

Jennifer D. Moss, PhD
Assistant Professor
Department of Psychology
Emporia State University
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Current Employment

Assistant Professor of Psychology, Emporia State University, Emporia, Kansas, August 2019 - present

- Interim Program Leader for Psychology Program (Summer 2023).
- Teach 12 credits each semester, undergraduate and graduate courses.
- Supervise graduate and undergraduate research.
- Director of the SMILE Lab: Studying Motivation in Learning Environments and the master's in psychology - educational psychology concentration

Education

Purdue University, West Lafayette, Indiana

- PhD in Educational Psychology, 2015
- Recipient of the 2012 Frederick N. Andrews Fellowship
- Program focus: Educational Psychology, Motivation, Self-Determination Theory
- Dissertation: Pre-service teacher motivation. Incorporated both qualitative and quantitative methodology.

University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

- MS in Educational Psychology, 2010
- Program focus: Learning and Development, Concentration in Motivation.
- Thesis: Training the teachers: Autonomy support and engagement in pre-kindergarten.

Northwestern University, Evanston, Illinois

- BA in English Literature, 1989
- Earned secondary 6th-12th grade English teaching certificate.

Additional Higher Education Academic Employment

Purdue University, 2015-2019, Project Manager, Center for Instructional Excellence

- Managed STEAM: Success through Transformative Education and Active Mentoring, a grant-funded \$2.3M First in the World research project from the US Department of Education.
- Led a team of faculty and researchers and supervised two graduate assistants.
- Oversaw multiple grant budgets to ensure funds were spent within prescribed guidelines.
- Completed assessment reports for US Department of Education on grant activities and progress.
- Secured validation for faculty-created knowledge exams necessary for the project.
- Facilitated and participated in publication of research and scholarship from the grant project.
- Wrote reports for agencies and internal stakeholders.

Purdue University, 2016-2018, Adjunct Faculty Member, College of Education

- Taught two sections each semester of EDPS 235 - Learning and Motivation, a foundation course for K-12 teacher candidates in 2016-2017 year.
 - Mentored 7 graduate teaching assistants.
- Taught EDPS 315 - Collaborative Leadership: Interpersonal Skills, a course in the Collaborative Leadership certificate program that satisfied the oral communication requirement, Fall 2018.
 - Taught with autonomy-supportive methods to tailor class to students' needs.
 - Worked to increase student intercultural awareness.

Certifications

- Qualified Administrator, Intercultural Development Inventory. Certificate earned January 2018.
- College Student Wellbeing – Trauma and Resilience. Florida State University. Certificate earned June 2023

Publications

Moss, J.D. and Parham, J. (2023) Mortarboard review: Montessori-related dissertations 2022-2023. *Journal of Montessori Research*, 9(1).

Reeve, J., Jang, H.-R., Cheon, S. H., **Moss, J.D.**, Ko, H., & Jang, H. (2023). Extending self-determination theory's dual-process model to a new tripartite model to explain diminished functioning. *Motivation and Emotion*, 1–20. <https://doi.org/10.1007/s11031-023-10019-0>

Reeve, J., Ahmad, I., Ahn, J. S., Bartholomew, K. J., Chiu, T. K. F., Dias, T. L., English, J., Gargurevich, R., Matos, L., Haerens, L., Jang, H., Kaplan, H., Liu, W. C., Wang, J. C. K., Tristán, J., López-Walle, J. M., Michou, A., **Moss, J. D.**, Mynard, J., ... Vicentini, E. C. C. (2023). Teaching around the globe: A roundtable discussion of what teachers in different nations can learn from each other. In A. O'Donnell, N. C. Barnes, & J. Reeve (Eds.), *The Oxford Handbook of Educational Psychology*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199841332.013.31>

*Tate, E., Wylie, K., and **Moss, J.D.** (2023) The effects of face masks on emotional appraisal ability of students with autism spectrum disorder. *International Journal of Developmental Disabilities*, 1-9, <https://doi.org/10.1080/20473869.2023.2189765>

Moss, J.D. and Epstein, A. (2023) Inclusion and Montessori education. In A. Murray, et al., (Eds.) *Handbook of Montessori Education*. Bloomsbury Publishing.

