# VITA
## P. KAREN MURPHY

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    Counseling, and Special Education          (814)863-2278
Children, Youth, and Family Consortium          pkm15@psu.edu
The Pennsylvania State University          http://www.qualitytalk.psu.edu

## PROFESSIONAL INTERESTS
    Comprehension and Discourse
    School-based Intervention
    Domain Learning
    Beliefs about Teaching and Learning

## EDUCATION
B.S.    Animal Science (Science Option), Texas A&M University, May 1992
M.S.    Agricultural Education, Texas A&M University, August 1993
Ph.D.    Human Development (Educational Psychology), University of Maryland, May 1998

## PROFESSIONAL EXPERIENCES
**The Pennsylvania State University -** *University Park*

2018-present    *Distinguished Professor of Education (Educational Psychology)*
    Department of Educational Psychology, Counselor and Special Education
    and Children, Youth, and Family Consortium

2008-17    *Professor of Education (Educational Psychology)*
    Department of Educational Psychology, Counselor and Special Education
    and Children, Youth, and Family Consortium

2010-17    *Harry and Marion Royer Eberly Faculty Fellow (Completed July, 2017)*

2009-11    *Co-Director of Center for Educational and Developmental Sciences*
    College of Education

2002-08    *Associate Professor of Education (Educational Psychology)*
    Department of Educational and School Psychology, and Special Education

**The Ohio State University -** *Columbus*
1998-02    *Assistant Professor of Educational Psychology*
    School of Educational Policy and Leadership

**University of Maryland -** *College Park*
1998    *Graduate Teaching Assistant*, Department of Measurement, Statistics, &
    Evaluation

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|---|---|
| 1997-98 | *Statistical Data Analyst* |
| | Department of Measurement, Statistics, & Evaluation |
| 1997-98 | *Statistical Consultant and Analyst*, Head Start Transition Evaluation |
| | Project (Project Director: Dr. Carol A. Seefeldt) |
| 1997 | *Instructor*, EDHD 420 (Cognitive Development) |
| 1995-98 | *Editorial Aide*, *Instructional Science* |
| 1995-98 | *Graduate Research Assistant and Educational Psychology Laboratory* |
| | *Coordinator*, (Laboratory Director: Dr. Patricia A. Alexander) |

**Texas A&M University -** *College Station*

| | |
|---|---|
| 1994-95 | *Graduate Teaching Assistant*, INST 301 (Introduction to Educational |
| | Psychology) and *Graduate Research Assistant* |
| 1992-93 | *Assistant Lecturer*, AGED 340 (Professional Leadership Development) |
| | AGED 489H (Honors Ethical Leadership) and *Research Associate* |

**Fort Bend ISD -** *Sugarland, Texas*

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| 1989-93 | *Substitute Teacher*, taught in all grades (K-12). |

## PROFESSIONAL ASSOCIATIONS

American Educational Research Association
American Psychological Association
European Association for Research on Learning and Instruction
South African Education Association

## HONOR SOCIETY MEMBERSHIPS

Kappa Delta Pi International Honor Society in Education
Gamma Sigma Delta Agricultural Honor Society
Order of Omega Honor Society
Alpha Zeta Agricultural Honor Society

## HONORS, AWARDS, and RECOGNITIONS

Faculty Research Fellow, Centre for the Study of Resilience, University of Pretoria, South
Africa, 2017
Visiting Scholar, University of Pretoria, South Africa, 2015, 2016, 2017
Harry and Marion Royer Eberly Faculty Fellow, 2010-17
National Science Foundation Teaching and Learning Video Showcase: Facilitators' Choice
Award and Public Choice Award; Title: Teaching and Learning Video Showcase, 2015
Faculty Fellow, Children, Youth, and Family Consortium, Penn State, 2008-09
Fellow, American Educational Research Association, 2008
Fellow, American Psychological Association, 2007
Cotterill Leadership Enhancement Award, College of Education, Penn State, 2007
Richard E. Snow Award for Distinguished Early Career Contributions to Educational
Psychology, 2005

Young Scholar of the Year Alumni Award, College of Education, University of Maryland, 2001
Probationary Faculty Research Award, College of Education, Ohio State, 2001
Junior Faculty Research Award, School of Educational Policy and Leadership, Ohio State, 2001
American Psychological Association, Division 15, Dissertation of the Year, 2000
Finalist, International Reading Association Outstanding Dissertation of the Year Award, 1999
McDonalds' Excellence in Graduate Student Teaching Award, 1995-96
Visiting Research Assistant, Katong Convent School, Singapore, May 1995


**EDITORSHIPS, EDITORIAL BOARDS, AND REVIEW PANELS**
Editor, *Review of Educational Research*, 2016-present
        Impact Factor: 5.263, 5-Year Impact Factor: 7.963
Associate Editor, *Learning and Instruction*, 2010-14
        Impact Factor: 3.983, 5-Year Impact Factor: 4.615
Chief Executive Editor, *Journal of Experimental Education*, 2006-09

Editorial Board, *South African Journal of Education*, 2017-present
Editorial Board, *Learning and Instruction*, 2009
Editorial Board, *Asia Pacific Education Review*, 2008-present
Editorial Board, *American Educational Research Journal*, 2007-10
Editorial Board, *Science Education*, 2007-10
Editorial Board, *Educational Psychologist*, 2006-17
Editorial Board, *Educational Psychology Review*, 2006-present
Editorial Board, *Journal of Educational Psychology*, 2006-present
Editorial Board, *Education Research Review*, 2005-present
Editorial Board, *Contemporary Educational Psychology*, 2000-present
Editorial Board, *Journal of Experimental Education*, 2000-2016
Editorial Board, *Instructional Science*, 1998-2006
Editorial Board, *National Reading Conference Yearbook*, 2000, 2001, 2002

Guest Editor, *Contemporary Educational Psychology, Educational Psychologist, Theory Into Practice, Policy Insights from the Behavioral and Brain Sciences*

Guest Reviewer, *American Journal of Education, Communications, Educational Researcher, Review of Educational Research, British Journal of Educational Psychology, Journal of Speech, Language, and Hearing Research, Theory Into Practice, Teacher's College Record, Journal of Teacher Education*

Program Reviewer, *American Psychological Association, National Reading Conference, American Educational Research Association, Jean Piaget Society, World Education Research Association*

Grant Panel, *American Educational Research Association/Institute of Education Sciences Dissertation Grants*, 2008, 2014, 2015, 2016

Scientific Peer Review Panel, *Basic Processes Panel, Institute of Education Sciences, Washington, DC, Rotating Member* 2010-11, *Standing Member* 2011-14

Scientific Peer Review Panel, W. T. Grant Foundation, 2012, 2014

## PUBLICATIONS
### Books

Murphy P. K. (2018). (Vol. Ed.). *Classroom discussions in education: Promoting productive talk about text and content.* New York, NY: Routledge.

Murphy, P. K., & Alexander, P. A. (2006). *Understanding how students learn: A Guide for instructional leaders.* Thousand Oaks, CA: Corwin.

### Chapters in Edited Books

Firetto, C. M., & Murphy, P. K. (in press). Metacognitive. In J. S. Damico & M. J. Ball (Eds.), *The SAGE encyclopedia of human communication sciences and disorders*. Thousand Oaks, CA: SAGE.

Murphy, P. K., Firetto, C. M., & Li, M. (2018). Knowledge and the Model of Domain Learning. In H. Fives & D. Dinsmore (Eds.), *The Model of Domain Learning: Understanding the development of expertise* (pp. 1-29). New York, NY: Routledge.

Alexander, P. A., Murphy, P. K., & Sun, Y. (2018). Knowledge and belief change in academic development. In H. Fives & D. Dinsmore (Eds.), *The Model of Domain Learning: Understanding the development of expertise* (pp. 157-174). New York, NY: Routledge.

