of the MUSIC Model of Academic Motivation and its associated inventory among Egyptian university students. *Journal of Counseling Quarterly Journal, 36*, 2-14.
56. Hall, S., Jones, B. D., Amelink, C., & Hu, D. (2013). Educational innovation in the design of an online nuclear engineering curriculum. *The Journal of Effective Teaching, 13*(2), 58-72.
55. Jones, B. D., Ruff, C., & Paretti, M. C. (2013). The impact of engineering identification and stereotypes on undergraduate women's achievement and persistence in engineering. *Social Psychology of Education: An International Journal, 16*(3), 471-493. <https://doi.org/10.1007/s11218-013-9222-x>
54. Jones, B. D., & Wilkins, J. L. M. (2013). Testing the MUSIC Model of Academic Motivation through confirmatory factor analysis. *Educational Psychology, 33*(4), 482-503. <https://doi.org/10.1080/01443410.2013.785044>

53. Jones, B. D., Epler, C. M., Mokri, P., Bryant, L. H., & Paretto, M. C. (2013). The effects of a collaborative problem-based learning experience on students' motivation in engineering capstone courses. *Interdisciplinary Journal of Problem-based Learning*, 7(2), 34-71. <https://doi.org/10.7771/1541-5015.1344>
52. Setareh, M., Bacim, F., Jones, B. D., Polys, N. F., Geng, T., & Orsa, B. (2012). Integrating web-based visualization with structural system understanding to improve the technical education of architects. *Journal of Online Engineering Education*, 3(2).
51. Magee, R. G., & Jones, B. D. (2012). An instrument to assess beliefs about standardized testing: Measuring the influence of epistemology on the endorsement of standardized testing. *Australian Journal of Educational & Developmental Psychology*, 12, 71-82.
50. Schnittka, C. G., Brandt, C. B., Jones, B. D., & Evans, M. A. (2012). Informal engineering education after school: Employing the studio model for motivation and identification in STEM domains. *Advances in Engineering Education*, 3(2), 1-31.
49. Jones, B. D., Rakes, L., & Landon, K. (2012). Malawian secondary students' beliefs about intelligence. *International Journal of Psychology*, 48(5), 785-796. <https://doi.org/10.1080/00207594.2012.716906>
48. Jones, B. D., Watson, J. M., Rakes, L., & Akalin, S. (2012). Factors that impact students' motivation in an online course: Using the MUSIC Model of Academic Motivation. *Journal of Teaching and Learning with Technology*, 1(1), 42-58. Retrieved from <https://scholarworks.iu.edu/journals/index.php/jotlt/article/view/2040>
47. Jones, B. D., Bryant, L., Snyder, J. D., & Malone, D. (2012). Preservice and inservice teachers' implicit theories of intelligence. *Teacher Education Quarterly*, 39(2), 87-101. <https://doi.org/10.1177/0022487111422535>
46. Jones, B. D., Wilkins, J. L. M., Long, M. H., & Wang, F. (2012). Testing a motivational model of achievement: How students' mathematical beliefs and interests are related to their achievement. *European Journal of Psychology of Education*, 27(1), 1-20. <https://doi.org/10.1007/s10212-011-0062-9>
45. Parkes, K., & Jones, B. D. (2012). Motivational constructs influencing undergraduate students' choices to become classroom music teachers or music performers. *Journal of Research in Music Education*, 60(1), 101-123. <https://doi.org/10.1177/0022429411435512>
44. Newbill, P. B., & Jones, B. D. (2012). Students' motivations for studying French: Examining undergraduates' language orientations, expectancies, and values to promote advocacy. *The NECTFL Review*, 69, 69-91.
43. Jones, B. D., Ruff, C., Snyder, J. D., Petrich, B., & Koonce, C. (2012). The effects of mind mapping activities on students' motivation. *International Journal for the Scholarship of Teaching and Learning*, 6(1), 1-21.
42. Lusk, D. L., & Jones, B. D. (2011). The portrayal of intelligence in introductory educational psychology textbooks. *Teaching Educational Psychology*, 7(1), 40-61.

41. Parkes, K., & Jones, B. D. (2011). Students' motivations for considering a career in music performance. *Update: Applications of Research in Music Education*, 29(2), 20-28. <https://doi.org/10.1177/8755123310397005>
40. Osborne, J. W., & Jones, B. D. (2011). Identification with academics and motivation to achieve in school: How the structure of the self influences academic outcomes. *Educational Psychology Review*, 23(1), 131-158. <https://doi.org/10.1007/s10648-011-9151-1>
39. Jones, B. D., & Egley, R. J. (2010). Mixed feelings: Principals react to high-stakes testing. *ERS Spectrum*, 28(2), 17-26.
38. Jones, B. D. (2010). An examination of motivation model components in face-to-face and online instruction. *Electronic Journal of Research in Educational Psychology*, 8(3), 915-944. <https://ojs.ual.es/ojs/index.php/EJREP/article/view/1455>
37. Jones, B. D., Paretti, M. C., Hein, S. F., & Knott, T. W. (2010). An analysis of motivation constructs with first-year engineering students: Relationships among expectancies, values, achievement, and career plans. *Journal of Engineering Education*, 99(4), 319-336. <https://doi.org/10.1002/j.2168-9830.2010.tb01066.x>
 - This article was selected by the *Journal of Engineering Education* as their nomination for the 2011 AERA (American Educational Research Association) Division I Outstanding Publication Award.
36. Jones, B. D., & Parkes, K. A. (2010). The motivation of undergraduate music students: The impact of identification and talent beliefs on choosing a career in music education. *Journal of Music Teacher Education*, 19(2), 41-56. <https://doi.org/10.1177/1057083709351816>
 - The editors notified me that this article was the most downloaded article in this journal in 2010.
35. Jones, B. D. (2009). Motivating students to engage in learning: The MUSIC Model of Academic Motivation. *International Journal of Teaching and Learning in Higher Education*, 21(2), 272-285. <https://www.isetl.org/ijtlhe/pdf/IJTLHE774.pdf>
34. Jones, B. D., & Egley, R. J. (2009). Motivating teachers and administrators through test-based accountability. *Catalyst for Change*, 36(1), 29-35.
33. Wilkins, J. L. M., & Jones, B. D. (2009). An examination of a state-level mathematics test: What type of learning does the test actually measure? *Planning and Changing: An Educational Leadership and Policy Journal*, 40(3-4), 194-206.
32. Jones, B. D., Byrd, C. N., & Lusk, D. L. (2009). High school students' beliefs about intelligence. *Research in the Schools*, 16(2), 1-14.
31. Levi Altstaedter, L., & Jones, B. (2009). Motivating students' foreign language and culture acquisition through web-based inquiry. *Foreign Language Annals*, 42(4), 640-657.
30. Long, M. H., Jones, B. D., & Wang, F. (2009). Motivating students by connecting algebra to their lives. *Virginia Mathematics Teacher*, 35(2), 45-46.
29. Jones, B. D., Llacer-Arrastia, S., & Newbill, P. B. (2009). Motivating foreign language students using self-determination theory. *Innovation in Language Learning and Teaching*, 3(2), 171-189. <https://doi.org/10.1080/17501220802358210>

28. Kellow, J. T., & Jones, B. D. (2008). The effects of stereotypes on the achievement gap: Reexamining the academic performance of African American high school students. *Journal of Black Psychology, 34*(1), 94-120. <https://doi.org/10.1177/0095798407310537>
27. Dukes, L., & Jones, B. D. (2007). Mentoring alternative certification teachers: Implementing an online collaborative consultation community. *Journal of the National Association for Alternative Certification, 2*(2), 23-34.
26. Jones, B. D. (2007). The unintended outcomes of high-stakes testing. *Journal of Applied School Psychology, 23*(2), 65-86. https://doi.org/10.1300/J370v23n02_05
 - Co-published simultaneously as: Jones, B. D. (2007). The unintended outcomes of high-stakes testing. In L. J. Kruger & D. Shriberg (Eds.), *High stakes testing: New challenges and opportunities for school psychology* (pp. 65-86). Hawthorn Press.
25. Jones, B. D., & Egley, R. J. (2007). Learning to take tests or learning for understanding? Teachers' beliefs about test-based accountability. *The Educational Forum, 71*(3), 232-248. <https://doi.org/10.1080/00131720709335008>
24. Jones, B. D., & Egley, R. J. (2006). Looking through different lenses: Teachers' and administrators' views of accountability. *Phi Delta Kappan, 87*(10), 767-771.
23. Egley, R. J., & Jones, B. D. (2005a). Can accountability be inviting? An assessment of administrators' professionally and personally inviting behaviors. *Journal for Invitational Theory and Practice, 11*, 71-84.
22. Egley, R. J., & Jones, B. D. (2005b). Principals' inviting leadership behaviors in a time of test-based accountability. *Scholar-Practitioner Quarterly, 3*(1), 13-24.
21. Jones, B. D., & Egley, R. J. (2005). Go back and check your work: Recommendations for improving Florida's accountability system. *ERS Spectrum, 23*(4), 21-31.
20. Kellow, J. T., & Jones, B. D. (2005). Stereotype threat in African-American high school students: An initial investigation. *Current Issues in Education, 8*(20). Retrieved from <http://cie.asu.edu/volume8/number20>
19. Egley, R. J., & Jones, B. D. (2004). Rural elementary administrators' views of high-stakes testing. *The Rural Educator, 26*(1), 30-39.
18. Jones, B. D., & Egley, R. J. (2004a). Improving Florida's test-based accountability system: Suggestions from elementary school administrators. *Planning and Changing: An Educational Leadership and Policy Journal, 35*(3-4), 169-180.
17. Jones, B. D., & Egley, R. J. (2004b). Is testing the right direction? Administrators share their thoughts. *ERS Spectrum, 22*(3), 16-25.
16. Jones, B. D., & Egley, R. J. (2004c). Voices from the frontlines: Teachers' perceptions of high-stakes testing. *Education Policy Analysis Archives, 12*(39). Retrieved from <http://epaa.asu.edu/epaa/v12n39/>

