

JESSICA J. SUMMERS, PH.D.

Department of Educational Psychology
P.O. Box 210069
Tucson, AZ 85721-0069
jsummers@arizona.edu

CHRONOLOGY OF EDUCATION

- 1996 – 2002 **Ph.D. in Educational Psychology**, Department of Educational Psychology, University of Texas at Austin. Focus: Learning, Cognition and Instruction.
Dissertation: *Social Goals, Achievement Goals, and the Pathways of Peer Influence in 6th Grade*, supervised by Dr. Diane Schallert
- 1996 – 1999 **M.A. in Educational Psychology**, Department of Educational Psychology, University of Texas at Austin. Focus: Program Evaluation.
Master's Report: *Do Friendship Choice and Peer Influence Affect Student's Academic Motivation Orientation?* supervised by Dr. Gary Borich
- 1991 – 1995 **B.A. in Psychology**, *Cum Laude*, with Honors in Psychology, State University of New York at Buffalo

CHRONOLOGY OF EMPLOYMENT

- 8/22 – present **Professor**, Department of Educational Psychology, University of Arizona
- 7/20 – 7/22 **Professor**, Department of Teaching, Learning, and Sociocultural Studies, University of Arizona
- 8/13 – 6/20 **Associate Professor**. Department of Teaching, Learning, and Sociocultural Studies, University of Arizona
- 1/11 – 7/13 **Assistant Professor**. Department of Teaching, Learning, and Sociocultural Studies, University of Arizona
- 7/07 – 12/10 **Assistant Professor**. Department of Educational Psychology, University of Arizona
- 9/02 – 7/07 **Assistant Professor**. Department of Educational, School, & Counseling Psychology, University of Missouri-Columbia

HONORS AND AWARDS

- 2018 – 2019 **Academic Leadership Institute**, University of Arizona
- 2005 & 2007 **High Flyer Award for Excellence in Teaching**, College of Education, University of Missouri
- 2006 **Graduate Faculty Advisor/Mentor of the Year**, College of Education, University of Missouri (\$500 prize)
- 2006 **University of Missouri E-Research Fellowship** with Bosung Kim (\$1,000)
- 2005 **Big 12 Faculty Fellowship Program** (\$1,860)
- 2003 **University of Missouri Faculty International Travel** (\$1,255)

PUBLICATIONS

Books

Davis, H. A., Summers, J. J., Miller, L. (2013). *An interpersonal approach to classroom management: Strategies for improving student engagement*. Thousand Oaks, CA: Corwin Press.

Chapters reviewing the state of the field in scholarly books (invited)

Turner, J. E., Waugh, R. M., Summers, J. J., & Grove, C. M. (2009). Implementing high-quality, educational reform efforts: An interpersonal circumplex model bridging social and personal aspects of teachers' motivation. In P. Schutz and M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives* (pp. 253-271). New York: Springer.

Summers, J. J. (2008). Cognitive approaches to motivation in education. In T. Good (Ed.), *21st Century Education* (pp. 113-120). Thousand Oaks, CA: Sage.

Introduction to journal special issue

Summers, J. J., & Davis, H. A. (2006). The interpersonal contexts of teaching, motivation, and learning. Introduction to the Special Issue of the *Elementary School Journal: The Interpersonal Contexts of Motivation and Learning*, 106, 189-191.

Project report

Summers, J. J., & Walker, J. L. (2020). Training school resource officers to improve school climate and student safety outcomes, Arizona, 2015-2017. *Inter-University Consortium for Political and Social Research* [distributor], 2020-03-30.

Refereed publications

Summers, J. J., & Falco, L. D. (2022). Evaluating construct validity of the Middle School Self-Efficacy Scale with high school adolescents. *Journal of Career Development*, 49(4), 735-752.

Falco, L. D., & Summers, J. J. (2021). Social persuasions in math and their prediction of STEM courses self-efficacy in middle school. *Journal of Experimental Education*, 89(2) 326-343.

Summers, J. J., & Falco, L. D. (2020). The development and validation of a new measure of adolescent purpose. *Journal of Experimental Education*, 88(1), 47-71.

Falco, L. D., & Summers, J. J. (2019). Supporting STEM career development for high school girls: A small group intervention. *Journal of Career Development*, 46(1), 62-76.

¹Cole, J. S., Bergin, D. A., & Summers, J. J. (2018). A lottery improves performance on a low stakes test for males but not females. *Assessment in Education: Principles, Policy, & Practice*, 25(5), 488-503.

Summers, J. J., Davis, H. A., & Hoy, A. W. (2017). The effects of teachers' efficacy beliefs on students' perceptions of teacher relationship quality. *Learning and Individual Differences*, 53, 17-25.