Croninger, R. M. V., Li, M., Cameron, C. & Murphy, P. K. (2018). Classroom discussions: Building the foundation for productive talk. In P. K. Murphy (Vol. Ed.), *Classroom discussions in education* (pp. 1-29). New York, NY: Routledge.

Murphy, P. K. (2018). Preface. In P. K. Murphy (Vol. Ed.), *Classroom discussions in education: Promoting productive talk about text and content* (pp. vii-xiii). New York, NY: Routledge.

Murphy, P. K., & Firetto, C. M. (2018). Quality Talk: A blueprint for productive talk. In P. K. Murphy (Vol. Ed.), *Classroom discussions in education: Promoting productive talk about text and content* (pp. 101-134). New York, NY: Routledge.

Wei, L., & Murphy, P. K. (2018). Teacher and student roles: Walking the gradually changing line of responsibility. In P. K. Murphy (Vol. Ed.), *Classroom discussions in education: Promoting productive talk about text and content* (pp. 30-53). New York, NY: Routledge.

Murphy, P. K., Firetto, C. M., Li, M., Wei, L., & Croninger, R. M. V. (2017). Fostering student writing through intervention research: An examination of key components. In R. Fidalgo & T. Olive (Series Eds.) & R. Fidalgo, K. R. Harris, & M. Braaksma, (Vol. Eds.), *Studies in Writing Series: Vol. 34., Design principles for teaching effective writing,* (pp. 253-279). Leiden, NL: Brill. doi:10.1163/9789004270480_012

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., & Firetto, C. M. (2017). Instruction based on discussion. In R. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction* (2nd ed., pp. 432-459). New York: Taylor & Francis.

Murphy, P. K., & Alexander, P. A. (2016). Interrogating the relation between conceptual change and epistemic beliefs. In J. A. Greene, W. A. Sandoval, & I. Bråten, (Eds.), *Handbook of epistemic cognition* (pp. 439-459). New York: Routledge.

Murphy, P. K., Firetto, C. M., & Long, V. (2015). Harnessing the power of knowledge and beliefs in teaching and learning: Interventions that promote change. In D. Scott & E. Hargreaves (Eds.), *SAGE Handbook of Learning* (pp. 388-403). London, United Kingdom: Sage Publications.

Wilkinson, I. A. G., Murphy, P. K., & Binici, S. (2015). Dialogue-intensive pedagogies for promoting reading comprehension: What we know, what we need to know. In L. B. Resnick, C. S. C. Asterhan, & S. N. Clarke (Eds.), *Socializing intelligence through academic talk and dialogue* (pp. 37-50). Washington, DC: American Educational Research Association.

Murphy, P. K., & Alexander, P. A. (2013). Situating text, talk, and transfer in conceptual change: Concluding thoughts. In S. Vosniadou (Ed.), *International Handbook of research on conceptual change* (2nd ed., pp. 603-621). New York: Routledge.

Murphy, P. K., Alexander, P. A., & Muis, K. R. (2011). Knowledge and knowing: The journey from philosophy and psychology to human learning. In K. Harris (Ed.), *American Psychological Association Handbook of Educational Psychology, Vol. 1*. Washington, DC: American Psychological Association.

Alexander, P. A., Murphy, P. K., & Greene, J. A. (2011). Projecting educational psychology's future from its past: A trend analysis. In K. Harris (Ed.), *American Psychological Association Handbook of Educational Psychology, Vol. 1*. Washington, DC: American Psychological Association.

Murphy, P. K., Wilkinson, I. A. G., & Soter, A. O. (2010). Instruction based on discussion. In R. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction* (pp. 382-407). New York: Taylor & Francis.

Murphy, P. K., Buehl, M. M., Zeruth, J. A., Edwards, M. N., Long, J. F., & Monoi, S. (2010). Examining the influence of epistemic beliefs and goal orientations on the academic performance of adolescent students in high-poverty, high-minority schools. In L. S. Bendixon & F. C. Haerle (Eds.), *Personal epistemology in the classroom: Theory, research, and implications for practice* (pp. 328-367). Cambridge, MA: Cambridge University Press.

Wilkinson, I. A. G., Soter, A. O., & Murphy, P. K. (2009). Developing a model of Quality Talk about literary text. In M. G. McKeown & L. Kucan (Eds.), *Bringing reading researchers to life: Essays in honor of Isabel L. Beck* (pp. 142-169). NY: Guilford Press.

Murphy, P. K. (2008). Patricia A. Alexander: A Biography. In E. M. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An Encyclopedia, 2v*. Farmington Hills, MI: Macmillan Reference USA.

Murphy, P. K., & Alexander, P. A. (2008). Examining the influence of knowledge, beliefs, and motivation in conceptual change. In S. Vosniadou (Ed.), *Handbook of research on conceptual change* (pp. 583-616). New York: Lawrence Erlbaum.

Alexander, P. A., Murphy, P. K., & Kulikowich, J. M. (2008). Expertise and the adult learner: A philosophical/historical, psychological, and methodological exploration. In M. C. Smith & T. G. Reio (Eds.), *Handbook of research on adult development and learning*. New York: Routledge.

Murphy, P. K., & Alexander, P. A. (2007). Cherishing students' meanings while seeking change: Walking an ethical tightrope. In S. E. Israel & C. A. Lassonde (Eds.), *The ethical educator: Integrating ethics within the context of teaching and teacher research* (pp. 9-17). NY: Peter Lang Publishing.

Murphy, P. K., Alexander, P. A., Greene, J. A., & Edwards, M. N. (2007). Epistemological threads in the fabric of conceptual change research. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.), *Re-framing the conceptual change approach in learning and instruction* (pp. 105-122). Dordrecht, Netherlands: Elsevier.

Murphy, P. K., & Alexander, P. A. (2006). Contextualizing the Learner-Centered Principles for teachers and teaching. In W. D. Hawley (Ed.), *KEYS to school improvement* (2nd ed., pp. 13-32). Washington, DC: National Education Association.

Murphy, P. K., & Mason, L. (2006). Changing knowledge and changing beliefs. In P. A. Alexander & P. Winne (Eds.), *Handbook of Educational Psychology* (2nd ed., pp. 305-326). Mahwah, NJ: Lawrence Erlbaum.

Murphy, P. K., & Holleran, T. (2004). Do virtual environments lead to virtual learning? In A. Peacock & A. Cleghorn (Eds.), *Missing the meaning: The development and use of print and non-print text materials in diverse school settings* (pp. 133-144). New York: Palgrave.

Murphy, P. K., & Alexander, P. A. (2003). Prior knowledge, beliefs, and learning. In J. W. Guthrie (Ed.), *The encyclopedia of education* (2nd ed., Vol. 6, pp. 1996-1998). New York: Macmillan.

Murphy, P. K., & Alexander, P. A. (2002). The learner-centered principles: Their value for teachers and teaching. In W. D. Hawley (Ed.), *KEYS to school improvement* (pp. 10-27). Washington, DC: National Education Association.

Woolfolk Hoy, A., & Murphy, P. K. (2001). Teaching educational psychology to the implicit mind. In B. Torff & R. J. Sternberg (Eds.), *Understanding and teaching the intuitive mind* (pp. 145-186). Mahwah, NJ: Erlbaum.

Alexander, P. A., & Murphy, P. K. (1999). Learner profiles: Valuing individual differences within classroom communities. In P. L. Ackerman, P. C. Kyllonen, & R. D. Roberts (Eds.), *Learning and individual differences: Processes, traits, and content determinants* (pp. 413-431). Washington, DC: American Psychological Association.

Alexander, P. A., & Murphy, P. K. (1998). What cognitive psychology has to say to school psychology: Shifting perspectives and shared purposes. In C. R. Reynolds & T. B. Gutkin (Eds.), *The handbook of school psychology* (3rd ed., pp. 167-193). New York: Wiley.