15. Jones, B. D., & Johnston, A. F. (2004). High-stakes testing in elementary school: Teachers' perceptions of the effects on teaching and student outcomes. *Research in the Schools*, 11(2), 1-16.
14. Jones, B. D., Stallings, D. T., & Malone, D. (2004). Prospective teachers as tutors: Measuring the impact of a service-learning program on upper elementary students. *Teacher Education Quarterly*, 31(3), 99-118.
13. DeWert, M. H., Babinski, L. M., & Jones, B. D. (2003). Safe passages: Providing online support to beginning teachers. *Journal of Teacher Education*, 54(4), 311-320. <https://doi.org/10.1177/0022487103255008>
12. Jones, M. G., Hargrove, T. Y., & Jones, B. D. (2003). The failed metaphors of testing. *The School Administrator*, 11(60), 26-28.
11. Jones, B. D. (2002-2003). Students as Web site authors: Effects on motivation and achievement. *Journal of Educational Technology Systems*, 31(3), 441-461. <https://doi.org/10.2190/UX5V-WVKL-3EJN-7L0C>
10. Malone, D., Jones, B. D., & Stallings, D. T. (2002). Perspective transformation: Effects of a service-learning tutoring experience on prospective teachers. *Teacher Education Quarterly*, 29(1), 61-81.
9. Jones, B. D. (2001-2002). Recommendations for implementing Internet inquiry projects. *Journal of Educational Technology Systems*, 30(3), 271-291. <https://doi.org/10.2190/T1BV-XAPG-PR0N-4BV4>
8. Babinski, L. M., Jones, B. D., & DeWert, M. H. (2001). The roles of facilitators and peers in an online support community for first-year teachers. *Journal of Educational and Psychological Consultation*, 12(2), 151-169. https://doi.org/10.1207/S1532768XJEPC1202_05
7. Hargrove, T. Y., Jones, M. G., Jones, B. D., Hardin, B., Chapman, L., & Davis, M. (2000). Unintended consequences of high-stakes testing in North Carolina: Teacher perceptions. *ERS Spectrum*, 18(4), 21-25.
6. Jones, B. D. (1999). Computer-rated essays in the English composition classroom. *Journal of Educational Computing Research*, 20(2), 169-187. <https://doi.org/10.2190/07VY-F052-DW3L-CVN2>
5. Jones, M. G., Jones, B. D., Hardin, B., Chapman, L., Yarbrough, T., & Davis, M. (1999). The impact of high-stakes testing on teachers and students in North Carolina. *Phi Delta Kappan*, 81(3), 199-203.
4. Pathman, D. E., Steiner, B. D., Jones, B. D., & Konrad, T. R. (1999). Preparing and retaining rural physicians through medical education. *Academic Medicine*, 74(7), 810-820. <https://doi.org/10.1097/00001888-199907000-00016>
3. Steiner, B. D., Pathman, D. E., Jones, B. D., Williams, E. S., & Riggins, T. (1999). Primary care physicians' training and their community involvement. *Family Medicine*, 31(4), 257-262.

2. Jones, B. D., & Bayen, U. J. (1998). Teaching older adults to use computers: Recommendations based on cognitive aging research. *Educational Gerontology, 24*(7), 675-689.
1. Pathman, D. E., Stevens, C. M., Freed, G. L., Jones, B. D., & Konrad, T. R. (1998). Disseminating pediatric immunization recommendations: The physician perspective. *Ambulatory Child Health, 4*, 265-276.

PAPERS IN REFEREED CONFERENCE PROCEEDINGS

6. Farghally, M. F., Mohammed, M., Mahmoud, H. F. F., Ellis, M., Haqq, D., Domino, M., Jones, B. D., & Shaffer, C. A. (2021, March). The online transition of two CS courses in response to COVID-19. *Proceedings of the 52nd ACM Technical Symposium on Computer Science Education*. <https://doi.org/10.1145/3408877.3439571>
5. Setareh, M., Bacim, F., Polys, N., & Jones, B. D. (2013, July). Development of the web-based structure and form analysis system (SAFAS) for architectural education. *Proceedings of the 2013 WorldComp 2013 – The World Congress in Computer Science, Computer Engineering and Applied Computing*, Las Vegas, NV.
4. Bacim, F., Ragan, E., Siroberto, S., Polys, N. F., Setareh, M., & Jones, B. (2013, May). The effects of display fidelity, visual complexity, and task scope on spatial understanding of 3D graphs. *Proceedings of the 2013 Conference on Graphics Interface*, Regina, Saskatchewan, Canada.
3. Matusovich, H. M., Paretti, M., Jones, B. D., & Brown, P. (2012, June). How problem-based learning and traditional engineering design pedagogies influence the motivation of first-year engineering students. *Proceedings of the 119th American Society for Engineering Education Annual Conference*, San Antonio, TX.
2. Matusovich, H., Jones, B. D., Paretti, M., Moore, J., & Hunter, D. (2011, June). Problem-based learning: A student perspective on the role of the facilitator. *Proceedings of the 118th American Society for Engineering Education Annual Conference*, Vancouver, Canada.
 - For the presentation, D. Hunter received the 2011 First-Year Programs Division (FPD) **Best Student Presentation** Award from the American Society for Engineering Education
1. Schnittka, C., Evans, M., Jones, B. D., & Brandt, C. (2010, June). Studio STEM: Networked engineering projects in energy for middle school girls and boys. *Proceedings of the 117th American Society for Engineering Education Annual Conference*, Louisville, KY.
 - Received the **Best Paper Award** for the American Society for Engineering Education, K-12 Engineering Division, 2010

BLOG ARTICLES (EDITORIAL REVIEW)

- Jones, B. D., & Hicks, D. (2023, May 28). Charting the course: Incorporating AI into assignments to foster self-regulation. *Civics of Technology*.
<https://www.civicsoftechnology.org/blog>

RESEARCH PRESENTED AT REFEREED PROFESSIONAL MEETINGS

169. Jones, B. D., & Gallagher, J. (2023, September). *Improving student motivation: Using data to evaluate student engagement and to create an equitable motivational climate*. Association for General and Liberal Studies. Annual Constitute, Austin, TX.
168. Jones, B. D., Wilkins, J. L. M., & Fenerci, H. (2023, August). *A complex dynamic systems perspective on motivational climate in an educational psychology course*. Research to be presented at the annual convention of the American Psychological Association, Washington DC.
167. Jones, B. D., Zhu, X., Ellis, M., Fenerci, H., & Ambarkutuk, Z. (2023, August). *Relationships between course motivational climate and students' computer science beliefs and goals*. Research to be presented at the annual convention of the American Psychological Association, Washington DC.
169. Ellis, M., Jones, B. D., Fenerci, H., & McCarty. (2023, June). *Assessing the motivational climate in computer science courses to improve instruction*. Research presented at the Illinois Computer Science Summer Teaching Workshop, Illinois University, virtual meeting.
166. Fenerci, H., Kaplan, A., Jones, B. D., & Ellis, M. (2023, April). *Challenges in capturing motivational climate as a complex dynamic system: Application with the MUSIC Model of Motivation*. Research presented at the annual meeting of the American Educational Research Association, Chicago, IL.
165. Jones, B. D., Ellis, M., Gu, F., & Fenerci, H. (2023, April). *Course perceptions predict effort and achievement in an engineering course: Comparing genders, ethnicities, and majors*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
164. Jones, B. D., & Zhu, X. (2023, February). *Can a syllabus affect students' perceptions of the motivational climate?* Research presented at the Conference on Higher Education Pedagogy, Blacksburg, VA.
163. Ellis, M., Jones, B. D., Fenerci, H., & Gu, F. (2023, February). *Differences in motivational climate in face-to-face, online, and hybrid courses*. Research presented at the Conference on Higher Education Pedagogy, Blacksburg, VA.
162. Fu, Z., Jones, B. D., & Komelski, M. (2023, February). *Applying the MUSIC Model of Motivation to improve undergraduate attendance post-COVID*. Research presented at the Conference on Higher Education Pedagogy, Blacksburg, VA.
161. Holt Foerst, E., Jones, B. D., Byrnes, M. K., & Robbins, C. (2022, August). *Assessing anatomy students' motivational perceptions to increase engagement*. Association for Medical Education in Europe, Virtual Conference.
160. Ellis, M., Jones, B. D., Fenerci-Soysal, H., & Gu, F. (2022, May). *Redesigning a computer science course during the pandemic: Effects on students' motivation and achievement*. Presentation at the Pandemic Pedagogy Research Symposium 2022, Duke University, virtual meeting.