¹Cho, M., & Summers, J. J. (2012). Factor validity of the Motivated Strategies for Learning Questionnaire (MSLQ) in Asynchronous Online Learning Environments (AOLE). *Journal of Interactive Learning Research*, 23(1), 5-28.

¹Kay, D., & Summers, J. J., & Svinicki, M. D. (2011). Conceptualizations of classroom community in higher education: Insights from award winning professors. *Journal of Ethnographic and Qualitative Research*, 5(4) 230-245.

PUBLICATIONS (continued)

Refereed Journal Articles

- Falco, L. D., Summers, J. J., & Bauman, S. (2010). Encouraging mathematics participation through improved self-efficacy: a school counseling outcomes study. *Educational Research and Evaluation, 16*, 529-549.
- ¹Ciani, K. D., Middleton, M. J., Summers, J. J., & Sheldon, K. M. (2010). Buffering against performance classroom goal structures: The importance of autonomy support and classroom community. *Contemporary Educational Psychology, 35*, 88-99.
- Bauman, S., & Summers, J. J. (2009). Peer victimization and depressive symptoms in Mexican American middle school students. *Hispanic Journal of Behavioral Sciences, 31*, 515-535.
- Summers, J. J., Bergin, D. A., & Cole, J. S. (2009). Examining the role of collaborative learning and autonomy support in reducing student incivility. *Learning and Individual Differences, 19*, 293-298.
- ¹Ciani, K. D., Easter, M. A., Summers, J. J., & Posada, M. L. (2009). Cognitive biases in the interpretation of autonomic arousal: A test of the construal bias hypothesis. *Contemporary Educational Psychology, 34*, 9-17.
- ¹Ciani, K. D., Summers, J. J., & Easter, M. A. (2008). "I should get special treatment in this course": Gender differences in academic entitlement among college students. *Journal of Genetic Psychology, 169*, 332-344.
- ¹Ciani, K. D., Summers, J. J., & Easter, M. A. (2008). A "top down" analysis of teacher motivation. *Contemporary Educational Psychology, 33*, 533-560.
- ¹Ciani, K. D., Summers, J. J., Easter, M. A., & Sheldon, K. M. (2008). Collaborative learning and student motivation: Does choice in group formation matter? *Educational Psychology, 28*, 627-641.
- ¹Rodgers, K. A., & Summers, J. J. (2008). African American students at predominantly white institutions: A motivational and self-systems approach to understanding retention. *Educational Psychology Review, 20*, 171-190.
- Summers, J. J., & Svinicki, M. D. (2007). Investigating classroom community in higher education. *Learning and Individual Differences, 17*, 55-67.
- Summers, J. J. (2006). Effects of collaborative learning on individual goal orientations from a socio-constructivist perspective. Special Issue of the *Elementary School Journal: The Interpersonal Contexts of Motivation and Learning, 106*, 273-290.
- Summers, J. J., Beretvas, S. N., Svinicki, M. D., & Gorin, J. S. (2005). Evaluating community and collaborative learning. *Journal of Experimental Education, 73*, 165-188.
- Summers, J. J., & Waigandt, A., & Whittaker, T. A. (2005). A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class. *Innovative Higher Education, 19*, 233-250.
- Summers, J. J., Schallert, D. L., & Ritter, P. M. (2003). The role of social comparison in students' perceptions of ability: An enriched view of academic motivation in middle school students. *Contemporary Educational Psychology, 28*, 510-523.
- Summers, J. J., Svinicki, M. D., Gorin, J. S., & Sullivan, T. (2002). Student feelings of connection to the campus and openness to diversity and challenge at a large research university: Evidence of progress? *Innovative Higher Education, 27*, 53-64.

Work in progress

- Summers, J. J., & Turner, J. E. (revise and resubmit). Group processes in college classrooms: A control-value theory approach. *Contemporary Educational Psychology*
- Summers, J. J., Beasley-Knecht, L. A., Bosworth, L. A., & Walker, J. (in progress). Integrating SROs into school teams to reduce behavioral incident reports: A comparative study.

¹ Publication with former graduate student(s)

SCHOLARLY PRESENTATIONS (last 10 years)