Alexander, P. A., & Murphy, P. K. (1998). The research base for APA's learner-centered psychological principles. In N. M. Lambert & B. L. McCombs (Eds.), *Issues in school reform: A sampler of psychological perspectives on learner-centered schools* (pp. 33-60). Washington, DC: American Psychological Association.

## Refereed Journal Publications

Murphy, P. K., Greene, J. A., Allen, E. M., Baszczewski, S., Swearingen, A. K., & Butler, A. M. (accepted). Fostering high school students' scientific argumentation and conceptual understanding through Quality Talk discussions. *Science Education*.

Murphy, P. K., Greene, J. A., Firetto, C. M., Hendrick, B., Li, M., Montalbano, C., & Wei, L. (2018, online first). Quality Talk: Developing students' discourse to promote high-level comprehension. *American Educational Research Journal*. doi.org/10.3102/0002831218771303

Wei, L., Murphy, P. K., & Firetto, C. M. (2018). How can teachers facilitate productive small-group talk? An integrated taxonomy of teacher discourse moves. *Elementary School Journal, 118*(4), 578-609. doi.org/10.1086/697531

Kosh, A. E., Greene, J. A., Murphy, P. K., Burdick, H., Firetto, C. M., & Elmore, J. (2018). Automated scoring of students' small-group discussions to assess reading ability. *Educational Measurement: Issues and Practice, 37*(2), 20-34. doi:10.1111/emip.12174

Murphy, P. K., Greene, J. A., Firetto, C. M., Li, M., Lobczowski, N. G., Duke, R. F., Wei, L., & Croninger, R. M. V. (2017). Exploring the influence of homogeneous versus heterogeneous grouping on students' text-based discussions and comprehension. *Contemporary Educational Psychology, 51*, 336-355. doi.org/10.1016/j.cedpsych.2017.09.003

Murphy, P. K., Firetto, C. M., & Greene, J. A. (2017). Enriching students' scientific thinking through relational reasoning: Seeking evidence in texts, task, and talk. *Educational Psychology Review, 29*(1), 105-117. doi:10.1007/s10648-016-9387-x

Murphy, P. K., & S. L. Knight. (2016). Exploring a century of advancements in the science of learning. In P. A. Alexander, F. L. Levine, & W. Tate (Vol. Eds.), Education research: A century of discovery. *Educational Research Review, 40*, 402-456. doi:10.3102/0091732X16677020

Murphy, P. K., Andiliou, A., Firetto, C. M., Bowersox, C. M., Ramsay, C. M., & Baker, M. (2016). Intratextual persuasive messages as catalysts for higher-order thinking: An exploratory investigation. *Journal of Literacy Research, 48*(2), 134-163. doi:10.1177/1086296X16660652

Li, M., Murphy, P. K., Wang, J., Mason, L. H., Firetto, C. M., Wei, L., & Chung, K. S. (2016). Promoting fourth- and fifth-grade students' reading comprehension and critical-analytic thinking: A comparison of three instructional approaches. *Contemporary Educational Psychology, 46*, 101-115. doi:10.1016/j.cedpsych.2016.05.002

Murphy, P. K., Firetto, C. M., Wei, L., Li, M., & Croninger, R. M. V. (2016). What REALLY works: Optimizing classroom discussions to promote comprehension and critical-analytic thinking. *Policy Insights from the Behavioral and Brain Sciences*, *3*(1), 27-35. doi:10.1177/2372732215624215

Fiske, S., Levine, F., Mayer, R., Murphy, P. K., Newcombe, N., & Worrell, F. (Eds.). (2016). Policy insights from education research. *Policy Insights from the Behavioral and Brain Sciences, 3*(1), 1-145.

Murphy, P. K., & Cromley, J. (Eds.). (2015). Examining innovations—Navigating the dynamic complexities of school-based intervention research. *Contemporary Educational Psychology, 40*, 1-130.

Murphy, P. K. (2015). Mooring points and touchstones along the road to school-based interventions—An introduction. *Contemporary Educational Psychology, 40*, 1-4. doi:10.1016/j.cedpsych.2014.10.003

Murphy, P. K., Rowe, M. L., Ramini, G., & Silverman, R. (2014). Promoting critical-analytic thinking in children and adolescents at home and in school. *Educational Psychology Review, 26*(4)*, 561-578. doi:10.1007/s10648-014-9281-3

Li, M., Murphy, P. K., & Firetto, C. M. (2014). Examining the effects of text genre and structure on fourth- and fifth-grade students' high-level comprehension as evidenced in small-group discussions. *International Journal of Educational Psychology, 3*(3), 205-234. doi:10.4471/ijep.2014.12

Andiliou, A., & Murphy, P. K. (2014). Creative solutions and their evaluation: Comparing the effects of argumentation and explanation tasks on student reflections. *Frontline Learning Research, 2*(3)*,* 92-114. doi:10.14786/flr.v2i2.87

Hennessey, M. N., Murphy, P. K., & Kulikowich, J. M. (2012). Investigating teachers' beliefs about the utility of epistemic practices: A pilot of a new assessment. *Instructional Science, 41*(3), 499-519. doi:10.1007/s11251-012-9241-6

Murphy, P. K., Alexander, P. A., Hennessey, M. N., & Greene, J. A. (2012). Exploring epistemic frames in conceptual change research: Implications for learning and instruction. *Asian Pacific Education Review, 13*(3), 475-486. doi:10.1007/s12564-011-9199-0

Andiliou, A., Ramsay, C., Murphy, P. K., & Fast, J. (2012). Weighing opposing realities: Examining the effects of intratextual persuasive messages on students' knowledge and belief profiles. *Contemporary Educational Psychology, 37*(2), 113-127. doi:dx.doi.org/10.1016/j.cedpsych.2011.10.001

Andiliou, A., & Murphy, P. K. (2010). Examining variations among researchers' and teachers' conceptualizations of creativity: A review and synthesis of contemporary research. *Educational Research Review, 5*(3), 201-*219.*

Murphy, P. K., & Benton, S. L. (2010). The new frontier of educational neuropsychology: Unknown opportunities and unfulfilled hopes. *Contemporary Educational Psychology, 35*, 153-155.

Benton, S. L., & Murphy, P. K. (Eds.). (2010). Brain research, learning, and motivation. [Special Issue]. *Contemporary Educational Psychology, 35.*

Soter, A. O., Wilkinson, I. A. G., Connors, S., Murphy, P. K., & Shen, V. (2010). Deconstructing "aesthetic response" in small-group discussions about literature: A possible solution to the "aesthetic response" dilemma. *English Education*, *42,* 204-225.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' high-level comprehension of text: A meta-analysis. *Journal of Educational Psychology, 101,* 740-764.

Soter, A. O., Wilkinson, I. A. G., Murphy, P. K., Rudge, L., Reninger, K., & Edwards, M. (2009). What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal Educational Research, 47*, 372-391.

Murphy, P. K., Edwards, M. N., Buehl, M. M., & Zeruth, J. A. (2007). Using the *Domain-Specific Beliefs Questionnaire* with adolescents enrolled in high-poverty, high-minority schools: Examining psychometric properties. *Journal of Experimental Education, 76,* 3-25.

Edwards, M. N., Higley, K. H., Zeruth, J. A., & Murphy, P. K. (2007). Pedagogical practices: Examining preservice teachers' perceptions of their abilities. *Instructional Science, 35,* 443-465.

Murphy, P. K. (2007). The eye of the beholder: The interplay of social and cognitive components in change. *Educational Psychologist, 42,* 41-53.

Long, J. F., Monoi, S., Harper, B., Knoblauch, D., & Murphy, P. K. (2007). Academic motivation and achievement among urban adolescents. *Urban Education, 42*(3), 196-222.

Murphy, P. K., Holleran, T., Long, J. F., & Zeruth, J. A. (2005). Examining the complex roles of motivation and text medium in the persuasion process. *Contemporary Educational Psychology, 30,* 418-438.