159. Jones, B. D., & Wilkins, J. L. M. (2022, April). *Assessing the motivational climate in courses and using the results to select engaging teaching strategies*. Presentation at the Purdue Global General Education Conference, Purdue University, virtual meeting.
158. Jones, B. D., Miyazaki, Y., Li, M., & Biscotte, S. (2022, April). *Improve your course ratings by understanding factors that predict the ratings*. Presentation at the Purdue Global General Education Conference, Purdue University, virtual meeting.
157. Jones, B. D., Topuz, K., & Sahbaz, S. (2022, April). *Aspects of the motivational climate that predict course and instructor ratings*. Presentation at the ITLC Lilly Online Conference on Enhancing Online, Onsite, and Hybrid Teaching and Learning, Virtual Conference.
156. Cruz, J. M. C., Jones, B. D., & El-Atky, N. (2022, February). *Improving students' motivation in classrooms*. Presentation at the 2022 Conference on Higher Education Pedagogy, Blacksburg, VA.
155. Jones, B. D. (2021, December). *Designing courses to motivate students: The MUSIC Model of Motivation*. The International Scientific Conference of TIBA Academy and the Arab Association of the Assessment and Evaluation, Cairo, Egypt.
154. Jones, B. D., & Fenerci-Soysal, H. (2021, December). *Assessing the motivational climate in an online course over time*. Paper presented at Edutainment 2021, The 14th International Conference on E-Learning and Games, Zhengzhou, China.
153. Jones, B. D., Schram, A., Snook, A., & Ramirez, C. (2021, August). *A faculty development approach to improving student engagement*. Association for Medical Education in Europe, Virtual Conference.
152. Mondesir, S., Jones, B. D., & Wilkins, J. L. M. (2021, August). *The effects of students' mathematics class perceptions on their mathematics identification*. Research presented at the annual convention of the American Psychological Association, virtual convention.
151. Farghally, M. F., Mohammed, M. K., Mahmoud, H. F. F., Ellis, M. O., Haqq, D. A., Domino, M. R., Jones, B. D., & Shaffer, C. A. (2021, June). *Student perceptions of the complete online transition of two CS courses in response to the COVID-19 pandemic*. Paper presented at the annual meeting of the American Society for Engineering Education, Long Beach, CA.
150. Jones, B. D., Biscotte, S., & Harrington Becker, T. (2021, April). *Assessing students' motivation-related course perceptions to increase their engagement*. Presentation at the Purdue Global General Education Conference, Purdue University, virtual meeting.
149. Jones, B. D. (2021, April). *Engaging students in class using the MUSIC Model of Motivation*. Presentation at the Purdue Global General Education Conference, Purdue University, virtual meeting.
148. Jones, B. D. (2021, April). *Teaching strategies to interest students in class activities and assignments*. Presentation at the Purdue Global General Education Conference, Purdue University, virtual meeting.

147. Jones, B. D., & Byrnes, M. (2021, April). *Factors associated with students' course ratings: class perceptions and time are more important than ease*. Paper presented at the annual meeting of the American Educational Research Association, virtual meeting.
146. Jones, B. D., Khajavy, G. H., Li, M., Mohamed, H. E., & Reilly, P. (2021, April). *Cross-cultural validity evidence for a motivation inventory: Relationships between course perceptions, behavioral engagement, and achievement*. Paper presented at the annual meeting of the American Educational Research Association, virtual meeting.
145. Jones, B. D., & Wilkins, J. L. M (2021, March). *Using motivation science to engage students in mathematics classes*. Presentation at the Virginia Council of Teachers of Mathematics 2021 Virtual Conference.
144. Farghally, M. F., Mohammed, M., Mahmoud, H. F. F., Ellis, M., Haqq, D., Domino, M., Jones, B. D., & Shaffer, C. A. (2021, March). *The online transition of two CS courses in response to COVID-19*. Poster presented at the SIGCSE Technical Symposium, Toronto, Canada.
143. Byrnes, M., Jones, B. D., & McKenzie, H. (2021, February). *Using affective assessments to redesign courses that motivate students*. Presentation at the Conference on Higher Education Pedagogy, Blacksburg, VA.
142. Jones, B. D., Schram, A., & Snook, A. (2021, February). *Engaging students in courses through motivation science*. Presentation at the Conference on Higher Education Pedagogy, Blacksburg, VA.
141. Schram, A., Jones, B. D., & Snook, A. (2020, September). *How motivated are my students? How could I increase my students' motivation and engagement?* Association for Medical Education in Europe, Virtual Conference.
140. Byrnes, M. K., Jones, B. D., & Jones, M. W. (2020, April). *Factors affecting students' effort and achievement in veterinary college courses*. Research presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
139. Jones, B. D., Krost, K., & Jones, M. W. (2020, April). *Relationships among students' course perceptions, engagement, and achievement in a large online course*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
138. Jones, B. D. (2020, February). *Making instruction interesting and useful for students*. Presentation at the 2020 Conference on Higher Education Pedagogy, Blacksburg, VA.
137. Jones, B. D. (2019, October). *Engaging students in class and coursework*. Research presented at the annual conference of the International Society for Exploring Teaching and Learning, Charlotte, NC.
136. Byrnes, M. K., Jones, B. D., & Jones, M. W. (2019, April). *Factors affecting students' effort and course ratings in veterinary college courses*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

135. Jones, B. D., Byrnes, M. K., & Jones, M. W. (2019, April). *Validation of a motivation inventory for use with veterinary medicine students*. Research presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
134. Lally, D., & Jones, B. D. (2019, March). *Advising in context: A Psychosocial approach to supporting students' academic and psychological needs*. Presentation at the Advising Matters Conference, Blacksburg, VA.
133. Chittum, J. R., Jones, B. D., & Carter, D. (2019, January). *Grouping students by type of motivation: Theoretical implications for instruction*. Research presented at the 2019 Conference on Higher Education Pedagogy, Blacksburg, VA.
132. Jones, B. D., Harrington Becker, T., & Biscotte, S. (2019, January). *Using data to design learning opportunities that improve student engagement*. Research presented at the 2019 Conference on Higher Education Pedagogy, Blacksburg, VA.
131. Jones, B. D., & Jones, M. W. (2019, January). *Helping students to learn and remember using research-based principles*. Presentation at the 2019 Conference on Higher Education Pedagogy, Blacksburg, VA.
130. Chittum, J., Cuthrell, K., Stapleton, J., Fogarty, E. A., Tschida, C. M., & Jones, B. D. (2018, April). *Motivation profiles of student teachers: A person-centered study to guide program awareness and improvement*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
129. Eddleton, J., Jones, B. D., & Biscotte, S. (2018, February). *Using collaboration sessions to motivate students*. Research presented at the 2018 Conference on Teaching Large Classes, Blacksburg, VA.
128. Jones, B. D. (2018, February). *Relationships between students' motivation and engagement: Testing the MUSIC Model of Motivation Theory*. Presentation at the 2018 Conference on Higher Education Pedagogy, Blacksburg, VA.
127. Jones, B. D., & Biscotte, S. (2018, February). *Improving engagement through the use of student data*. Research presented at the 2018 Conference on Higher Education Pedagogy, Blacksburg, VA.
126. Sun, W., & Jones, B. D. (2017, September). *The relationship among middle school students' perceptions of science class, science identification, and career goals*. Presentation at the Virginia Educational Research Association Conference, Charlottesville, VA.
125. Munz, S., & Jones, B. D. (2017, August). *Motivating athletes using the MUSIC Model of Motivation: Suggestions for coaches*. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
124. Chittum, J. R., & Jones, B. D. (2017, August). *A person-centered study of student motivation profiles in math class: From grade school to college*. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

