

KENN E. BARRON

Curriculum Vitae (abridged version)

CONTACT INFORMATION

Department of Psychology
James Madison University
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EDUCATION

UNIVERSITY OF WISCONSIN, Madison, WI
Degree: Ph.D., May 1999 Concentration: Social/Personality Psychology

BUCKNELL UNIVERSITY, Lewisburg, PA.
Degree: B.A., June 1990 Major: Psychology

PROFESSIONAL POSITIONS

2011-present	Full Professor, Department of Psychology, James Madison University
2018-present	Faculty Fellow, Motivate Lab, University of Virginia
2019-present	Faculty Fellow, the John N. Gardner Institute, Brevard, NC
2014-present	Faculty Affiliate, Center for Faculty Innovation, James Madison University
2012-2014	Faculty Associate, Center for Faculty Innovation, James Madison University
2005-2011	Associate Professor, Department of Psychology, James Madison University
2000-05	Assistant Professor, Department of Psychology, James Madison University
1999-00	Visiting Professor, Department of Psychology, University of Wisconsin-Madison
1997-99	Lecturer, Department of Psychology, University of Wisconsin-Madison
1995-97	Research Assistant, Department of Psychiatry, University of Wisconsin-Madison
1993-97	Research/Teaching Assistant, Department of Psychology, University of Wisconsin-Madison

HONORS

2020	Recipient of the Ford Faculty Mid-Career Award for Excellence, James Madison University
2019 & 2020	Nominee for the State Council of Higher Education's Virginia Outstanding Faculty Award
2018	Recipient of the College of Health and Behavior Studies' Madison Research Scholar Award, James Madison University
2016	Recipient of the Provost Award for Excellence in Research, James Madison University
2014	Recipient of James Madison University's Secret Society "In8" Award for Outstanding Service and Dedication to the Campus
2012	Elected as a Fellow of the American Psychological Association (APA)
2012	Named one of Princeton Review's 300 Best Professors in America
2011	Recipient of the Department of Psychology's Outstanding Teaching Award, James Madison University
2009	Recipient of James Madison University's All Together One Award in recognition of outstanding contributions to building campus community
2008	Recipient of the National Academic Advising Association's (NACADA) Outstanding Faculty Advising Award
2007	Recipient of the Provost Award for Excellence in Freshmen Advising, James Madison University
2004	Recipient of the College of Integrated Science and Technology's Outstanding Junior Faculty Award, James Madison University
1997 & 1998	Recipient of Graduate Student Research Awards, University of Wisconsin-Madison
1996	Recipient of the Berkowitz Dissertation Award, University of Wisconsin-Madison

- 1995 Recipient of the Graduate School Excellence in Teaching Award, University of Wisconsin-Madison
- 1995 Recipient of the Department of Psychology's Gwen Andrews Teaching Award, University of Wisconsin-Madison
- 1994 Recipient of the College of Letters and Science Teaching Fellow Award, University of Wisconsin-Madison

RESEARCH INTERESTS

Motivation, Positive Psychology, Scholarship of Teaching and Learning, & Research Methodology

RESEARCH GROUPS

Coordinator of JMU's Motivation Research Institute (MRI) whose mission is to promote "a community of researchers and practitioners dedicated to advancing the study and application of motivation theory."

Member of UVA's Motivate Lab whose mission is to "improve people's lives through rigorous motivation research."

PROFESSIONAL AFFILIATIONS

- Member of the American Educational Research Association (AERA)
- Member of AERA's Special Interest Group: Motivation in Education
- Member of the American Psychological Association (APA)
- Member of the Society for the Teaching of Psychology (Division 2, APA)
- Member of Psi Chi National Honor Society in Psychology

SELECTED PUBLICATIONS (STUDENT NAMES IN BOLD)

Barron, K.E., Hulleman, C.S., **Hartka, T.**, & Inouye, R.B. (2023). Using a networked improvement community approach to design and scale up social psychological interventions in schools. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2023.2202832>

Getty, S., Barron, K.E., & Hulleman, C.S. (2021). Five steps to improving student motivation in your college courses. *Journal of Excellence in College Teaching*, 32(4), 165-197.

Getty, S.R., Barron, K.E., & Hulleman, C.S. (2021). What is the role of motivation in social and emotional learning? In N. Yoder and A. Skoog-Hoffman (Eds.) *Motivating the SEL Field Forward Through Equity (Advances in Motivation and Achievement)* (Vol. 21, pp. 23-41). Emerald Publishing. <https://doi.org/10.1108/S0749-74232021000021002>

Kosovich, J.J., Hulleman, C.S., & Barron, K.E. (2019). Measuring motivation in educational settings: A case for pragmatic measurement. In S. Hidi & K.A. Renninger's (Eds.) *Cambridge Handbook on Motivation and Learning*. Cambridge, UK: Cambridge University Press.

