

Brett D. Jones, PhD

Professor,

Educational Psychology Program,
School of Education at Virginia Tech

www.theMUSICmodel.com
School of Education (0313)
Blacksburg, VA 24061
brettdjones@gmail.com
(540) 230-0957

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 University Faculty Teaching 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 **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

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

Workshops Conducted

I have conducted many workshops for instructors at the K-12 and higher education level. 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 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 university professors titled *Learning matters: Applying research-based strategies to motivate students*, Appalachian State University, 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 titled *Motivating Disruptive Students*, Buchanan County, Grundy, VA, August 2012
- Conducted a 2 ½ hour workshop for high school teachers titled *Motivating Students*, Wythe County, Wytheville, VA, August 2012
- Conducted a 2 hour workshop for high school teachers titled *Creating a Motivating Climate in Your Classroom*, Montgomery County, Christiansburg, VA, November 2008

- Conducted a 1 ½ hour workshop for high school teachers titled *Motivating the Hard to Motivate Students*, Patrick County, Stuart, VA, August 2008
- Conducted a 2 hour workshop for Gibbs High School teachers 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

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

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. Paretti, M. (PI, 20%), Jones, B. D. (Co-PI, 20%), Matusovich, H. (Co-PI, 20%), Williams, C. (Co-PI, 17%), Knot, M. (Co-PI, 17%), & Terpenny, 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

7. Ormrod, J. E., & Jones, B. D. (2018). *Essentials of educational psychology: Big ideas to guide effective teaching* (5th ed.). Columbus, OH: Pearson.
6. Jones, B. D. (2015). *Motivating students by design: Practical strategies for professors*. Charleston, SC: CreateSpace.
5. Ormrod, J. E., & Jones, B. D. (2015). *Essentials of educational psychology: Big ideas to guide effective teaching* (4th ed.). Columbus, OH: Pearson.
4. Jones, B. D. (2015). *Instructor's resource manual for Ormrod, Essentials of educational psychology: Big ideas to guide effective teaching* (4th ed.). Columbus, OH: Allyn & Bacon. ISBN-13: 978-0-13-136727-2
3. Jones, B. D. (2012-2017). *User guide for assessing the components of the MUSIC® Model of Academic Motivation*. Retrieved from <http://www.theMUSICmodel.com>
2. Jones, B. D. (2012). *Instructor's resource manual for Ormrod, Essentials of educational psychology: Big ideas to guide effective teaching* (3rd ed.). Boston, MA: Allyn & Bacon. ISBN-13: 978-0-13-136727-2
1. Jones, M. G., Jones, B. D., & Hargrove, T. Y. (2003). *The unintended consequences of high-stakes testing*. Lanham, MD: Rowman & Littlefield.

CHAPTERS IN BOOKS, HANDBOOKS, AND YEARBOOKS

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). Charlotte, NC: 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). Switzerland: Springer. doi: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). Washington, DC: American Educational Research Association.

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). New York, NY: 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). Reston, VA: 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). Charlotte, NC: Information Age.

PAPERS IN REFEREED JOURNALS

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). Motivating students with game design in out-of-school environments. *Afterschool Matters*, 26, 18-26.
80. Chittum, J., & 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. doi: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. doi:10.1186/s40594-017-0065-4
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*. Advance online publication. doi: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*. Advance online publication. doi: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. doi: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. doi:10.17583/ijep.2017.2357.
72. Parkes, K., Jones, B. D., & Wilkins, J. (2017). Assessing music students' motivation using the MUSIC Model of Academic Motivation Inventory. *UPDATE: Applications of Research in Music Education*, 35(3), 16-22. doi: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.
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. Retrieved from <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., & Paretto, 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. doi: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. doi: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. doi:10.1061/(ASCE)AE.1943-5568.0000179
60. Jones, B. D., Osborne, J. W., Paretto, 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.
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. doi: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., & Paretto, 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. doi: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: An International Journal of Experimental Educational Psychology*, 33(4), 482-503. doi: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. doi: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.
doi: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.
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.
doi: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.
doi: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. doi: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.
doi: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. doi: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.
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. doi: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. doi: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.
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. doi: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. doi: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. doi: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). Binghamton, NY: 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. doi: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. doi: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. doi: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. doi: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. doi: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. doi: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. doi: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