123. Munz, S., & Jones, B. D. (2017, August). *Assessing athletes' perceptions of their coaching environment: Developing a new tool for coaches*. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
122. Cruz, J. M., Hasbun, I. M., Jones, B. D., & Adams, S. (2017, July). *Beyond superficiality: The Relationship between motivation and deep learning in electronic engineering students*. Paper presented at the 7th Research in Engineering Education Symposium, Bogota, Colombia.
121. Sahbaz, S., Chittum, J. R., Schram, A. B., & Jones, B. D. (2017, April). *Relationships among students' science class perceptions, science identification, and career goals*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
120. Tendhar, C., Singh, K., & Jones, B. D. (2017, April). *Effects of an active learning approach on students' motivation in an engineering course*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
119. Jones, B. D., Guo, Y., & Li, M. (2017, February). *Relationships between students' class perceptions and their effort, strategy use, instructor rating, and course rating*. Poster presented at the 2017 Conference on Higher Education Pedagogy, Blacksburg, VA.
118. Johnson, A., & Jones, B. D. (2017, February). Using cognitive models to increase online students' academic self-efficacy. Poster presented at the 2017 Conference on Higher Education Pedagogy, Blacksburg, VA.
117. Jones, B. D., & Jones, M. W. (2017, February). *Using data to select strategies that motivate and engage students*. Presentation at the 2017 Conference on Higher Education Pedagogy, Blacksburg, VA.
116. Tu, H.-W., & Jones, B. D. (2017, February). *Using action research to redesign an undergraduate course: Explaining the process and lessons learned*. Paper presented at the 2017 Conference on Higher Education Pedagogy, Blacksburg, VA.
115. Jones, B. D., & Bodenhorn, N. (2016, October). *Assessing K-12 Student Motivation for Standards 2 and 4*. Presentation given at the Council for the Accreditation of Educator Preparation Conference, Washington, DC.
114. LaCroix, T., Triggs, K., & Jones, B. D. (2016, September). *Motivation and engagement in the secondary mathematics classroom*. Research presented at the annual meeting of the Virginia Education Research Association, Charlottesville, VA.
113. Li, M., & Jones, B. D. (2016, July). *The effects of course perceptions on students' engagement in EFL classes: Using the MUSIC Model of Motivation*. Research presented at the Conference on Teaching Large Classes, Blacksburg, VA.
112. Jones, B. D., & Sigmon, M. L. (2016, April). *Assessing elementary students' perceptions of class: A tool for teachers and university student teachers*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

111. Tendhar, C., Singh, K., Jones, B. D., Creamer, E. G., & Paretti, M. C. (2016, April). *Domain identification model: A new lens to study major and career decision making process*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
110. Chittum, J. R., Jones, B. D., Akalin, S., & Schram, A. (2016, April). *The impact of an afterschool design-based science program on middle grades students' motivation and engagement*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
109. Jones, B. D. (2016, February). How to diagnose and improve low student motivation in your courses. *Proceedings of the 2016 Conference on Higher Education Pedagogy*, Blacksburg, VA.
108. Jones, B. D., Li, M., & Lu, P. (2015, July). *Using the MUSIC[®] Model of Motivation to redesign instruction in a large course*. Paper presented at the Conference on Teaching Large Classes, Blacksburg, VA.
107. Jones, B. D. (2015, April). *Teaching motivational strategies using the MUSIC Model of Academic Motivation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
106. Tendhar, C., Paretti, M., & Jones, B. D. (2015, April). *A longitudinal study of the relationships between engineering career intention, engineering identification, and engineering expectancy*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
105. Jones, B. D., Tendhar, C., & Rakes, L. (2015, April). *Relationships among students' engineering course-related motivational beliefs, engineering identification, and engineering major and career intentions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
104. Chittum, J. R., & Jones, B. D. (2015, April). *Motivation profiles of upper-elementary and middle school students in science*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
103. Jones, B. D., Sahbaz, S., & Chittum, J. R. (2015, April). *Science class motivational beliefs that impact students' science identification and career plans*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
102. Evans, M. A., Jones, B. D., Duke, R., & Schnittka, C. (2015, April). *Motivating and engaging students through Studio STEM*. Research presented at the annual meeting of the American Educational Research Association, Chicago, IL.
101. Jones, B. D., & Wilkins, J. L. M. (2015, February). *More validity evidence for the use of the MUSIC Model of Academic Motivation Inventory with upper-elementary and middle school students*. Poster presented at the annual meeting of the Eastern Educational Research Association, Sarasota, Florida.

100. Sigmon, M., & Jones, B. D. (2015, February). *Creating a version of the MUSIC Model of Academic Motivation Inventory for elementary school children*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, Florida.
99. Chittum, J., & Jones, B. D. (2015, February). *The motivation profiles of students in science class*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, Florida.
98. Parkes, K., Jones, B. D., & Wilkins, J. (2015, February). *Validity evidence for the use of a motivation inventory with music students: A pilot study*. Paper presented at the 5th International Symposium on Assessment in Music Education. Williamsburg, VA.
97. Rakes, L., & Jones, B. D. (2015, February). Assessing VMI engineering majors' motivation perceptions: A program-level investigation. *Proceedings of the 2015 Conference on Higher Education Pedagogy*, Blacksburg, VA.
96. Jones, B. D. (2015, February). Designing a flipped classroom to motivate students. *Proceedings of the 2015 Conference on Higher Education Pedagogy*, Blacksburg, VA.
95. Ruff, C., & Jones, B. D. (2014, April). *Supporting student interest and domain identification in science majors: Faculty perceptions of first year college students' domain identification and interest development*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
94. Tendhar, C., & Jones, B. D. (2014, April). *Testing a partial model of domain identification and motivation with engineering students*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
93. Jones, B. D., Akalin, S., Schram, A., Fink, J., Chittum, J., Schnittka, C., & Evans, M. (2014, April). *Elements of design-based science teaching that affect middle school students' motivation*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
92. Sahbaz, S., & Jones, B. D. (2014, February). *Testing a model of motivation and students' effort in science class with middle-school students*. Poster presented at the annual meeting of the Eastern Educational Research Association, Jacksonville, FL.
91. Jones, B. D. (2014, February). How to Make Research-Based Instructional Decisions Related to Student Motivation. *Proceedings of the 2014 Conference on Higher Education Pedagogy*, Blacksburg, VA.
90. Jones, B. D., Akalin, S., Schram, A., Chittum, J., & Fink, J. (2013, November). *Motivating students to engage in science and engineering activities*. Research presented at the annual meeting of the National Science Teachers Association Charlotte Area Conference on Science Education, Charlotte, NC.
89. Polys, N. F., Bacim, F., Setareh, M., & Jones, B. D. (2013, June). *Building novel Web3D user interfaces*. Paper presented at the 18th International Conference on 3DWeb Technology, San Sebastian, Spain.

88. Hussein, H. E. M. A., Soliman, M. H., & Jones, B. D. (2013, May). *A cross-cultural validation of the MUSIC Model of Academic Motivation and its associated inventory*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, D.C.
87. Akalin, S., Schram, A., Chittum, J., Fink, J., & Jones, B. D. (2013, May). *Middle school students' motivation-related perceptions of afterschool science and engineering activities*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, D.C.
86. Fink, J., Chittum, J., Schram, A., Akalin, S., & Jones, B. D. (2013, May). *Measures and methodologies for studying students' motivation in an informal learning environment*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, D.C.
85. Tendhar, C., & Jones, B. D. (2013, May). *Changes over time in engineering students' engineering identification and motivational beliefs*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, D.C.
84. Jones, B. D., & Wilkins, J. L. M. (2013b, May). *Validity evidence for the use of a motivation inventory with middle school students*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, D.C.
83. Bryant, L., Jones, B. D., & Wilkins, J. (2013, April). *Rural middle school students' beliefs about science ability: Examining a network of motivational variables*. Research presented at the annual meeting of the American Educational Research Association, San Francisco.
82. Rakes, L., & Jones, B. D. (2013, February). Using visual imagery to improve performance and enhance flow: Is the effort worth the reward? *Proceedings of the 2013 Conference on Higher Education Pedagogy*, Blacksburg, VA.
81. Jones, B. D., & Skaggs, G. (2012, August). *Validation of the MUSIC Model of Academic Motivation Inventory: A measure of students' motivation in college courses*. Research presented at the International Conference on Motivation 2012. Frankfurt, Germany.
80. Jones, B. D. (2012, August). *Factors that impact students' motivation, instructor ratings, and course ratings in an online course*. Research presented at the International Conference on Motivation 2012. Frankfurt, Germany.
79. Evans, M. A., Jones, B. D., & Akalin, S. (2012, April). *Leveraging digital game design in an informal science learning environment to motivate high school students in biology*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
78. Jones, B. D., Osborne, J. W., Paretto, M. C., & Matusovich, H. M. (2012, April). *Relationships among students' perceptions of a first-year engineering design course and their identification with engineering, motivational beliefs, course effort, and academic outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