Conferences

- Summers, J. J., Falco, L. D., & Batchelor, A., W. H. (July, 2022). Youth Purpose and Interest Development in Middle School Science Classrooms. Paper presented at the Biennial Meeting of the Network Gender and STEM Conference, Munich, DE.
- Summers, J. J., Beasley, L., Bosworth, K. & Walker, J. L. (June, 2022). Reducing student behavioral incidents with a multidisciplinary team-based approach: A quasi-experimental intervention. Symposium paper presented at the Annual Meeting of the Society for Prevention Research, Seattle, WA.
- Summers, J. J., Beasley, L., Bosworth, K., & Walker, J. L. (April, 2022). Reducing student behavioral incidents with a multidisciplinary team-based approach: A quasi-experimental intervention. Roundtable paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Oguilve, V., Castek, J., Summers, J., & Falco, L. (October, 2021). Film school for global scientists: Supporting second language development and digital literacies through filmmaking. Paper presented at the Biennial Meeting of the Southwest Consortium of Innovative Psychology in Education, ONLINE.
- Summers, J. J., Oguilve, V., Castek, J., & Falco, L. (October, 2019). Film school for global scientists: Teaching students to make meaning in multimodal ways. Paper presented at the Biennial Meeting of the Southwest Consortium of Innovative Psychology in Education, Savanna, GA.
- Summers, J. J., Falco, L. D., & Batchelor, A. R. (August, 2019). Youth purpose and interest development: A middle school science intervention strategy. Paper presented at the Biennial Meeting of the European Association of Learning and Instruction, Aachen, Germany.
- Summers, J. J., Aly, G. D., & Falco, L. D. (April, 2019). Group-efficacy beliefs in cooperative learning contexts. Roundtable paper presented at the annual meeting of the American Educational Research Association, Toronto, ON.
- Turner, J. E., & Summers, J. J. (August, 2017). Group processes in college classrooms: A control-value theory framework. Poster presented at the biennial meeting of the European Association for Research in Learning and Instruction, Tampere, Finland.
- Summers, J. J., Falco, L. D., & Metzger, S. (April, 2017). Social persuasions: Sources and relation to STEM self-efficacy. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Falco, L. D., & Summers, J. J. (April, 2016). The MAP to purpose: A model of youth purpose, motivation and civic engagement in adolescence. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Falco, L. D., & Summers, J. J. (March, 2016). Supporting STEM career development among high school girls: A small group intervention. Poster presented at the annual meeting and exposition of the American Counseling Association, Montreal, Canada.
- Turner, J. E., Summers, J. J., Liu, S., & Almond, R. (April, 2015). Investigating students' emotional dynamics when working in small groups. Symposium paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Summers, J. J., Turner, J. E., & Liu, S. (April, 2014). Group processes in college classrooms: A control-value theory framework. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Webinars (invited)

- 7/22 Creating a Path to STEM Careers in Psychology for Under-Represented Minorities: Belonging & Social Skills. Sponsored by the Psyched for STEM! Summer Institute, Burrough of Manhattan Community College (BMCC), New York.
- 12/21 Language Learners Become Filmmakers: Connecting STEM, Digital Literacies, and Language Arts. Sponsored by the Center for Educational Resources in Culture, Language, and Literacy (CERCLL), University of Arizona.

Colloquia (invited)

- 9/11 What role does community, family, or cultural context play in the motivation to learn? Invited discussion given at the ITEST Convening: Advancing Research on Youth Motivation in STEM, Boston, MA

Seminars (invited)

- 8/12 If I knew then what I know now! – Lessons for early career psychologists. Presentation to be given at the annual meeting of the American Psychological Association.
- 4/11 Initiating and completing research projects. Presentation given at the annual meeting of the American Educational Research Association, New Orleans, LA.

GRANTS AND CONTRACTS (awarded or pending)

National

- 2022 **National Science Foundation: Innovative Technology Experiences for Students and Teachers (DRK-12).** FILMSCHOOL: Development and research of evidence-based pedagogical techniques to enhance TPACK and student digital literacy/learning in 7th grade PBL science curriculum (PI with Lia Falco and Jill Castek: \$449,910; submitted)
- 2020 **National Science Foundation: Improving Undergraduate STEM education (IUSE).** Meditation and Mathematics Anxiety (Co-PI with Geillan Aly: \$299,246.06; revise and resubmit)
- 2018 **National Institute for Justice.** Training School Resource Officers to Improve School Climate & Student Safety Outcomes. (Research PI as subcontract for Arizona Department of Education: \$315,112).
- 2018 **Center for Educational Resources in Culture, Language, and Literacy, University of Arizona (funded by Department of Education):** Film School for Global Scientists: Teaching Students to Make Meaning in Multimodal Ways (PI: \$40,000).