Murphy, P. K., & Alexander, P. A. (2004). Persuasion as a dynamic, multidimensional process: An investigation of individual and intraindividual differences. *American Educational Research Journal, 41,* 337-364.

Murphy, P. K., Delli, L., & Edwards, M. N. (2004). The good teacher and good teaching: Comparing beliefs of second-grade students, preservice teachers, and inservice teachers. *Journal of Experimental Education, 72,* 69-92.

Gaskill, P., & Murphy, P. K. (2004). Effects of a memory strategy on second-graders' self-efficacy. *Contemporary Educational Psychology, 29,* 27-49.

Murphy, P. K. (Ed.). (2003). Rediscovering the philosophical roots of educational psychology. [Special Issue] *Educational Psychologist, 38,* 129-187.

Murphy, P. K. (2003). The philosophy in thee: Tracing philosophical influences in educational psychology. *Educational Psychologist, 38,* 137-145.

Murphy, P. K., Long, J. L., Holleran, T., & Esterly, E. (2003). Persuasion online or on paper: A new take on an old issue. *Learning and Instruction, 13,* 511-532.

Buehl, M. M., Alexander, P. A., & Murphy, P. K. (2002). Beliefs about schooled knowledge: Domain specific or domain general? *Contemporary Educational Psychology, 27,* 415-449.

Chambliss, M. J., & Murphy, P. K. (2002). Fourth and fifth graders representing the argument structure in written texts. *Discourse Processes, 34,* 91-115.

Murphy, P. K., & Alexander, P. A. (2002). What counts? The predictive powers of subject-matter knowledge, strategic processing, and interest in domain-specific performance. *Journal of Experimental Education, 70*, 197-217.

Woods, B. S., & Murphy, P. K. (2002). Thickening the discussion: William James and contemporary educational psychology. *Educational Theory, 52*, 43-59.

Buehl, M. M., Alexander, P. A., Murphy, P. K., & Sperl, C. T. (2001). Profiling persuasion: The role of beliefs, knowledge, and interest in the processing of persuasive texts that vary by argument structure. *Journal of Literacy Research, 33, 269-301.*

Murphy, P. K. (Ed.). (2001). Teaching as persuasion. [Special Issue] *Theory Into Practice, 40,* 222-278.

Murphy, P. K. (2001). Teaching as persuasion: A new metaphor for a new decade. *Theory Into Practice, 40*, 224-227.

Murphy, P. K. (2001). What makes a text persuasive? Comparing students' and experts' conceptions of persuasiveness. *International Journal of Educational Research, 35*, 675-698.

Woods, B. S., & Murphy, P. K. (2001). Separated at birth: The shared lineage of research on conceptual change and persuasion. *International Journal of Educational Research, 35*, 633-649.

Murphy, P. K., & Alexander, P. A. (2000). A motivated exploration of motivation terminology. *Contemporary Educational Psychology, 25*, 3-53.

Alexander, P. A., & Murphy, P. K. (1999). Nurturing the seeds of transfer: A domain-specific perspective. *International Journal of Educational Research, 31*, 561-576.

Alexander, P. A., Murphy, P. K., Buehl, M. M., & Sperl, C. T. (1998). The influence of prior knowledge, beliefs, and interest in learning from persuasive text. In T. Shanahan & F. Rodriguez-Brown (Eds.), *Forty-Seventh Yearbook of the National Reading Conference* (pp. 167-181). Chicago, IL: National Reading Conference.

Alexander, P. A., Murphy, P. K., & Guan, J. (1998). The learning and study strategies of highly able female students in Singapore. *Educational Psychology, 18*, 391-407.

Alexander, P. A., & Murphy, P. K. (1998). Profiling the differences in students' knowledge, interest, and strategic processing. *Journal of Educational Psychology, 90*, 435-447.

Alexander, P. A., Murphy, P. K., & Kulikowich, J. M. (1998). What responses to domain-specific analogy problems reveal about emerging competence: A new perspective on an old acquaintance. *Journal of Educational Psychology, 90*, 397-406.

Alexander, P. A., Murphy, P. K., Guan, J., & Murphy, P. A. (1998). How students and teachers in Singapore and the United States conceptualize knowledge and beliefs: Positioning learning within epistemological frameworks. *Learning and Instruction, 8*, 97-116.

Murphy, P. K., & Alexander, P. A. (1998). Using the Learning and Study Strategies Inventory—High School version with Singaporean females: Examining psychometric properties. *Educational and Psychological Measurement, 58*, 493-510.

Alexander, P. A., Murphy, P. K., & Woods, B. S. (1997). Unearthing academic roots: Educators' perceptions of the interrelationship between philosophy, psychology, and education. *Educational Forum, 61*(2), 172-186.

Alexander, P. A., Murphy, P. K., Woods, B. S., Duhon, K. E., & Parker, D. (1997). College instruction and concomitant changes in students' knowledge, interest, and strategy use: A study of domain learning. *Contemporary Educational Psychology, 22*, 125-146.

Alexander, P. A., Murphy, P. K., & Woods, B. S. (1996). Of squalls and fathoms: Navigating the seas of educational innovation. *Educational Researcher, 25*(3), 31-36, 39.

Murphy, P. K., & Woods, B. S. (1996). Situating knowledge in learning and instruction. *Educational Psychologist, 31*(2), 141-145.

Murphy, P. K., & Townsend, C. D. (1994). Leadership and ethics: A relationship important to agricultural education. *Journal of Agricultural Education, 35*, 44-49.

## Manuscripts *Submitted* for Publication

Murphy, P. K., Ebersöhn, L., Omidire, M. F., & Firetto, C. M. (2018, under review). Exploring the structure and content of discourse in remote, rural South African classrooms. *British Journal of Educational Psychology*.

Murphy, P. K., Greene, J. A., Firetto, C. M., Croninger, R. M. V., Duke, R. F., Li., M., & Lobczowski, N. G. (in revision). Examining the effects of Quality Talk discussions on 4th- and 5th-grade students' high-level comprehension of text. *Journal of Educational Psychology*.

Firetto, C. M., Murphy, P. K., Greene, J. A., Li, M., Wei, L., Montalbano, C., Hendrick, B., & Croninger, R. M. V. (accepted, minor revision). Bolstering students' written argumentation by adapting an effective discourse intervention: Negotiating the fine line between flexibility and fidelity. *Instructional Science*.

## Manuscripts *In Preparation* for Publication

Croninger, R. M. V., Murphy, P. K., Firetto, C. M., Li, M., & Wei, L. (in preparation). Facilitating small-group discussions across different ability groups: Effect of teacher discourse moves.

Duke, R. F., Firetto, C. M., Greene, J. A., & Murphy, P. K. (in preparation). A longitudinal study of argumentation and epistemic cognition during science discussions.

Lobczowski, N. G., Allen, E. M., Firetto, C. M., Greene, J. A., & Murphy, P. K. (in preparation). Social regulation of learning during scientific argumentation.

Wei, L., Firetto, C. M., Murphy, P. K., Li, M., & Croninger, R. M. V. (in preparation). The effect of using a graphic organizer on fourth graders' argumentative writing.

## Technical Reports and Creative Products

Murphy, P. K., Firetto, C. M., Greene, J. A., & Butler, A. M. (2017). Analyzing the talk in Quality Talk discussions: A coding manual. doi.org/10.18113/S1XW64

Murphy, P. K., Greene, J. A., & Butler, A. (2017). *Integrating Quality Talk Professional Development to Enhance Professional Vision and Leadership for STEM Teachers in High-Need Schools*. (Tech. Rep. No. 4). The Pennsylvania State University.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2017). *Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension*. (Tech. Rep. No. 4). The Pennsylvania State University.

Murphy, P. K., Greene, J. A., & Butler, A. (2016). *Integrating Quality Talk Professional Development to Enhance Professional Vision and Leadership for STEM Teachers in High-Need Schools*. (Tech. Rep. No. 3). The Pennsylvania State University.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2016). *Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension*. (Tech. Rep. No. 3). The Pennsylvania State University.