77. Rakes, L., & Jones, B. D. (2012, February). *Creating conditions conducive to flow: The role of visualization and level of challenge in facilitating flow experiences during Army ROTC marksmanship training*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head Island, SC.
76. Jones, B. D. (2012, February). How to motivate students in online courses: Using the MUSIC Model of Academic Motivation to connect research to practice. *Proceedings of the 2012 Conference on Higher Education Pedagogy*, Blacksburg, VA.
75. Jones, B. D., Setareh, M., Polys, N., Bacim, F., Ma, L., Villella, K., Orsa, B., Guo, B., & Geng, T. (2012, February). *Teaching building structures concepts using an interactive Web3D design tool*. Poster presented at the 2012 Conference on Higher Education Pedagogy, Blacksburg, VA.
74. Jones, B. D., Bryant, L., Epler, C., Mokri, P., & Paretto, M. C. (2011, May). *Engineering students' engagement in a problem-based learning project*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, D.C.
73. Jones, B. D., Ruff, C., Petrich, B., Snyder, J., & Koonce, C. (2011, May). *The effects of mind mapping activities on students' motivation*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, DC.
72. Rakes, L., Jones, B. D., & Landon, K. (2011, May). *Malawi students' beliefs about intelligence*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, DC.
71. Parkes, K., & Jones, B. D. (2011, April). *Motivational constructs influencing music students' choices to become classroom music teachers or music performers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
70. Jones, B. D., Bryant, L. H., Snyder, J. D., & Malone, D. (2011, April). *Intelligence beliefs of preservice and inservice teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
69. Motto, A., Brandt, C., Schnittka, C., Evans, M. A., & Jones, B. D. (2011, April). *Studio STEM/Save the penguins: Connecting youth to environmental issues through design-based projects*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
68. Brandt, C., Motto, A., Schnittka, C., Evans, M., & Jones, B. D. (2011, April). *Discursive scaffolding in the studio: Socio-cognitive and emotional dimensions for learning and STEM identity*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
67. Brandt, C. B., Motto, A., Schnittka, C., Evans, M. A., & Jones, B. D. (2011, April). *Socio-cognitive scaffolding in the studio: Informal STEM learning and identity*. Research presented at the National Association for Research in Science Teaching, 2011 Annual International Conference, Orlando, FL.

66. Rakes, L., Watson, J., Akalin, S., & Jones, B. D. (2011, February). Student motivation as a cornerstone for effective online instructional design. *Proceedings of the 2011 Conference on Higher Education Pedagogy*, Blacksburg, VA.
65. McGinley, J., & Jones, B. D. (2011, February). *A brief instructional intervention to increase students' motivation*. Poster presented at the annual Conference on Higher Education Pedagogy, Blacksburg, VA.
64. Jones, B. D. (2010, October). *Strategies to implement a motivation model and increase student engagement*. Paper presented at the annual meeting of the International Society for Exploring Teaching and Learning, Nashville, TN.
63. Paretti, M., Jones, B. D., Matusovich, H., & Moore, J. (2010, October). *A mixed-methods study of the effects of first-year project pedagogies on the motivation, retention, and career plans of women in engineering*. Research presented at the ASEE/IEEE Frontiers in Education Conference, Washington, DC.
62. Jones, B. D., Paretti, M. C., Hein, S. F., & Knott, M. T. (2010, May). *An examination of the relationships between expectancies, values, achievement, and career intentions for freshman engineering students*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
61. Ruff, C., Jones, B. D., Paretti, M., Knott, T. (2010, February). *Is stereotype threat in the air? Applying stereotype threat theory to female engineering majors*. Research presented at the annual meeting of the Eastern Educational Research Association, Savannah, GA.
60. Parkes, K., & Jones, B. D. (2009, September). *Music students' motivations for choosing a career in music education or music performance*. Research presented at the 2009 Symposium on Music Teacher Education, Greensboro, NC.
59. Lee, H., Kwon, H., & Jones, B. D. (2009, March). *Motivational perspectives in the selected studies of science, technology, engineering, and mathematics (STEM) education*. Paper presented at the annual meeting of the International Technology Education Association, Louisville, KY.
58. Lusk, D. L., & Jones, B. D. (2009, February). *The portrayal of intelligence in introductory educational psychology textbooks*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, Florida.
57. Avent, Y., & Jones, B. D. (2009, February). *African Americans' motivations for participation in church-based education*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, Florida.
56. Jones, B. D., Byrd, C. N., & Lusk, D. L. (2009, February). *The development of measures to examine students' beliefs about intelligence*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, Florida.
55. Jones, B. D., Wilkins, J. L. M., Long, M. H., & Wang, F. (2008, August). *Students' beliefs about mathematical intelligence and their effects on achievement*. Paper presented at the annual convention of the American Psychological Association, Boston.

54. Jones, B. D., Byrd, C. N., & Lusk, D. L. (2008, August). *Students' intelligence beliefs across subject areas*. Paper presented at the annual convention of the American Psychological Association, Boston.
53. Jones, B. D., Lusk, D. L., & Byrd, C. N. (2008, March). *High school students' beliefs about intelligence*. Paper presented at the annual meeting of the American Educational Research Association, New York.
52. Byrd, C. N., Lusk, D. L., & Jones, B. D. (2008, March). *For nerds only? Students' views of mathematical intelligence*. Paper presented at the annual meeting of the American Educational Research Association, New York.
51. Wang, F., Long, M. H., & Jones, B. D. (2008, February). *Ninth-grade students' attitudes and conceptions about math*. Research presented at the annual Virginia Tech School of Education Student Association Research Conference, Blacksburg, VA.
50. Lusk, D. L., Byrd, C. N., & Jones, B. D. (2008, February). *Students' beliefs about the malleability of intelligence*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, South Carolina.
49. Jones, B. D. (2008, January). *Teaching is more than telling: Strategies to foster thinking and reflection*. Presentation at the Virginia Cooperative Extension Annual Staff Development Conference, Blacksburg, VA.
48. Jones, B. D., & Malone, D. (2007, October). *Transforming perspectives: Using cooperative learning to foster critical reflection*. Presentation at the annual meeting of the International Society for Exploring Teaching and Learning, Atlanta, GA.
47. Kellow, J. T., & Jones, B. D. (2007, February). *The effects of stereotypes on the performance of high school students*. Paper presented at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
46. Jones, B. D., & Kellow, J. T. (2006, April). *Using the expectancy-value model to compare the motivation of African-American and White adolescents*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
45. Egley, R. J., & Jones, B. D. (2005, April). *Inviting leadership during times of accountability*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
44. Fueyo, V., Jones, B. D., & Kellow, J. T. (2005, November). *A city and a university forge a partnership to engage the public in its public schools*. Research presented at the annual Phi Delta Kappa International Conference, Chicago.
43. Jones, B. D., & Egley, R. J. (2005a, April). *A comparison of administrators' and teachers' perceptions of Florida's accountability program*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
42. Jones, B. D., & Egley, R. J. (2005b, August). *The effects of standardized testing on rural schools*. Research presented at the national annual meeting of the Rural Sociological Society, Tampa.