Hulleman, C.S., **Kosovich, J.J.**, Barron, K.E., & Daniel, D.B. (2017). Making connections: Replicating and extending the utility value intervention in the classroom. *Journal of Educational Psychology*, 109, 387-404.

Hulleman, C.S., Barron, K.E., **Kosovich, J.J.**, & **Lazowski, R.A.** (2016). Current theories, constructs, and interventions within an expectancy value framework. In A. A. Lipnevich, F. Preckel, & R. D. Roberts (Eds.), *Psychosocial skills and school systems in the twenty-first century: Theory, research, and applications*, 1st edition (pp. 241-278). Springer International Publishing.

Barron, K.E., & Hulleman, C.S. (2015). Expectancy-value-cost model of motivation. In J.D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences, 2nd edition* (Vol. 8, pp. 503-509). Oxford: Elsevier. DOI:10.1016/B978-0-08-097086-8.26099-6

- Flake, J.K.**, Barron, K.E., Hulleman, C.S, McCoach, D.B., & Welsh, M. (2015). Measuring cost: The forgotten component of the Expectancy-Value model of motivation. *Contemporary Educational Psychology, 41*, 232-244.
- Hulleman, C.S., & Barron, K.E. (2015). Motivation interventions in education: Bridging theory, research, and practice. In L. Corno & E. M. Anderman (Eds.), *Handbook of Educational Psychology, 3rd edition* (pp. 160-171). New York, NY: Routledge, Taylor and Francis.
- Kosovich, J.J.**, Hulleman, C.S., Barron, K.E., & Getty, S. (2015). A practical measure of student motivation: Validity evidence for the Expectancy-Value-Cost Scale in middle school. *Journal of Early Adolescence, 35*, 790-816.
- Barron, K.E. (2014). First year advising. In R.L. Miller & J.G. Irons (Eds.). *Academic advising: A handbook for advisors and students Volume 1: Models, Students, Topics, and Issues*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/academic-advising-2014-vol1>
- Barron, K.E., & Apple, K.J. (2014). Debating curricular strategies for teaching statistics and research methods: What does the current evidence suggest? *Teaching of Psychology, 41*, 187-194.
- Barron, K. E., & **Powell, D. N.** (2014). Options on how to organize and structure advising. In R.L. Miller & J.G. Irons (Eds.). *Academic advising: A handbook for advisors and students Volume 1: Models, Students, Topics, and Issues*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/academic-advising-2014-vol1>
- Buch, K., & Barron, K.E. (Eds.) (2012). Discipline-centered learning communities: Creating connections among students, faculty, and curricula. *New Directions for Teaching and Learning Series*. Jossey-Bass.
- Barron, K.E., & Butler, J. (2011). Working with students to promote engagement in departmental and university-wide assessment. In R.L. Miller, E. Amsel, B.M. Kowalewski, B.C. Beins, K.D. Keith & B.F. Peden (Eds.), *Promoting student engagement* (Vol. 1, pp. 282-285). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/pse2011/index.php>
- Buch, K., & Barron, K.E. (2011). Engaging students through curricular-based learning communities. In R.L. Miller, E. Amsel, B.M. Kowalewski, B.C. Beins, K.D. Keith & B.F. Peden (Eds.), *Promoting student engagement* (Vol. 1, pp. 63-69). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/pse2011/index.php>
- Linnenbrink-Garcia, E.M., Durik, A.M., Conley, A.M., Barron, K.E., Tauer, J.M., Karabenick, S.A., & Harackiewicz, J.M. (2010). Situational Interest Survey (SIS): An instrument to assess the role of situational factors in interest development. *Educational and Psychological Measurement, 70(4)*, 647-671.
- Barron, K.E., Buch, K., Andre, J.T., & Spaulding, S. (2009). Learning communities as an innovative beginning to the psychology major. In D. Dunn, B. Beins, M. McCarthy, & G.W. Hill (Eds.) *Best Practices for Beginnings and Endings in the Psychology Major* (pp. 107-124). New York, NY: Oxford University Press.
- Barron, K.E., **Brown, A.R., Egan, T.E., Gesualdi, C.R., & Marchuk, K.A.** (2008). Validity. In S.F. Davis & W. Buskist (Eds.) *21st century psychology: A reference handbook* (pp. 55-64). Thousand Oaks, CA: Sage. [10.4135/9781412956321](https://doi.org/10.4135/9781412956321)
- Harackiewicz, J.M., Durik, A.M., Barron, K.E., Tauer, J.M., & Linnenbrink, E.M. (2008). The role of achievement goals in the development of interest: Reciprocal relations between achievement goals, interest, and performance. *Journal of Educational Psychology, 100*, 105-122.