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

PAPERS SUBMITTED TO REFEREED JOURNALS

5. Chittum, J. R., Jones, B. D., & Carter, D. (submitted October, 2017). *A person-centered investigation into college students' motivation in a large introductory psychology course*. Manuscript submitted for publication.
4. Jones, B. D. (submitted September 2017). *Testing the MUSIC Model of Motivation Theory: relationships between students' perceptions, engagement, and overall ratings*. Manuscript submitted for publication.
3. Munz, S., & Jones, B. D. (submitted July 2017). *Using the MUSIC[®] Model of Motivation to increase athletes' engagement and performance*. Manuscript submitted for publication.

2. Li, M., & Jones, B. D. (submitted, 2016). *Transforming traditional teaching: A professional development program for English as a foreign language teachers in China*. Manuscript submitted for publication.
1. Evans, M. A., Duke, R. F., Won, S. G., & Jones, B. D. (under revision for resubmission). *A Discursive psychological approach to characterizing academic engagement among youth in an afterschool integrative STEM program*. Manuscript submitted for publication.

RESEARCH PRESENTED AT REFEREED PROFESSIONAL MEETINGS

130. Chittum, J., Cuthrell, K., Stapleton, J., Fogarty, E. A., Tschida, C. M., & Jones, B. D. (2017, April). *Motivation profiles of student teachers: A person-centered study to guide program awareness and improvement*. Paper to be 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., & Parette, 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., Paretti, 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

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.

SERVICE (SELECTED EXAMPLES)**Professional Service**

- Serve as a reviewer for the following refereed journals:
 - *Contemporary Educational Psychology*
 - *Currents in Pharmacy Teaching and Learning*
 - *Educational Evaluation and Policy Analysis*
 - *Educational Psychology*
 - *Electronic Journal of Research in Educational Psychology*
 - *European Physical Education Review*
 - *INFORMS Transactions on Education*
 - *International Journal of Leadership in Education*
 - *International Journal of Science Education*
 - *Journal of Engineering Education*
 - *Journal of Women and Minorities in Science and Engineering*
 - *Journal of Youth and Adolescence*
 - *Learning and Individual Differences*
 - *Review of Educational Research*
 - *Science*
 - *Social Development*
 - *Social Psychology of Education*
 - *Teaching Educational Psychology*
 - *Zeitschrift für Psychologie*
- Served as an external reviewer for a faculty promotion case at another university, Spring 2017
- 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 Service

- Serve on the CAEP Licensure Advisory Committee, June 2017–present
- Serve as the Educational Psychology Program Leader, August 2010–present
- Serve on the School of Education Promotion and Tenure Committee, August 2016–present
- Served on the Budget Working Group with weekly meetings, January–May 2016
- Served on the Programmatic Priorities Working Group with weekly meetings, January–May 2016
- Served on the 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 School of Education Scholarship Committee, 2010, 2011, and 2012
- Served on the 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 Committee Chair for the Clinical and Affiliate Faculty Evaluation committee, Spring and Fall 2012
- Served on the School of Education 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 College Graduate Curriculum Committee, January 2016–Present
- 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

Community Service

- Worked with middle school students in an after-school program on projects that would allow them to acquire critical knowledge, skills, and dispositions needed for them to want to choose and succeed in STEM courses and careers in the future, Blacksburg, VA and Shawsville, VA, 2008 and 2009 respectively
- Served on the Academic Engagement Task Force at Gibbs High School, St. Petersburg, FL, 2005