Wang, C., Cho, H., Wiles, B., **Moss, J.D.**, Bonem, E., Li, Q., Lu, Y., & Levesque-Bristol, C. (2022). Competence and autonomous motivation as motivational predictors of college students' mathematics achievement: From the perspective of self-determination theory. *International Journal of STEM Education*, 9. <https://doi.org/10.1186/s40594-022-00359-7>

Legate, N., Nguyen, T. T., Weinstein, N., Moller, A. C., Legault, L., Maniaci, M. R., ... **Moss, J. D.**, ...Primbs, M. (2022). A global experiment on motivating social distancing during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences*, 119. <https://doi.org/10.1073/pnas.2111091119>

Wang, C., Zhang, Y., **Moss, J.D.**, Bonem, E.M., & Levesque-Bristol, C. (2020) Multilevel factors affecting college students' perceptions of knowledge transferability: From the perspective of self-determination theory. *Research in Higher Education*, 61(2).

Moss, J.D. (2020) I was told to find what broke my heart and fix it: College students explain why they want to become teachers. *Cogent Education*, 7. <https://doi.org/10.1080/2331186X.2020.1734284>

Wang, C., Hsu, H. K., Bonem, E. M., **Moss, J. D.**, Yu, S., Nelson, D. B., & Levesque-Bristol, C. (2019) Need satisfaction and need dissatisfaction: A comparative study of online and face-to-face learning contexts. *Computers and Human Behavior*, 95.

Moss, J.D. (2019). Inviting Autonomy: Common roots and beliefs of self-determination theory and invitational education theory. *Journal of Invitational Theory and Practice*, 24.

Stonebraker, I., Robertshaw, M.B., & **Moss, J.D.** (2016) Student see versus student do: A comparative study of two online tutorials. *Tech Trends*, 60.

Patrick, H., Gentry, M., **Moss, J.D.**, & McIntosh, J.S. (2015). Understanding gifted and talented students' motivation. In F. Dixon and S. Moon (Eds.) *The Handbook of Secondary Gifted Education* (185-209). Waco, TX: Prufrock Press.

Reeve, J., Vansteenkiste, M., Assor, A., Ahmad, I., Cheon, S. H., Jang, H., Kaplan, H., **Moss, J. D.**, Olausson, B. S., Wang, C. K. J. (2014). The beliefs that underlie autonomy-supportive and controlling teaching: A multinational investigation. *Motivation and Emotion*, 38(1).

Presentations

Moss, J.D., Reeve, J., Jang, H.-R., Cheon, S.H., Ko, H.R., and Jang, H. (June, 2023) Introducing the tripartite model and the dormant need state. Paper presentation at the Eighth International Self-Determination Theory Conference. Orlando, Florida.

***Moss, J.D.** and Wheeler, T. (April, 2023) Autonomy support and control in Montessori and traditional teachers. Paper presentation at the American Educational Research Association Annual Conference. Chicago, Illinois.

***Moss, J.D.**, and Smuda, A. (April, 2022) Reach and relationship: A review of the joint literature of Montessori and self-determination theory. Paper presentation at the American Educational Research Association Annual Conference. San Diego, California.

Reid, L., **Moss, J.D.**, Phelps, C. (July, 2021) Montessori, a home for gifted children, World Council for Gifted and Talented Children. Virtual.

Lucietto, A. M., **Moss, J. D.**, Garcia, J. M., & Lumkes, J. H. (July, 2021). Exploring young women's interest in fluid power with workshop experiences. In 2021 ASEE Virtual Annual Conference Content Access. <https://peer.asee.org/exploring-young-women-s-interest-in-fluid-power-with-workshop-experiences>

Moss, J. D., & Johnson, N. E. (April, 2020) Sustaining the change: What happens when transformed courses change instructors. Paper presentation at the American Educational Research Association Annual Meeting, San Francisco, California. (Conference cancelled.)

*Henderson, S., & **Moss, J.D.** (March, 2020) Comparison of the ecological model and self-efficacy theories and their importance in education. Poster presentation at the Great Plains Psychology Conference, Missouri Western State University, St. Joseph, Missouri.