Murphy, P. K., Greene, J. A., & The Quality Talk Team. (2016). *Quality Talk Language Arts Engagement Video* [video presentation]. Institute of Education Sciences, Highlighted at the Principal Investigators Meeting, Washington, DC. Available at http://www.qualitytalk.psu.edu/2014/03/18/qtlanguagearts/

Murphy, P. K., Greene, J. A., & The Quality Talk Team. (2015). *Promoting Quality Talk in High School STEM Classes* [video presentation]. Teaching and Learning Video Showcase, National Science Foundation. Washington, DC. Available at http://videohall.com/p/532

Murphy, P. K., Greene, J. A., & Butler, A. (2015). *Integrating Quality Talk Professional Development to Enhance Professional Vision and Leadership for STEM Teachers in High-Need Schools*. (Tech. Rep. No. 2). The Pennsylvania State University.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2015). *Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension*. (Tech. Rep. No. 2). The Pennsylvania State University.

Murphy, P. K., & Firetto, C. M. (March 4, 2015). *Swinging for the fences: Education interventions make a difference for learners*. Blog spot published on Psychology Today blog. Available at https://www.psychologytoday.com/blog/psyched/201503/swinging-the-fences/

Murphy, P. K., Greene, J. A., Butler, A., Criswell, B. A., & Rushton, G. (2014). *Integrating Quality Talk Professional Development to Enhance Professional Vision and Leadership for STEM Teachers in High-Need Schools*. (Tech. Rep. No. 1). The Pennsylvania State University.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2014). *Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension*. (Tech. Rep. No. 1). The Pennsylvania State University.

Wilkinson, I., Murphy, P. K., & Soter, A. (2007). *Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text*. (Tech. Rep. No. 3). Ohio State University.

Wilkinson, I., Soter, A., & Murphy, P. K. (2004). *Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text*. (Tech. Rep. No. 2). Ohio State University.

Wilkinson, I., Murphy, P. K., & Soter, A. (2003). *Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text*. (Tech. Rep. No. 1). Ohio State University.

Murphy, P. K. (2002, May 31). A Review of L. Cuban's "Oversold and Underused: Computers in the Classroom." *The Times Higher Education Supplement*, 27.

Murphy, P. K. (2001, March 2). High-tech reading is low on meaning. *The Times Higher Education Supplement*, 20-21.

Holleran, T., & Murphy, P. K. (2000). Traditional linear text versus computerized liner texts: A comparison. *Message, 1*, 75.

Murphy, P. K. (1998). *Toward a multifaceted model of persuasion: The interaction of textual and learner variables*. Unpublished doctoral dissertation, College Park, MD: University of Maryland.

Mayfield, J., & Murphy, P. K. (1994). *Introduction to educational psychology: Undergraduate lab manual*. College Station, TX: Texas A&M University.

Mayfield, J., & Murphy, P. K. (1994). *Introduction to educational psychology: Instructor lab manual*. College Station, TX: Texas A&M University.

Murphy, P. K. (1993). *Characteristics of ethical leaders and the relationship of those characteristics to the ethical decision-making of successful student leaders: A communitarian perspective*. Unpublished master's thesis. College Station, TX: Texas A&M University.

Murphy, P. K. (1992). What are we cultivating? *Accents, 1*(2), 4.


## RESEARCH PRESENTATIONS

### Invited Addresses

Murphy, P. K. (2017, September). *What is Quality Talk?* Keynote address given for the Capital Reading Council, Harrisburg, Pennsylvania.

Murphy, P. K. (2017, June). *The emergence of learning sciences in the United States*. Keynote address given at the National Taiwan Normal University, Taipei, Taiwan.

Murphy, P. K. (2016, June). *Quality Talk: Developing students' discourse to promote high-level comprehension.* Keynote address given at the 4th International Conference on Advanced Learning Sciences, South China Normal University, Guangzhou, China.

Murphy, P. K. (2015, March). *Talking the talk and walking the walk: From introspective tasks to interventions.* Invited address given at the annual meeting of the American Educational Research Association, Chicago, IL.

Murphy, P. K. (2014, July). *Promoting learning that endures through Quality Talk.* Invited paper given at the 2nd International Workshop on Advanced Learning Sciences, National Taiwan Normal University, Taipei, Taiwan.

Murphy, P. K. (2014, May). *Quality Talk: Developing students' scientific discourse in chemistry and physics classrooms*. Invited poster given at the Coalition for National Science Funding Exhibition, Washington, DC.

Murphy, P. K. (2014, April). *How to publish and not perish: Advice from the editorial trenches.* Invited presentation presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Murphy, P. K. (2014, January). *Quality Talk in classrooms: Promoting learning that endures*. Invited paper given at the annual meeting of the South African Education Association, Clarens, South Africa.

Murphy, P. K. (2013, October). *Promoting high-level comprehension through an innovative intervention: Quality Talk*. Invited address given at the combined council meeting of the American Educational Research Association, Washington, DC.

Murphy, P. K. (2013, October). *Measuring critical-analytic thinking: The elusive search for shared variance in process and product*. Invited address presented at the scientific conference on Critical Thinking and Reasoning in Education, College Park, MD.

Murphy, P. K. (2013, August). *Talk, text, and transfer: A triumvirate in learning and academic development*. Invited address given at the bi-annual meeting of the European Association for Learning and Instruction, Munich, Germany.

Murphy, P. K. (2013, April). *How to publish and not perish: Advice from the editorial trenches*. Invited presentation presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Murphy, P. K. (2009, June). *Toward Examined Understanding: Rethinking the Role of Belief in Academic Development*. Invited address presented at the scientific meeting on cognitive flexibility and epistemic beliefs, Belgium.

Murphy, P. K. (2007, April). *The links between knowledge and beliefs in the change process*. Invited address presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Murphy, P. K. (2005, November). *Development of a model of topic knowledge and belief change*. Invited address presented as part of the Educational Psychology Colloquium Series at the University of Maryland, College Park, MD.

Murphy, P. K. (2005, August). *Persuasion in talk and text: Plying psychological tools to philosophical problems*. Richard E. Snow invited address presented at the national convention of the American Psychological Association, Washington, DC.

Murphy, P. K. (2005, May). *Engaging students in discussions to promote high-level comprehension of texts*. Invited address presented at the 50th Annual International Reading Association Research Conference, San Antonio, TX.

Murphy, P. K. (2005, April). *The successful job hunt: How to find and get an academic position*. Invited address presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Murphy, P. K., & Alexander, P. A. (2004, May). *Epistemological threads in the fabric of conceptual change*. Invited paper presented at the 4th European Symposium on Conceptual Change, Delphi, Greece.

Murphy, P. K. (2001, August). *Thou hast philosophy in thee: Believe it or not.* Invited address presented at the annual convention of American Psychological Association, San Francisco, CA.

Murphy, P. K. (2001, April). *Making it in the academic community: The voices of young scholars.* Invited address presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Murphy, P. K. (2000, August). *Toward a multifaceted model of persuasion: The interaction of textual and learner variables*. Invited paper presented at the annual meeting of the American Psychological Association, Washington, DC.

### International/National

Murphy, P. K. (2018, August). Developing high level comprehension and critical thinking skills as a strategy for addressing global literacy challenges. Discussion to be given at the World Education Research Association, Cape Town, South Africa.

Croninger, R. M. V., Baszczewski, S. E., Murphy, P. K, Wei, L. Omidire, M. F., & Ebersohn, L. (2018, August). Understanding teacher and student talk across global classroom contexts. Poster to be presented at the World Education Research Association, Cape Town, South Africa.

Wei, L., & Murphy, P. K. (2018, June). Promoting English language literacy through Quality Talk: An intervention with Mandarin-speaking students. Poster to be presented at the 6th International Workshop on Advanced Learning Sciences, Pittsburgh, PA.