41. Jones, B. D., & Egley, R. J. (2004a, April). *Contrasting viewpoints: administrators' perceptions of high-stakes testing*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
40. Jones, B. D., & Egley, R. J. (2004b, April). *Learning to understand or learning to achieve? effects of high-stakes testing on student learning*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
39. Jones, B. D., & Egley, R. J. (2004c, February). *Testing and public education: Administrators share their thoughts*. Paper presented at the annual meeting of the Eastern Educational Research Association, Clearwater, FL.
38. Jones, B. D., & Egley, R. J. (2003, March). *The carrot and the stick: How testing affects teachers' job satisfaction and motivation*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
37. Jones, B. D., Egley, R. J., & Golphin, D. (2003, November). *Principals' suggestions for improving the FCAT*. Paper presented at the annual meeting of the Florida Educational Research Association, Orlando, FL.
36. Jones, B. D., Egley, R. J., & Hogan, D. (2003, March). *Is high-stakes testing right for Florida? Teachers speak out!* Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.
35. Jones, B. D. (2002, April). *Making instructional changes to make the grade*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Chapel Hill, NC.
34. Jones, B. D., & Johnston, A. F. (2002, April). *The effects of high-stakes testing on instructional practices*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
33. Jones, B. D., Stallings, T., & Malone, D. (2002, March). *Tutoring children in urban schools: Testing a model for school and college partnerships*. Paper presented at the annual meeting of the Eastern Educational Research Association, Sarasota, FL.
32. Jones, B. D. (2001, March). *Impacts of the ABCs on teaching practices*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Charlotte, NC.
31. Jones, B. D., & Johnston, A. (2001, March). *The effects of the ABCs on teaching methods*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Charlotte, NC.
30. Malone, D., Jones, B. D., & Stallings, D. T. (2001a, March). *Partners for success: A model for tutoring programs*. Research presented at the annual Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference, Greensboro, NC.
29. Malone, D., Jones, B. D., & Stallings, D. T. (2001b, April). *Transforming perspectives through service learning: Inspiring growth and mindfulness in undergraduates*. Paper

- presented at the annual meeting of the American Educational Research Association, Seattle.
28. Jones, B. D. (2000a, March). *Recommendations for implementing internet inquiry projects*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Chapel Hill, NC.
 27. Jones, B. D. (2000b, April). *Students as web site authors: Effects on motivation and achievement*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
 26. Jones, B. D., Malone, D., & Stallings, T. (2000a, October). *Prospective teacher accountability: the ABCs and teacher education*. Research presented at the annual North Carolina Teacher Education Forum, Raleigh, NC.
 25. Jones, B. D., Malone, D., & Stallings, T. (2000b, April). *Tutoring at-risk students: A model incorporating service learning and individualized intervention*. Research presented at the annual Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference, Greensboro, NC.
 24. Malone, D., Stallings, T., & Jones, B. D. (2000, April). *Perspective transformation: Students tutoring students*. Paper presented at the annual Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference, Greensboro, NC.
 23. Jones, M. G., Hardin, B., Jones, B. D., Chapman, L., & Davis, M. (2000, April). *Running with scissors: The impact of high stakes assessment on teachers and students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
 22. Jones, M. G., Jones, B. D., Hardin, B., Chapman, L., Yarbrough, T., & Davis, M. (2000, April). *Now you see it, now you don't: The impact of high stakes assessment on science instruction*. Research presented at the annual meeting of the National Association for Research in Science Teaching, New Orleans.
 21. Hargrove T. Y., Jones, M. G., Jones, B. D., Hardin, B., Chapman, L., & Davis, M. (2000, March). *The impact of high-stakes testing in North Carolina and changing assessment for the future*. Paper presented to The Southeast Education Alliance, Kenansville, NC.
 20. Jones, M. G., Hardin, B., Jones, B., Davis, M., Yarborough, T., & Chapman, L. (2000, March). *Impact of high stakes assessment on science instruction*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Chapel Hill, NC.
 19. Hargrove T. Y., Jones, M. G., Jones, B. D., Hardin, B., Chapman, L., & Davis, M. (2000, February). *Assessing the ABCs: The impact of high-stakes testing in North Carolina*. Paper presented to Phi Delta Kappa, University of North Carolina at Wilmington, NC.
 18. Babinski, L. M., Jones, B. D., & DeWert, M. H. (1999, August). *The roles of facilitators and peers in an online support community for first-year teachers*. Poster session presented at the annual meeting of the American Psychological Association, Boston.

17. DeWert, M. H., Jones, B. D., & Carboni, L. (1999, April). *Crossing the great divide: How university educators and beginning teachers can help and learn from one another in a web-based problem-solving and support community*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
16. Jones, B. D. (1999b, April). *Students' motivation in a website design environment: Testing the expectancy-value model*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
15. Stuck, G. B., & Jones, B. D. (1999, April). *How may PEG be used in schools? English teachers using computer grading*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
14. Jones, B. D., Vitello, C., & Kenyon, B. (1999, April). *Web Site Design Project in Ecology: Higher Student Achievement or Just Plain More Fun?* Paper presented at the Partnerships for Excellence in Education: Practice, Issues, and Research Conference, Raleigh, NC.
13. Jones, B. D. (1999a, March). *Students as website authors: Effects on motivation and achievement*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Greensboro, NC.
12. Jones, M. G., Hardin, B., Jones, B., Davis, M., Chapman, L., & Yarborough, T. (1998, September). *Science and the state's ABC Program*. Paper presented at the Mid-Atlantic Association of Educators of Teachers of Science Conference, Chapel Hill, NC.
11. DeWert, M. H., Babinski, L. M., & Jones, B. D. (1998, April). *Online lifelines: Using computer-mediated collaborative consultation to provide peer support and problem-solving assistance to beginning teachers*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Greensboro, NC.
10. DeWert, M. H., & Jones, B. D. (1998, June). *Supporting education and teacher education reform through virtual communities of practice*. Research presented at the annual meeting of the National Educational Computing Conference, San Diego.
9. Jones, B. D. (1998, April). *Designing a peer tutoring program: Recommendations based on research*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Greensboro, NC.
8. Stuck, G. B., & Jones, B. D. (1998, April). *How may it work in schools? English teachers using computer grading*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
7. DeWert, M. H., Babinski, L. M., & Jones, B. D. (1997, April). *The Lighthouse Project: Building an on-line support community for beginning teachers*. Paper presented at the annual meeting of the North Carolina Association for Research in Education, Greensboro, NC.
6. Jones, B. D., & Pathman, D. E. (1997a, March). *Associations between physicians' training experiences and their self-efficacy in the four community dimensions of primary care practice*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

5. Jones, B. D., & Pathman, D. E. (1997b, March). *Physicians' training and preparedness for rural medicine*. Research presented at the annual Primary Care Research Conference, Chapel Hill, NC.
4. Jones, B. D., & Stuck, G. B. (1997a, March). *Potential uses for PEG scores in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
3. Jones, B. D., & Stuck, G. B. (1997b, April). *Some uses for the computer grading results?* Research presented at the annual meeting of the North Carolina Association for Research in Education, Greensboro, NC.
2. Stevens, C. M., Pathman, D. E., Freed, G. L., Konrad, T. R., Freeman, V., & Jones, B. D. (1996). *Using physician focus groups to understand the diffusion and adoption of vaccine recommendations*. Paper presented at the 30th National Immunization Conference.
1. Steiner, B. D., Pathman, D. E., Riggins, T., Williams, E., Jones, B. D. (1996, March). *Medical education and primary care physicians practice of community medicine*. Research presented at the Annual Primary Care Research Conference, Chapel Hill, NC.

INVITED PRESENTATIONS

39. Jones, B. D. (2023, June). *Modern Methods in Teaching and Assessment*. Virtual seminar at SRM Institute of Science & Technology, Ramapuram Campus, Chennai, India.
38. Jones, B. D. (2023, April). *Motivating students to engage in learning*. Virtual seminar at the National Technical University (Kharkiv Polytechnic Institute), Ukraine.
37. Jones, B. D. (2022, November). *Engaging students by creating a positive motivational climate*. Teaching Innovation & Learning Enhancement (TILE) Talk, University of Glasgow, United Kingdom.
36. Jones, B. D. (2021, December). *Creating a motivational climate in online courses*. Edutainment 2021, The 14th International Conference on E-Learning and Games (Keynote Address), Zhengzhou, China.
35. Jones, B. D. (2020, September). *Implementing motivation strategies using the MUSIC Model of Motivation*. University of Georgia, Athens, GA.
35. Jones, B. D. (2019, May). *Motivating students using research-based strategies*. Miami Dade College, Hialeah, FL.
34. Jones, B. D. (2018, April). *Designing instruction to motivate university students*. Virginia Military Institute, Lexington, VA.
33. Jones, B. D. (2018, April). *Using research-based strategies to engage students in class*. Virginia Association of Economists 45th Annual Meeting. Radford University, Radford, VA.