Moss, J.D. (November, 2019) Universal design for learning: An alternative to learning style frameworks. Poster presentation at the Psychology and Education Research in Kansas Annual Conference, Baker University, Baldwin City, Kansas.

Moss, J.D., & Wang, C. (May, 2019) Predictors of longitudinal change in preservice teacher motivational profiles. Paper presentation at the Seventh International Self-Determination Theory Conference, Egmond-an-Zee, Netherlands.

Levesque-Bristol, C., Jenó, L., Vandvik, V., **Moss, J.D.**, Fitzsimmons, J., Lott, E.A., & Guberman, D. (Oct, 2018) Using self-determination theory (SDT) to inform professional development, understand why active learning works, and foster the scholarship of teaching and learning (SoTL). Pre-conference workshop at the 2018 International Society for the Scholarship of Teaching and Learning (ISSOTL) conference, Bergen, Norway.

Guberman, D., & **Moss, J.D.** (October, 2018) Exploring five approaches to diversity and inclusion in faculty development. Paper presentation at the 2018 International Society for the Scholarship of Teaching and Learning (ISSOTL) conference, Bergen, Norway.

Nunes, L.D., **Moss, J.D.**, Wang, C., Carlson, E., Gardner, S., & Levesque-Bristol, C. (Aug, 2018). Motivation in the classroom: The effects of technology on autonomy. Paper presentation at the 16th International Conference on Motivation, Aarhus, Denmark.

Hirsch, A. S., Levesque-Bristol, C., Brodner, T., Haugan, M., & **Moss, J.D.** (July, 2018). Scale-up/traditional format: A comparison of student performance in an introductory mechanics course. Paper presentation at American Association of Physics Teachers Summer Meeting, Washington, D. C.

Johnson, N.E. & **Moss, J.D.** (April, 2018). Sustaining transformation: An inquiry of how course transformations are maintained when instructors change. Paper presentation at the Midwest Scholarship of Teaching and Learning conference, South Bend, Indiana.

Lucietto, A. M., **Moss, J. D.** & French, R.M. (June, 2017). Examining engineering technology students: How they perceive and order their thoughts. Paper presentation at the American Society for Engineering Education Conference, Columbus, Ohio.

Moss, J.D., Guberman, D., & Neubauer, K. (October, 2017) TAs in active learning spaces: The other students in class. Roundtable session at the 2017 annual conference for the Professional and Organizational Development Network, Montreal, Quebec, Canada.

Moss, J.D., & Wiles, B. (January, 2017) A motivational framework for understanding student engagement and outcomes in STEM courses at Purdue University. Paper presentation at the annual Purdue University STEM Educational Conference, West Lafayette, Indiana.

Lucietto, A. M., **Moss, J. D.**, Efendy, E., & French, R. M. (2017). Engineering technology vs. engineering students: Differences in perception and understanding. In *Frontiers in Education Conference (FIE)* (pp. 1-7). IEEE.

Moss, J.D. (June, 2016) Global, contextual, and situational motivation among preservice teachers. Paper presentation at the International Self-Determination Theory Conference, Victoria, British Columbia, Canada.

Wang, C., Hsu, H. K., **Moss, J.D.**, Yu, S., Nelson, D. B., & Levesque-Bristol, C. (November, 2016). Comparative study of need satisfactions in online and face-to-face environments. Paper presentation at Professional and Organizational Development Network in Higher Education, Louisville, KY.

Moss, J.D. & Flierl, M. (October, 2015) Increasing SoTL via annotated bibliography and curated LibGuide. Poster presentation at the annual conference for the Professional and Organizational Development Network, San Francisco, California.

Moss, J.D. (June, 2013) The RISE of structure: Comparing teacher behaviors from Indiana's RISE to self-determination theory. Poster presentation at the International Self-Determination Theory Conference, Rochester, New York.

Moss, J.D. (June, 2011) Autonomy support in prekindergarten. Poster presentation at the Sixth SELF Biennial Conference, Quebec City, Quebec, Canada.