Dragnic-Cindric D., Lobczowski N. G., Greene, J. A., & Murphy, P. K. (2018, June). *Exploring teacher presence during social regulation of learning in science classrooms*. Poster session to be presented at the Thirteenth International Conference on the Learning Sciences, London, UK.

Croninger, R. M. V., Murphy, P. K., Firetto, C. M., Li, M., & Wei, L. (2018, August). *Facilitating small-group discussions across different ability groups: Effect of teacher discourse moves*. Paper to be presented at the annual convention of the American Psychological Association, San Francisco, CA.

Murphy, P. K., Greene, J. A., Firetto, C. M., Li, M., Duke, R. F., Croninger, R. M. V., & Lobczowski, N. G. (2018, April). *Promoting students' multifaceted literacy competence through Quality Talk: A quasi-experimental study*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Greene, J. A., Murphy, P. K., Allen, E. M., Baszczewski, S., Swearingen, A. K., & Butler, A. M. (2018). *Fostering high school students' scientific argumentation and conceptual understanding through Quality Talk discussions*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Murphy, P. K., Firetto, C. M., & Li, M. (2018, April). *Knowledge and the MDL: What we knew, what we know, and what remains unknown*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Allen, E., Montalbano, C., Greene, J. A., Murphy, P. K., Butler, A. M., Firetto, C. M., & Wei, L. (2017, August). *The effects of Quality Talk on STEM relational reasoning*. Paper presented at the annual convention of the American Psychological Association, Washington, DC.

Li, M., Murphy, P. K., Firetto, C. M., & Wei, L. (2017, August). *Effects of text and learner characteristics on the acquisition of high-level comprehension*. Paper presented at the annual convention of the American Psychological Association, Washington, DC.

Montalbano, C., Allen, E., Greene, J. A., Murphy, P. K., Firetto, C. M., & Wei, L., McNeish, D. M. (2017, August). *Investigating changes in relational reasoning in small-group discourse over time and across ability groups*. Paper presented at the annual convention of the American Psychological Association, Washington, DC.

Murphy, P. K. (2017, October). *Opening remarks on data sharing and transparency*. Brief talk presented at the Data Sharing and Research Transparency Workshop, National Science Foundation and the American Educational Research Association, Washington, DC.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2017, July). *Using Quality Talk Language Arts to enhance fifth-grade students' argumentation and writing*. In M. Mckeown & A. Crosson (Chairs), *Exploring intervention effects on students' argument writing*. Symposium conducted at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

Wei, L., Firetto, C. M., Murphy, P. K., Li, M., & Croninger, R. M. V. (2017, May). *The effect of using a graphic organizer on fourth graders' argumentative writing*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2016, December). *A quantitative and qualitative examination of homogeneous and heterogeneous grouping in classroom discourse*. Poster presented at the Institute of Education Sciences Annual Principal Investigators Meeting, Washington, DC.

Murphy, P. K., Greene, J. A., & Firetto, C. M., Li, M., Lobczowski, N. G., Croninger, R. M. V., & Duke, R. (2016, April). Examining the effect of homogeneous and heterogeneous grouping in classroom discourse. In L. Ebershön (Chair), *School-based education research in diverse democracies in three countries*. Symposium presented at the focal meeting of the World Education Research Association, Washington, DC.

Murphy, P. K., Greene, J. A., Firetto, C. M., Hendrick, B., Montalbano, C., Li, M., & Wei, L. (2016, April). *Enhancing students' comprehension and critical-analytic thinking through Quality Talk Discussions.* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Firetto, C. M., Murphy, P. K., Greene, J. A., Li, M., Wei, L., Montalbano, C., Hendrick, B., & Croninger, R. M. V. (2016, April). *Using Quality Talk to foster transfer of students' critical-analytic discussions to their argumentative writing.* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Greene, J. A., Murphy, P. K., Butler, A., Firetto, C. M., Allen, E., M., Wang, J., Wei, L., & Yu, S. (2016, April). Fostering relational reasoning and scientific understanding through Quality Talk discourse. In D. Dumas (Chair), *The malleability of relational reasoning: Effects of direct or indirect interventions on learning processes and outcomes.* Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.

Kosh, A. E., Greene, J. A., Murphy, P. K., Burdick, H., & Firetto, C. M. (2016, April). *Measuring reading comprehension through automated analysis of students' small-group discussions*. Paper presented at the annual conference of the National Council on Measurement in Education, Washington, DC.

Murphy, P. K., Greene, J. A., Firetto, C. M., Montalbano, C., Li, M., & Wei, L. (2016, April). Promoting relational reasoning in elementary students' writing. In D. Dumas (Chair), *The malleability of relational reasoning: Effects of direct or indirect interventions on learning processes and outcomes.* Symposium conducted at the annual meeting of the American Educational Research Association, Washington, DC.

Wei, L., Murphy, P. K., & Firetto, C. M. (2016, April). *Toward an integrated taxonomy of teacher discourse moves in small-group text-based discussions.* Roundtable presented at the annual meeting of the American Educational Research Association, Washington, DC.

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2015, December). *Quasi-experimental evidence of the efficacy of quality talk's effects upon fifth-grade students' oral and written argumentation skills*. Poster presented at the principal investigators meeting of the Institute of Education Sciences, Washington, DC.

Firetto, C. M., Murphy, P. K., Greene, J. A., Li, M., Wei, L., & Montalbano, C. (2015, September). *Enhancing students' written argumentation through Quality Talk*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Li, M., Firetto, C. M., Murphy, P. K., Greene, J. A., Wei, L., Croninger, R. M. V., & Montalbano, C. (2015, August). *Examining the transfer effects of Quality Talk on fourth graders' written argumentation*. Poster presented at the annual convention of the American Psychological Association, Toronto, Ontario.

Murphy, P. K. (2015, April). (Chair and Organizer). *Division C business meeting*. Meeting at the annual meeting of the American Educational Research Association, Chicago, IL.

Long, V. A., Murphy, P. K., & Firetto, C. M. (2014, August). *Transfer effects from small group text discussion to writing*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Wang, J., Li, M., & Murphy, P. K. (2014, August). *Promoting reading comprehension and critical-analytic reading ability*. Poster session presented at the 122nd Annual Convention of the American Psychological Association, Washington, DC.

Li, M., Murphy, P. K., & Wang, J. (2014, May). *Quality Talk: Promoting comprehension and critical-analytic thinking*. Poster session presented at the annual conference of the American Psychological Society, San Francisco, CA.

Murphy, P. K. (2014, April). (Chair). *Reinvisioning innovation and the National Science Foundation's role in advancing education research*. Symposium presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Murphy, P. K. (2014, April). (Chair and Organizer). *Division C business meeting*. Meeting at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Wilkinson, I. A. G., & Murphy, P. K. (2013, August). *Understanding transfer in discourse intensive pedagogies*. Paper presented at the bi-annual meeting of the European Association for Learning and Instruction, Munich, Germany.

Murphy, P. K. (2013, April). (Chair and Organizer). *Examining innovations—Navigating the dynamic complexities of school-based intervention research*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Murphy, P. K. (2013, April). (Chair and Organizer). *Division C business meeting*. Meeting at the annual meeting of the American Educational Research Association, San Francisco, CA.

Murphy, P. K. (2012, April). (Chair). *The form and function of transfer in diverse contexts*. Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Murphy, P. K. (2012, April). (Discussant). Researchers' frames, filters, and guides: Turning the lens inward. In H. R. Fives (Chair), *The functions of teachers' beliefs: Filter, frame, and guide.* Discussion presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Murphy, P. K. (2012, April). (Chair). *Conceptual and methodological issues and advances in research on epistemic beliefs.* Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Wilkinson, I. A. G., & Murphy, P. K. (2011, September). *What we know and what we need to know about the effects of dialogue-intensive pedagogies on reading comprehension.* Paper presented at an American Educational Association special meeting on Socializing Intelligence Through Academic Talk and Dialogue, Pittsburgh, PA.