- Barron, K.E., Benedict, J., Saville, B., Serdikoff, S., & Zinn, T. (2007). Alternative approaches to teaching research methods and statistics. In D. Dunn, R. Smith, & B. Beins (Eds.) *Best practices for teaching statistics and research methods in the behavioral sciences* (pp. 143-158). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pastor, D., Barron, K.E., **Davis, S.L., & Miller, B.J.** (2007). A latent profile analysis of college students' achievement goal orientation. *Contemporary Educational Psychology, 32*, 8-47.
- Barron, K.E., & **Hulleman, C.S.** (2006). Is there a formula to help understand and improve student motivation? In B. K. Saville, T. E. Zinn, S. A. Meyers, & J. R. Stowell (Eds.), *Essays from e-xcellence in teaching, 2006* (chap. 8, pp. 34-38). Retrieved January 1, 2016 from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2006/index.php>
- Harackiewicz, J.M., & Barron, K.E. (2004). Conducting social psychological research in educational settings: "Lessons we learned in school". In C. Sansone, C. Morf, & A. Panter (Eds.) *Handbook of methods in social psychology* (pp. 471-484). Thousand Oaks, CA: Sage Publications.
- Barron, K.E., & Harackiewicz, J.M. (2003). Revisiting the benefits of performance-approach goals in the college classroom: Exploring the role of goals in advanced college courses. *International Journal of Educational Research, 39*, 357-374.
- Harackiewicz, J.M., Barron, K.E., Tauer, J.M., & Elliot, A.J. (2002). Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshman year through graduation. *Journal of Educational Psychology, 94*, 638-645.
- Harackiewicz, J.M., Barron, K.E., Pintrich, P.R., Elliot, A.J., & Thrash, T.M. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology, 94*, 562-575.
- Barron, K.E., & Harackiewicz, J.M. (2001). Achievement goals and optimal motivation: Testing multiple goal models. *Journal of Personality and Social Psychology, 80*, 706-722.
- Barron, K.E., & Harackiewicz, J.M. (2000). Achievement goals and optimal motivation: A multiple goals approach. In C. Sansone & J. Harackiewicz (Eds.) *Intrinsic and extrinsic motivation: In search of optimal motivation* (pp. 229-254). San Diego, CA: Academic Press.
- Harackiewicz, J.M., Barron, K.E., Tauer, J.M., Carter, S.M., & Elliot, A.J. (2000). Short-term and long-term consequences of achievement goals in college: Predicting continued interest and performance over time. *Journal of Educational Psychology, 92*, 316-330.
- Harackiewicz, J.M., Barron, K.E., & Elliot, A.J. (1998). Rethinking achievement goals: When are they adaptive for college students and why? *Educational Psychologist, 33*, 1-21.
- Harackiewicz, J.M., Barron, K.E., Carter, S.M., Lehto, A.T., & Elliot, A.J. (1997). Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade. *Journal of Personality and Social Psychology, 73*, 1284-1295.

TEACHING INTERESTS

Research Methods, Statistics, Motivation, Social Psychology, Applied Social Psychology, Assessment and Program Evaluation, Positive Psychology, Psychology Learning Community

TEACHING EXPERIENCE

JAMES MADISON UNIVERSITY

- Orientation to Psychology and the Major (Psyc 200)
- Psychological Research Methods (Psyc 211)
- Psychological Statistics (Psyc 210)

- Psychological Research Methods and Data Analysis I (Psyc 212)
- Psychological Research Methods and Data Analysis II (Psyc 213)
- Industrial/Organizational Psychology (Psyc 410)
- Psychology of Motivation (Psyc 412)
- Senior Capstone Laboratory: Assessment and Program Evaluation (Psyc 493)
- Senior Capstone Laboratory: Motivation Science (Psyc 493)
- Senior Capstone Seminar: Motivation in Education (Psyc 497)
- Undergraduate Directed Study (Psyc 202/203)
- Undergraduate Independent Study (Psyc 402/403)
- Undergraduate Honors Thesis (Psyc 499)
- Social Psychology Graduate Seminar (Psyc 618)
- Graduate Independent Study (Psyc 680)
- Graduate Practicum (Psyc 695)
- Graduate Master's Thesis (Psyc 700)

PSYCHOLOGY LEARNING COMMUNITY (PLC) COORDINATOR (2002-2018)

The Psychology Learning Community (PLC) is a unique academic-residential program for first year students who have a strong interest in pursuing a major in Psychology and a future career in a Psychology-related field. In collaboration with the Department of Psychology and Office of Residential Life, students take part in a unique introduction to the field of Psychology and jump start to the major through a series of courses and experiences designed specifically for them, while living together in the same freshmen residence hall.