State/University

- 2013 **University of Arizona Foundation Grants and Awards Faculty Seed Program:** Self-determination and teen pregnancy (PI: \$9,980)
- 2007 **University of Missouri Alumni Association Faculty Development Incentive Grants Program:** The relationship between mastery-avoidance and test anxiety: A theoretical and practical issue in undergraduate classrooms (PI: \$2,000)
- 2004 **University of Missouri Research Council Grant:** Self-determination and teen pregnancy (PI: \$7,406)
- 2003 **University of Missouri Faculty Grant Writing Institute:** Self-determination and teen pregnancy: A psychological needs model of academic resiliency (PI: \$6,000)

TEACHING AND ADVISING

List of courses taught at the University of Arizona (last 5 years)

Course Title	Semester	Enrollment
Learning Theory in Education (EDP 510)	Spring 2023	12
Learning Strategies for Youth and Adults (Online; TLS 310)	Fall 2022	35
Grounded Theory (TLS 696B)	Fall 2022	9
Teacher Motivation (EDP 696D)	Spring 2022	9
Grounded Theory (TLS 696B)	Fall 2021	6
Schooling in America (Online; TLS 350) (Spring 2019-Spring 2021 covered by buy-outs or sabbatical)	Fall 2021	60
Learning Strategies for Youth and Adults (TLS 310)	Fall 2018	21
Introduction to Research in Education (TTE 570)	Spring 2018	10
Learning Strategies for Youth and Adults (TLS 310)	Fall 2017	28

Dissertations directed

- Giles Dennis, L. (2013). *Multiplication achievement and self-efficacy in third and fifth-grade students: Effects of cross-age peer tutoring and skill training* (University of Arizona)
- Shealy, L. (2011). *Building an early warning system to identify potential dropouts*. (University of Arizona)
- Hernandez, D. (2011). *An exploration of the relationship between relatedness, identity threat and academic achievement in minority students in higher education*. (University of Arizona)
- Easter, M. A. (2010). *The influence of learners' motivational schemas and learners' affect on changes to achievement goals: A test of the Cognitive Change of Motivational Beliefs Model*. (University of Missouri-Columbia)
- Ciani, K. D. (2009). *Mathematics teacher instruction, classroom goal structure, and student motivation: A test of achievement goal theory*. (University of Missouri-Columbia)
- Rodgers, K. A. (2007). *African American students at predominantly white institutions*. (University of Missouri-Columbia)
- Kay, D. (2006). *The influence of early childhood education teachers' beliefs on curriculum implementation and classroom practice*. (University of Missouri-Columbia)

MA Theses directed

- Hale Thomas-Hilburn (2010). *Getting back on track: A qualitative study of former high school dropouts*. (University of Arizona)
- Sotardi, V. A. (2008). *Extraversion and academic cheating: An investigation of social and biological factors*. (University of Arizona)
- Easter, M. A. (2005). *Exploring changes in college students' attributions after participation in a learning strategies course*. (University of Missouri-Columbia)
- Rodgers, K. A. (2004). *African American students at predominantly white institutions: Toward a revised retention model*. (University of Missouri-Columbia)

SERVICE

Current Affiliations and Service Activities

- 1996 – present **American Educational Research Association**
Motivation in Education SIG
Program Chair, 2012-2014
Treasurer, 2006 – 2008
Division C, Learning and Cognition
- 2005 – present **Southwest Consortium for Innovative Psychology in Education**
Past-President, 2015 – 2017
President, 2013 – 2015
President-Elect, 2011 – 2013 (**organized and planned 2013 conference**)
Historian, 2009 – 2011
Member-at-Large, 2007 – 2009

College and University Service Activities

- 2018-2022 **Chair of the Faculty (Senate), University of Arizona**
Member, Provost Search Committee
Member, Student Regent Search Committee
Member Ex Officio, Committee of 11
Member Ex Officio, Strategic Planning and Budgetary Advisory Committee
Member, President's Senior Leadership Team
Member, Provost's Council
- 2020-2021 **Chair of the Arizona Faculties Council, Arizona Board of Regents**
- 2018-2021 Member, Higher Learning Commission accreditation committee (Criterion Co-Chair: Mission of the University)
- 2018-2019 Member, Strategic Planning Initiative (Owner: Living our Shared Values)
- 2016-2018 Annual Review Committee, Teaching, Learning, and Sociocultural Studies
- 2015-2018 Awards and Operations Committee, Teaching, Learning, and Sociocultural Studies
- 2015-2017 College Council, College of Education
- 2015-2016 Faculty Search Committee (TLS targeted search)
- 2014-2015 Promotion and Tenure Committee, Teaching, Learning, and Sociocultural Studies
- 2013-2014 Annual Review Committee, Teaching and Teacher Education
- 2010-2012 Curriculum Committee, Teaching and Teacher Education
- 2008-2010 Academic Programs Committee, University of Arizona

Journal Reviewer Assignments

- Frontiers in Educational Psychology (current editorial board member)
American Educational Research Journal (former editorial board member)
Contemporary Educational Psychology (former editorial board member)
Journal of Experimental Education (former editorial board member)
Review of Educational Psychology (former editorial board member)
Educational Psychologist
Journal of Counseling Psychology
Journal of Educational Psychology
The Elementary School Journal
Journal of Adolescent Research

Learning and Instruction
Journal of Early Adolescence
European Journal of Psychology of Education
Journal of Educational Psychology
Teaching and Teacher Education