Murphy, P. K. (2011, September). (Discussant). *Brining some structure to ill-structured domains*. Discussion presented at the fourteenth biennial meeting of the European Association for Research on Learning and Instruction, Exeter, England.

Fast, J., Baker, M., Murphy, P. K., & Andilou, A. (2011, April). *Higher-order processing in the attention age: synthesizing and evaluating intratextual arguments*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Murphy, P. K. (2011, April). *How to get published: Guidance from emerging and senior scholars*. Invited paper given at the annual meeting of the American Educational Research Association, New Orleans, LA.

Murphy, P. K. (2010, April). (Discussant). Using argumentation, collaborative discussions, and discourse to improve students' writing and critical thinking. Discussion presented at the annual meeting of the American Educational Research Association, Denver, CO.

Murphy, P. K. (2010, April). What counts as evidence? In J. M. Kulikowich (Chair), *Or so you claim! What claims do our methodologies allow? A town meeting.* Symposium presented at the annual meeting of the American Educational Research Association, Denver, CO.

Murphy, P. K. (2010, April). (Chair). *Infusing philosophy into educational research on personal epistemology and understanding of the nature of science.* Symposium presented at the annual meeting of the American Educational Research Association, Denver, CO.

Andiliou, A., Ramsay, C. M., & Murphy, P. K. (2010, April). Weighing orthogonal realities: How students process intratextual persuasive messages. In M. N. Hennessey (Chair), *Really? How do you know? An exploration of the relation between knowledge, information, and truth*. Symposium presented at the annual meeting of the American Educational Research Association, Denver, CO.

Murphy, P. K. (2010, April). *How to get published: Guidance from emerging and senior scholars*. Invited paper given at the annual meeting of the American Educational Research Association, Denver, CO.

Murphy, P. K. (2009, August). (Chair and Moderator). *What is competence really? An expert panel discussion*. Symposium presented at the thirteenth biennial meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.

Murphy, P. K. (2009, August). (Discussant). Competence: A base camp on the road to expertise. In P. A. Alexander (Chair), *Understanding and promoting competence in academic development*. Symposium presented at the thirteenth biennial meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.

Wilkinson, I. A. G., Soter A. O., Murphy, P. K., & Li, J. (2009, August). Quality Talk about text to promote language, thinking, and learning. In N. Mercer (Chair), *Understanding, promoting and evaluating dialogue in the classroom*. Symposium presented at the thirteenth biennial meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.

Murphy, P. K. (2009, April). *How to select an appropriate journal for publication*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Hennessey, M. N., & Murphy, P. K. (2009, April). *Measuring teacher epistemic beliefs*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Murphy, P. K. (2008, August). (Discussant). *Learning and motivation in mathematics classrooms*. Discussion presented at the annual convention of the American Psychological Association, Boston, MA.

Murphy, P. K. (August, 2008). (Participant). *Building and maintaining a professional identity*. Invited address given at the annual convention of the American Psychological Association, Boston, MA.

Wilkinson, I. A. G., Murphy, P. K., & Soter, A. O. (2008, April). *Promoting high-level comprehension through quality talk: A quasi-experimental study*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Murphy, P. K., Wilkinson, I. A. G., & Soter, A. O. (2007, December). Examining the influence of contextual and individual difference variables in discussions about text. In J. M. Kulikowich (Chair), *Enhancing students' text comprehension: Interventions that work*. Symposium presented at the annual meeting of the National Reading Conference, Austin, TX.

Kulikowich, J. M., Zeruth, J. A., & Murphy, P. K. (2007, December). Does the worked example work? Examining problem solving and reading comprehension in statistics. In J. M. Kulikowich (Chair), *Enhancing students' text comprehension: Interventions that work*. Symposium presented at the annual meeting of the National Reading Conference, Austin, TX.

Murphy, P. K., & Edwards, M. N. (2007, August). A meta-analysis of the effects of classroom discussions on students' comprehension of text In K. Kumpulainen (Chair), *Examining the potential of classroom discussions to promote high-level comprehension of text: Toward an integrative model*. Symposium presented at the twelfth biennial meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.

Wilkinson, I. A. G., Soter, A. O., & Murphy, P. K. (2007, August). Promoting high-level comprehension through quality talk: A quasi-experimental study. In K. Kumpulainen (Chair), *Examining the potential of classroom discussions to promote high-level comprehension of text: Toward an integrative model*. Symposium presented at the twelfth biennial meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.

Wilkinson, I. A. G., Soter, A. O., & Murphy, P. K. (2007, June), *Quality talk about text: Classroom discussions that promote students' high-level thinking and reading comprehension*. Invited paper presented at the annual conference of the Office of Reading Improvement, Ohio Department of Education, Columbus, OH.

Murphy, P. K. (2007, April). Toward examined understanding: Accounting for the role of beliefs in academic development. In J. M. Kulikowich (Chair), *The roles of perception, cognition, emotion, and social factors in academic development*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Murphy, P. K., & Edwards, M. N. (2007, April). Exploring potential mechanisms for the solidification of fragile understandings. In P. A. Alexander (Chair), *Fragile understanding: When good ideas go bad*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Long, J. F., Knoblauch, D., Harper, B., & Murphy, P. K. (2007, April). *Just how effective is motivation in ensuring educational quality*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Soter, A., Wilkinson, I. A. G., & Murphy, P. K. (2007, April). Intertextuality and shared knowledge in dialogically rich classroom discussions: Where the heck are you? In M. Haneda (Chair), *Learning over time and space: Conceptual and methodological issues in the investigation of classroom discourse*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Murphy, P. K. (2007, April). (Participant). *Professional development panel: Securing and beginning an academic career*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Murphy, P. K. (2007, April). (Discussant). *Children's engagement in free-flowing discussions*. Discussion presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Murphy, P. K. (2007, April). (Chair). *2007 Sylvia Scribner award for contributions to learning and instruction*. Introduction presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Wilkinson, I. A. G., Soter, A., & Murphy, P. K. (2006, July). *'thenken talk': A design for discussions to promote high-level comprehension of text*. Invited paper presented at the second annual University of California Summer Institute in Reading, Berkeley, CA.

Alexander, P. A., & Murphy, P. K. (2006, July). How educational factors enhance or inhibit domain learning: A case for academic development. In P. L. Ackerman (Chair), *Determinants of the acquisition of domain knowledge*. Symposium presented at the 26th International Congress of Applied Psychology, Athens, Greece.

Zeruth, J. A., Murphy, P. K., & Kulikowich, J. M. (2006, April). *Examining the role of students' mathematics belief profiles in learning from text*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Murphy, P. K. (2006, April). (Chair). *2006 Sylvia Scribner award for contributions to learning and instruction*. Introduction presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Murphy, P. K. (2005, November). (Discussant). *Examining the role of beliefs in learning and instruction*. Discussion presented at the annual conference of the Southwest Consortium for Innovative Psychology, Las Vegas, NV.

Murphy, P. K. (2005, November). *Toward a model of topic knowledge and belief change*. Paper presented at the annual conference of the Southwest Consortium for Innovative Psychology, Las Vegas, NV.

Wilkinson, I. A. G., Murphy, P. K., & Soter, A. O. (2005, August). *Group discussions as learning environments for promoting high-level comprehension of texts*. Paper presented at the eleventh biennial meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.

Soter, A. O., Wilkinson, I. A. G., & Murphy, P. K. (2005, July). *Making sense of group discussions designed to promote literate thinking*. Paper presented at the joint conference of the Australian Association of Teacher Educators and the Australian Literacy Educators Association, Broadbeach, Australia.

Higley, K. H., Edwards, M. N., Zeruth, J. A., & Murphy, P. K. (2005, July). *Examining the relations between teacher efficacy and persuasive pedagogy: An exploratory study*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Wilkinson, I. A. G. Murphy, P. K., & Soter, A. O., (2005, June). *Group discussions as a mechanism for promoting high-level comprehension of text*. Paper presented at the Reading Comprehension Principal Investigators meeting, Institute of Education Sciences, Washington DC.