32. Jones, B. D. (2018, February). *Designing motivating courses: Lessons from jazz composition*. 2018 ACC Teaching Lecture. Teaching and Learning Symposium: Inspiring Student Success (Keynote Address). North Carolina State University, Raleigh, NC.
31. Jones, B. D. (2017, July). *Designing online instruction to motivate students*. 4th Annual Instructional Technology Mini-Conference at Roanoke (Keynote Address). Virginia Western Community College, Roanoke, VA.
30. Jones, B. D. (2017, June). *Designing instruction to motivate and engage students*. Tri-College Consortium Summer Institute (Keynote Address). Sweet Briar College, Sweet Briar, VA.
29. Jones, B. D. (2017, May). *Using the MUSIC Model of Motivation to engage students*. Beijing Normal University. Beijing, China.
28. Jones, B. D. (2017, May). *Designing K-12 instruction using the MUSIC Model of Motivation*. Minzu University of China. Beijing, China.
27. Jones, B. D. (2017, May). *Designing instruction using the MUSIC Model of Motivation*. Kaifeng University. Kaifeng, China.
26. Jones, B. D. (2017, May). *Motivating English students using the MUSIC Model of Motivation*. ZengZhou Shengda Economics, Trade and Management College. Zhengzhou, China.
25. Jones, B. D. (2017, May). *Motivating students using the MUSIC Model of Motivation*. Zhengzhou University. Zhengzhou, China.
24. Jones, B. D. (2017, May). *How to motivate students using the MUSIC Model of Motivation*. Sias International University. Xinzheng, China.
23. Jones, B. D. (2017, May). *Designing instruction to motivate students with the MUSIC Model of Motivation*. Sias International University. Xinzheng, China.
22. Jones, B. D. (2017, May). *Motivating elementary students using the MUSIC Model of Motivation*. No. 5 Elementary School of the Yangfangdian Subdistrict of Beijing. Beijing, China.
21. Jones, B. D. (2017, May). *Motivating vocational students with the MUSIC Model of Motivation*. Beijing Vocational College of Labour and Social Securing. Beijing, China.
20. Jones, B. D. (2017, May). *Using Strategies from the MUSIC Model of Motivation to motivate K-12 students*. The High School Affiliated to Beijing International Studies Universities. Beijing, China.
19. Chittum, J. R., & Jones, B. D. (2017, April). Identifying pre-high school students' science class motivation profiles to increase their science identification and persistence. *Invited faculty lecture presented at the 2017 East Carolina University College of Education Faculty Research Showcase*. Greenville, NC.
18. Jones, B. D. (2017, March). *Motivating and engaging online students*. Liberty University. Lynchburg, VA.

17. Jones, B. D. (2017, March). *Designing instruction to motivate and engage students*. Virginia Military Institute. Lexington, VA.
16. Jones, B. D. (2016, August). *The MUSIC Model of Motivation: A research-based approach to motivating student learning*. Bluefield College, Bluefield, VA.
15. Jones, B. D. (2016, February). *Exploring similarities between effective college teaching and jazz composition*. Conference on Higher Education Pedagogy (Keynote Address). Virginia Tech, VA.
14. Jones, B. D. (2016, February). *Energize students with research-based strategies for flipping, problem-based learning, online instruction, lecture, and more*. Conference on Higher Education Pedagogy (Pre-Conference Workshop), Virginia Tech, VA.
13. Jones, B. D. (2016, February). *What can teachers learn from jazz composition?* Bridgewater College, Bridgewater, VA.
12. Jones, B. D. (2016, February). *Research-based strategies to motivate students*. Bridgewater College, Bridgewater, VA.
11. Jones, B. D. (2015, October). *Creating motivating learning environments for clients*. The 7th Annual conference for Coaches and Trainers, Cleveland, OH.
10. Jones, B. D. (2015, August). *Flipping your course using the MUSIC Model of Motivation*. The 12th annual Teaching and Learning Conference, Elon University, Elon, NC.
9. Jones, B. D. (2015, June). *Instructional approaches to enhance motivation for learning*. Paper presented at the Cognitive Remediation in Psychiatry Conference, Columbia University, New York, New York.
8. Jones, B. D. (2015, February). *Motivating students using research-based strategies*. University of South Florida St. Petersburg, St. Petersburg, FL.
7. Evans, M. A., Jones, B. D., & Brandt, C. (2013, March). *Studio STEM: Engaging middle school students in networked science and engineering projects*. STEM Smart: Lessons learned from successful schools. A conference hosted by the National Science Foundation. Baltimore, MD.
6. Jones, B. D. (2005, September). *Confronting Stereotype threat to close the achievement gap*. The Psychological Science Colloquium Series of the University of South Florida St. Petersburg, St. Petersburg, FL.
5. Jones, B. D. (2005, August). *Finding your true motivation*. Keynote Speaker for the University of South Florida St. Petersburg Freshman Convocation, St. Petersburg, FL.
4. Jones, B. D. (2005, March). *Teachers' and administrators' perspectives on high-stakes testing*. Critical Issues in Science Education Seminar, University of Texas at Tyler, Tyler, TX.

3. Jones, B. D. (2004, February). *Failing to make the grade: Consequences of the Florida Comprehensive Assessment Test*. "Wit and Wisdom" series, University of South Florida St. Petersburg, St. Petersburg, FL.
2. Jones, B. D. (2001, June). *Factors critical to closing the achievement gap*. Educators Institute, Duke University, Durham, NC.
1. Jones, B. D. (2000, March). *Motivating students to learn*. Educators Institute, Duke University, Durham, NC.

DISSERTATION AND MASTER'S THESIS

- Jones, B. D. (1999, December). *Conducting Internet inquiry projects: Comparing the motivation and achievement of two groups of high-school biology students*. Dissertation completed at the University of North Carolina at Chapel Hill, 128 pages.
- Jones, B. D. (1997, August). *Feedback on English compositions: Potential uses for computer ratings*. Master's Thesis completed at the University of North Carolina at Chapel Hill, 65 pages.

TEACHING EXPERIENCE

University Courses Taught

I enjoy teaching students about research related to motivation, learning, and cognition. Most courses I teach include some combination of the following topics: motivation, information processing, memory, conceptual learning, cognitive development, social and emotional development, metacognition, intelligence, problem solving, critical thinking, behaviorism, creativity, constructivism, and approaches to instruction.

- | | |
|---|--|
| • Motivation and Cognition (Graduate) | • The Psychology of Learning & Instruction |
| • Advanced Educational Psychology (Graduate) | • Child Development |
| • Inquiry in Educational Psychology (Graduate) | • Child Growth and Learning |
| • The Psychology of Cognition & Learning (Graduate) | • Educational Psychology |
| • Learning Principles Applied to Instruction (Graduate) | • Teaching Skills Laboratory |
| • Child Development (Graduate) | • Children, Schools, and Society |
| • Professional Seminar (Graduate) | • Educational Foundations |
| • Motivation and At-Risk Students | • General Psychology |
| • Motivation in Education | • Service Learning |
| • Motivating Yourself and Others | • Teaching & Learning with Technology |
| • Human Motivation | • College Teaching |
| • Psychological Foundations of Education | |
| • Learning and the Developing Child | |

DOCTORAL AND MASTER'S STUDENT ADVISING

Doctoral Student Advisor

1. Noel Byrd (co-advisor, graduated May 2009)

2. Lauren Bryant (graduated May 2012)
3. Lee Rakes (graduated August 2012)
4. Chloe Ruff (graduated December 2013)
5. Jessica Chittum (graduated May 2015)
6. Jonathan Fink (graduated December 2015)
7. Asta Schram (graduated December 2015)
8. Jennifer Snyder (graduated December 2015)
9. Ming Li (graduated May 2017)
10. Wei Sun (graduated May 2018)
11. Stephan Munz (graduated August 2018)
12. Denise Young (graduated December 2019)
13. Kasey Richardson (graduated December 2020)
14. Meghan Byrnes (graduated December 2021)
15. Emily Holt Foerst (co-advisor, graduated May 2022)
16. Sachiel Mondesir (co-advisor, graduated May 2022)

Doctoral Student Committee Member

1. Danielle Lusk (graduated May 2008)
2. Sigrid (Guni) Kreb (graduated May 2008)
3. Paula Brown (graduated May 2009)
4. Hyuksoo Kwon (graduated May 2009)
5. Lida Uribe (graduated July 2009)
6. Karl Kosko (graduated May 2010)
7. Feihong (Fiona) Wang (graduated May 2010)
8. Anne F. Dillard (graduated December 2010)
9. Ken Stanton (graduated May 2011)
10. Fred Figliano (graduated May 2011)
11. Parastoo Mokri (graduated May 2012)
12. Elza Cruz (graduated December 2012)
13. Angela Williams (graduated August 2013)
14. Beth Macdonald (graduated December 2013)
15. Brenda E. Ball (graduated May 2014)
16. Rebekah Brook (graduated May 2014)
17. Laura Segedin (graduated May 2014)
18. Jenny Martin (graduated August 2014)
19. Sumeyra Sahbaz (graduated December 2014)
20. Jacob Grohs (graduated May 2015)
21. Chosang Tendhar (graduated May 2015)
22. Donna Fogelsong (graduated December 2016)
23. Michael Grubbs (graduated May 2016)
24. Lisa Moyer (graduated May 2016)
25. Miranda Sigmon (graduated May 2016)
26. Hope Carroll (graduated May 2016)
27. Donnie Coleman (graduated May 2016)
28. Susheela Shanta (graduated December 2017)
29. Bill Tonissen (graduated May 2017, Columbia University)
30. Lisa Aker (graduated May 2018)
31. John Morelock (graduated December 2018)
32. Erika Nicholas (graduated May 2019)
33. Devin Carter (graduated May 2019)

34. Abby Snook (graduated May 2020, University of Iceland)
35. Rachelle Kuehl (graduated May 2020)
36. Adetoun Yeaman (graduated May 2020)
37. Joanie Banks-Hunt (graduated December 2020)
38. Caryn Caruso (graduated May 2021)
39. Sharon Stidham (graduated May 2022)
40. Cheryl Morgan (graduated May 2022)
41. Youjuin Lee (graduated December 2022)

Master's Student Advisor

- 46 students graduated (as of December 2022)

Master's Student Committee Member

- 29 students graduated (as of December 2022)

OUTREACH (Selected from many)

Impact and Outreach of Grants Received

Studio STEM: Engaging Middle School Students in Networked Science and Engineering Projects (NSF Grant, 2011-2015)

- Provided research-based professional development to hundreds of teachers at several rural and high-need locations around the country.
- Provided research-based afterschool curricula to hundreds of rural 5th to 8th grade students at several locations around the country. Students designed solutions to environmental problems affecting animals and learned significant science content.
- Created iBooks and PDFs with the curriculum for teachers to use, and the materials have been downloaded from 15 countries and 30 U.S. states.