Moss, J.D. (May, 2010) Training the teachers: Autonomy support and engagement in prekindergarten. Poster presentation at the International Self-Determination Theory Conference, Ghent, Belgium.

*Indicates project with a student partner.

Podcasts

Moss, J.D. Contributor "Control and autonomy in the classroom." How We Teach This. Season 3, 2022 January 19. <https://sites.google.com/g.emporia.edu/howweteachthis/season-3-home-page?authuser=0#h.oxixtpear2f5>

Moss, J.D. Contributor. "OER in the pandemic." How We Teach This. Season 2, OER Series, 2021 November 3. <https://sites.google.com/g.emporia.edu/howweteachthis/season-2-oer-series?authuser=0#h.viyn85hab4hu>

Moss, J.D. Contributor. "Motivation and self-determination." How We Teach This. Season One, 2021 August 9. <https://sites.google.com/g.emporia.edu/howweteachthis/season-1/episode-9-motivate-and-self-determination>

Grants Received

Classroom Resource Accessibility Initiative Grant, Emporia State University. Received in December, 2020. Funds used to cover the transition of PY 211 Developmental Psychology for Education Majors to course using

open-access resources, including choosing an OER textbook and creating new materials to support students, such as presentations, handouts, tests, and self-check quizzes. Total funds: \$3000.

Purdue University Open Access Publishing Fund, Purdue University Libraries. Received in March, 2019. Funds intended for use to cover open-access publishing costs. Total funds: \$1500.

Courses Created

PY 750 Advanced Educational Psychology

- Created an on-line seminar-style graduate course covering theorists and frameworks in educational psychology.

PY 703 Advanced Cognitive Psychology

- Created an on-line seminar-style graduate course that focuses on cognitive psychology. Topics include language learning, information processing, and human behavior.

PY 385 Psychology of Music

- Created a course that covers multiple aspects of psychology in the study of music, including perception, social psychology, cognitive psychology, learning and motivation, along with experimental psychology.

PY 335 Educational Psychology for Psychology Majors

- This course is taught simultaneously with PY 334 Educational Psychology for Secondary Education Majors. Additional assignments/readings added to allow these students to explore the use of psychology in education, along with how educational psychology research is conducted.

PY 100 Honors Introduction to Psychology

- A collaboration with Dr. Keith Wylie, Assistant Professor of Psychology. Worked with Dr. Gary Wyatt, Honors College Dean to create an introductory course for Honors College students.

Consultations, Workshops, and Conferences

Transforming Education for Student Success, Purdue University, West Lafayette, Indiana, February 28 & March 1, 2019

- Coordinated and facilitated conference to disseminate results from our First in the World Grant study. Secured guest speakers, including George Kuh, Pat Hutchings, and Johnmarshall Reeve, plus invited presenters from Purdue and other universities. Conference focused on transforming student experiences in classrooms.

Inclusive Pedagogy Workshops, Purdue University, West Lafayette, Indiana, March 2018

- Developed materials and hosted two workshops entitled "Teaching toward Diversity," and "Inclusive Pedagogy and Environments." Using case studies and exercises, engaged staff and faculty across the university in discussions of how students come to each class with different backgrounds and skill sets as well as how we move from filling students with knowledge to creating critical, equity oriented environments. Joint project with Daniel Guberman and Horane Holgate.

Pontificia Universidad Javeriana, Bogotá, Colombia, June 2016

- Assisted with facilitation of a two-day workshop with faculty members and administrators from the teaching and learning center. Focused on student-centered teaching, transformed learning spaces, and self-determination theory in university teaching. Joint project with Chantal Levesque-Bristol.

Valparaiso Community Schools, Valparaiso High School, Valparaiso, Indiana, Fall Semester, 2015

- Consulted with a selected group of teachers to help them refine their plans for transforming their classroom teaching style and their physical space. Our consultation centered on bringing self-determination theory to the learning spaces via improved teaching techniques. Joint project with Chantal Levesque-Bristol.