Integrating Web-Based Visualization with Structural System Understanding to Improve the Technical Education of Architects (NSF Grant, 2008-2013)

- Developed an online structural engineering program that can be used by architecture and engineering students around the world to analyze structural designs.
- Developed several tutorials to help students with the functions and operation of the online learning modules associated with the structural engineering program.

A Mixed-Methods Study of the Effects of First-Year Project Pedagogies on the Retention and Career Plans of Women in Engineering (NSF Grant, 2009-2014)

- Presented findings about how to train instructors and graduate teaching assistants to implement project-based learning in undergraduate engineering courses.

Workshops Conducted (Selected examples)

I have conducted many workshops for instructors at the K-12 and higher education levels. Many of the workshops I conduct involve teaching instructors how to effectively incorporate the MUSIC Model of Motivation into their instruction to engage students in learning. Here is a sample of the types of workshops that I have conducted.

- Conducted a 1 hour workshop for faculty titled *Creating an Engaging and Equitable Motivational Climate in Your Course*, Pathways Summer Institute, Virginia Tech, Blacksburg, VA, May 18, 2023.
- Conducted a 2 hour workshop for faculty and students from University of La Laguna titled *Increasing Student Motivation and Engagement*, virtual in San Cristóbal de La Laguna, Spain, April 2022.
- Conducted a 12 hour workshop for faculty from Tecnológico de Monterrey titled *Increasing Students' Motivation and Engagement in Your Course*, virtual in Monterrey, Mexico, January 2021.
- Conducted a 1 ½ hour workshop for faculty from Universidad San Francisco De Quito titled *Designing Instruction to Motivate University Students*, Virginia Tech, Blacksburg, VA, June, 2018 and June 2019.
- Conducted a 3 hour workshop for university professors titled *Strategies to Motivate Students*, Conference on Higher Education Pedagogy (Pre-Conference Workshop), Virginia Tech, VA. February 2017.
- Conducted a 3 hour workshop for Appalachian State University professors titled *Learning matters: Applying research-based strategies to motivate students*, Boone, NC, August 2014.
- Conducted a 3 hour workshop for university professors titled *Designing instruction to motivate students: Applying research-based strategies*, Virginia Tech, Blacksburg, VA, February 2014.
- Conducted a 2 ½ hour workshop for high school teachers in Buchanan County, VA, titled *Motivating Disruptive Students*, Grundy, VA, August 2012
- Conducted a 2 ½ hour workshop for high school teachers in Wythe County, VA, titled *Motivating Students*, Wytheville, VA, August 2012
- Conducted a 2 hour workshop for high school teachers in Montgomery County, VA, titled *Creating a Motivating Climate in Your Classroom*, Christiansburg, VA, November 2008
- Conducted a 1 ½ hour workshop for high school teachers in Patrick County, VA, titled *Motivating the Hard to Motivate Students*, Stuart, VA, August 2008
- Conducted a 2 hour workshop for high School teachers in Pinellas County, FL, titled *Classroom Culture and Management*, St. Petersburg, FL, 2006
- Conducted a 3 hour workshop for Gibbs High School teachers titled *Student Motivation and Engagement*, St. Petersburg, FL, 2005

SERVICE (Selected Examples)

Professional Service

- Serve as a reviewer for the following refereed journals (in alphabetical order):
 1. *BMC Medical Education*
 2. *BMC Primary Care*
 3. *Contemporary Educational Psychology*
 4. *Current Psychology*
 5. *Currents in Pharmacy Teaching and Learning*
 6. *Educational Evaluation and Policy Analysis*
 7. *Educational Psychology*
 8. *Educational Psychology Review*
 9. *Electronic Journal of Research in Educational Psychology*
 10. *Electronic Journal for Research in Science & Mathematics Education*
 11. *European Physical Education Review*
 12. *Frontiers in Education*

13. *Frontiers in Psychology*
14. *Heliyon*
15. *INFORMS Transactions on Education*
16. *Innovations in Education and Teaching International*
17. *International Journal of Leadership in Education*
18. *International Journal of Science Education*
19. *International Journal of STEM Education*
20. *Investigations in Mathematics Learning*
21. *Journal of Engineering Education*
22. *Journal for STEM Education Research*
23. *Journal of Women and Minorities in Science and Engineering*
24. *Journal of Youth and Adolescence*
25. *Learning and Individual Differences*
26. *Learning and Motivation*
27. *Psychology in the Schools*
28. *Review of Educational Research*
29. *School Science and Mathematics*
30. *Science*
31. *Social Development*
32. *Social Psychology of Education*
33. *Teaching Educational Psychology*
34. *The Virginia Mathematics Teacher Journal*
35. *Zeitschrift für Psychologie*

- Served as a grant proposal review for the Israel Science Foundation, March 2022
- Served as an external reviewer for faculty promotion cases at other universities, 2017 (1 case), 2019 (3 cases), 2021 (1 case)
- Served as a member of the Academic Advisory Board for *Annual Editions: Educational Psychology*, 2000 to 2014
- Served as a panel reviewer to review grant proposals for the National Science Foundation, Spring 2012

Department and School of Education (SOE) Service

- Serve as the SOE Educational Psychology Program Leader, August 2010–present
- Serve on the SOE Diversity, Equity, and Inclusion Committee, October 2021–present
- Served as the Chair of the search committee for a professor of Instructional Design and Technology, September 2022–December 2022
- Served on the search committee for an Associate Director of Faculty Affairs, April 2021–May 2021
- Served as Chair of the SOE Promotion and Tenure Committee, April 2018–April 2020
- Served as the Chair of the SOE Committee for the Development of the Collegiate Faculty Guidelines, 2019
- Served as Chair of the SOE Values, Expectations, and Evaluations Committee, Fall 2017–May 2018
- Served on the SOE CAEP Licensure Advisory Committee, June 2017–May 2018
- Served on the SOE Promotion and Tenure Committee, August 2016–April 2018
- Served on the SOE Budget Working Group, with weekly meetings, January–May 2016
- Served on the SOE Programmatic Priorities Working Group, with weekly meetings, January–May 2016

- Served on the SOE search committee for a Director of the School of Education, October 2014–April 2015
- Served on the Promotion and Tenure Committee for the Department of Learning Sciences and Technologies, 2008–2009 and 2011–2013
- Served on the SOE Scholarship Committee, 2010, 2011, and 2012
- Served on the SOE NCATE Steering Committee, Fall 2010–Spring 2012
- Served on the search committee for an Assistant Professor in Mathematics Education, August 2011–February 2012
- Served on the search committee for a Director of the School of Education, April 2012–January 2013
- Served as the SOE Committee Chair for the Clinical and Affiliate Faculty Evaluation committee, Spring and Fall 2012
- Served on the SOE committee to select the Excellence in Education Awards Winners, 2009–2010
- Served on the Design Team for the Teaching and Learning Department, Spring 2009, Fall 2009, and Spring 2010
- Served as a committee member for the 2010 Virginia Scholars Award

College and University Service

- Serve on the Virginia Tech Faculty Senate, March 2021–May 2023
- Serve on the Campus Development Committee, October 2022–May 2023
- Served on the College Graduate Curriculum Committee, January 2016–May 2018
- Served on the College Honors and Awards Committee 2016–2017
- Served on the Virginia Tech Faculty Senate, August 2010–May 2015
- Served on the University Campus Development Committee, August 2010–May 2015
- Served on the search committee for 2 tenure-track faculty positions in Engineering Education, August 2012–May 2013
- Served on the Promotion and Tenure committee for the college (CLAHS), Fall 2009–Spring 2011
- Served on the college (CLAHS) Mentoring Meeting Steering Committee, Fall 2009