High School Partnership Conference, Purdue University, West Lafayette, Indiana, October 15 & 16, 2014

- Managed a workshop-style conference where Purdue staff and faculty came together to share practices and strategies for student-centered learning with administrators and teachers from eight Indiana high school districts. Collaborated with staff and faculty from the Center for Instructional Excellence, Purdue Libraries, Instructional Technology at Purdue, and the College of Education to create a program to showcase varied active-learning techniques and provide the teachers and administrators with practical ideas to implement at their schools.

College Teaching Workshop, Purdue University, West Lafayette, Indiana, 2014 through 2017

- As a part of the ongoing series of workshops for faculty and graduate instructors, each semester I co-taught a class on promoting the use of active learning in classrooms. Participants learned about self-determination theory and how creating an active learning space is also autonomy supportive. Exercises helped participants to practice active learning and decide how best they could incorporate these strategies in their classrooms.

Oregon Coast Aquarium, Newport, Oregon, January 2011, January 2012

- Come Play with Me: A Discussion of How Children Play and the Implications for Programs. Consulted with the education and senior staff about the stages of cognitive development and play and how various activities were appropriate across different age categories in preparation for their new children's exhibit. Second installment focused on engagement among 7-12 year-old children.

Service**Emporia State University**

- Chair of Faculty Mentoring subcommittee of the Retention Action Team.
- Chair of committee for new faculty member in the Psychology, Learning Sciences, and Instructional Technology Department, 2022 and 2023.
- Served on The Teachers College Academic Appeals Committee, Fall 2021.
- New faculty mentor for The Teachers College, 2021-2022.
- Collaborated with the Psychology Department to develop a new master's in psychology – educational psychology concentration.
- Served on the Faculty Senate at Emporia State University, 2020-2022 term.
- Served on the Open Educational Resources Task Force Steering Committee, 2020-2021 term.
- Served on the Faculty Research and Creativity Committee, 2019-2021 term. Chair of the Fall 2020 Grant Award Subcommittee.
- Serve on the Secondary Education Appeals Committee, standing membership.

American Educational Research Association (AERA)

- Elected Membership Chair for the Classroom Observation special interest group of the American Educational Research Association. Currently serving second of two two-year terms, ending April 2024.
- Elected program chair for Faculty, Teaching, Evaluation and Development special interest group of American Educational Research Association (AERA) for 2018 and 2019 conferences.
- Completed proposal reviews for AERA conferences each year since 2012.

Editorial Boards

- Member of the Editorial Review Board for the International Journal of Education Leadership and Policy

International Journal and Grant Review

- Article reviewer for Motivation and Emotion, Contemporary Educational Psychology, International Journal of Education Policy and Leadership, Journal of Montessori Research, Journal of First-Generation Student Success, Teaching of Psychology, and Action in Teacher Education.
- Expert self-determination theory reviewer for University of Helsinki researchers regarding translating the literature on self-change motivation and behaviors for practitioners.
- Grant reviewer for the Ministry of Higher Education, Singapore, Tertiary Education Research Fund.
- Reviewer for IDEA white paper series.

Purdue University

- Provided individual debriefings for students and staff who complete the Intercultural Development Inventory survey for study abroad, global learning, or participation in research at Purdue University.
- Alumni representative to Helping Students Learn award committee, Purdue University.
- Student member of search committee for the endowed Hicks Chair, College of Education, Purdue University

Professional Associations and Memberships

- American Educational Research Association (AERA) member since 2010. Attended annual conferences since 2010. Member of AERA special interest groups: Faculty Teaching, Evaluation, and Development, Motivation in Education, Teaching Educational Psychology, Montessori Education, and Classroom Observation.
- Montessori Research Working Group member since 2019. We are a select group of 44 international researchers whose work includes or centers on Montessori education.
- Division 15 of the American Psychological Association (APA) member since 2017. Division 15 represents educational psychology.
- American Montessori Society member.

K-12 Teaching Experience

- I earned teaching certifications/licensure in secondary English, elementary, and early childhood special education.
- I hold American Montessori Society Primary certification for work with 3 to 6 year olds.
- Private school experience:
 - Music and Movement/Parent Education program that I founded.
 - Primary Montessori.
- Public school experience:
 - High school English

- Fourth grade elementary
- Early childhood special education
- Montessori early childhood special education