Murphy, P. K., & Edwards, M. E. (2005, April). What the studies tell us: A meta-analysis of discussion approaches. In M. Nystrand (Chair), *Making sense of group discussions designed to promote high-level comprehension of texts*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Murphy, P. K., Alexander, P. A., Greene, J., & Edwards, M. N. (2005, April). Epistemological threads in the fabric of conceptual change. In P. K. Murphy (Chair), *Examining the hinge: The influence of epistemological beliefs in conceptual change*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Long, J. F., & Murphy, P. K. (2005, April). *Connecting through the content: The responsiveness of teacher and student interest in a core course*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Murphy, P. K., Soter, A. O., & Wilkinson, I. A. G. (2004, January). *Group discussions as a mechanism for promoting high-level comprehension of text*. Paper presented at the Reading Comprehension Principal Investigators meeting, Institute of Education Sciences, Washington, DC.

Wilkinson, I. A. G., Soter, A. O., & Murphy, P. K. (2004, September). *Making sense of group discussions designed to promote high-level comprehension of texts*. Paper presented at the Open University, Milton Keynes, United Kingdom.

Murphy, P. K., Soter, A., & Wilkinson, I. A. G. (2004, August). *Making sense of group discussions and their effect on comprehension*. Paper presented at the annual meeting of the American Psychological Association, HI.

Murphy, P. K. (2004, August). Virtual strategies and persuasion: Exploring students' comprehension of online texts. In R. A. Sperling & J. M. Kulikowich (Chairs), *Strategy renaissance: Promoting reading comprehension in the 21st century*. Symposium presented at the annual meeting of the American Psychological Association, HI.

Murphy, P. K., Wilkinson, I. A. G., & Soter, A. O. (2004, April). *Making sense of group discussions: A conceptual framework*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Murphy, P. K. (2004, April). The Philosophy in Thee: tracing philosophical influences in educational psychology. In P. K. Murphy (Chair), *Rediscovering the roots of Educational Psychology*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Murphy, P. K. (2004, April). The Model of Domain Learning: A primer. In E. Fox (Chair), *Methodological considerations in testing a model of academic development*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Murphy, P. K. (2003, August). *Understanding the achievement of inner-city adolescents: The influence of epistemological beliefs and achievement goal orientation on academic performance*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Padova, Italy.

Harper, B., & Murphy, P. K. (2003, April). *Expectations and attributions of students, parents and teachers and their effect on learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Knoblauch, D., Murphy, P. K., & Harper, B. (2003, April). *The effect of student teaching, setting, and cooperating teacher's efficacy on preservice teacher's sense of efficacy*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Monoi, S., Murphy, P. K., & Long, J. F. (2003, April). *The longitudinal contribution of motivational beliefs and goals to academic achievement in urban minority students transitioning to high school*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Buehl, M. M., Murphy, P. K., & Monoi, S. (2003, April). *Varied views of a very familiar landscape: Examining the goal orientations and epistemological beliefs profiles of inner-city adolescents from a cluster analytic perspective*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Murphy, P. K., Buehl, M. M., Long, J. F., & Monoi, S. (2002, April). Understanding the achievement of inner-city, adolescents: The influence of epistemological beliefs and goal orientation on academic performance. In M. M. Buehl (Chair), *What is the value of understanding beliefs: An exploration of beliefs related to academic achievement*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Murphy, P. K., & Alexander, P. A. (2002, April). Chasing a phantom: Examining the trend toward content domain specificity in educational research and practice. In R. Calfee (Chair), *Examining the contents and processes of reading and content domain understanding*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Murphy, P. K. (2001, April). (Chair). *Strategic processing of informational texts in the information age*. Symposium presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Woolfolk Hoy, A., Murphy, P. K., & Gaskill, P. (2001, April). Teaching educational psychology to the implicit mind. In B. Torff (Chair), *Understanding and teaching the intuitive mind*. Symposium presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Murphy, P. K., Long, J. L., Holleran, T., & Esterly, E. (2000, August). Persuasion online or on paper: A new take on an old issue. In C. T. Sperl (Chair), *The role of knowledge and belief in academic development*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Murphy, P. K., Holleran, T., Long, J. L., & Esterly, E. (2000, August). *The role of motivation in the persuasion process*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Murphy, P. K. (Chair/Organizer). (2000, April). *Teaching as persuasion: A new metaphor for a new decade*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Murphy, P. K. (2000, April). *Reconceptualizing persuasion: Student determined versus expert-determined notions of persuasion*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Murphy, P. K., Delli, L., & Lee, A. E. (2000, April). *Conceptions of the "good teacher:" A cross-sectional comparison of preservice teachers' and primary students' beliefs*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Murphy, P. K., & Alexander, P. A. (1999, April). Persuasion as a dynamic, multidimensional process: A view of individual and intraindividual differences. In P. A. Alexander (Chair), *Exploring the bonds between conceptual change and persuasion theory and research*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Murphy, P. K. (1999, April). *Modeling the multifaceted persuasion process: Learner and text interactions*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Woods, B. S., & Murphy, P. K. (1999, April). Separated at birth: The shared lineage of research on conceptual change and persuasion. In P. A. Alexander (Chair), *Exploring the bonds between conceptual change and persuasion theory and research*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Murphy, P. K. (1998, December). *Reconceptualizing persuasion: Reader determined versus expert-determined notions of persuasion*. Paper presented at the annual meeting of the National Reading Association, Austin, TX.

Buehl, M. M., Sperl, C. T., Alexander, P. A., & Murphy, P. K. (1998, December). *Profiling Persuasion*. Paper presented at the annual meeting of the National Reading Association, Austin, TX.

Alexander, P. A., & Murphy, P. K. (1998, August). Nurturing the seeds of transfer: A domain specific perspective. In E. De Corte (Chair), *Transfer: Recent findings and future perspectives*. Symposium presented at the 24th International Congress of Applied Psychology, San Francisco, CA.

Murphy, P. K., & Alexander, P. A. (1998, April). *Using the Learning and Study Strategies Inventory--High School version with Singaporean females: Examining the psychometric properties.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Murphy, P. K., & Alexander, P. A. (1998, April). A motivated look at motivation terminology. In P. A. Alexander (Chair), *A motivated look at motivation terminology: What educators need to know about key motivational constructs.* Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Alexander, P. A., Murphy, P. K., Sperl, C. T., & Buehl, M. M. (1998, April). *Learning from persuasive text: The intervening roles of knowledge, beliefs, and interest.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Murphy, P. K., Alexander, P. A., Buehl, M. M., & Sperl, C. T. (1998, April). *Reading persuasive text: Profiling intra-individual differences.* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, San Diego, CA.

Alexander, P. A., Murphy, P. K., Sperl, C. T., & Buehl, M. M. (1997, December). *The influence of prior knowledge, beliefs, and interest in learning from persuasive text*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Murphy, P. K. (1997, March). (Chair). *Maximizing student involvement in the classroom through discussions and performance-based assessments*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Alexander, P. A., & Murphy, P. K. (1997, March). Unraveling the complexities of academic performance: A test of the cognitive and motivational dimensions of domain learning. In P. L. Ackerman (Chair), *Knowledge structures: Acquisition, retention, and adult expertise*. Symposium presented at the annual meeting of the Educational Research Association, Chicago, IL.

Alexander, P. A., Murphy, P. K., & Sperl, C. T. (1997, March). *Measuring emerging competence through analogies: A new perspective on an old acquaintance*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Woods, B. S., & Murphy, P. K. (1997, March). *Thickening the discussion: William James and contemporary educational psychology*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Alexander, P. A., & Murphy, P. K. (1997, March). *What counts? The predictive powers of subject-matter knowledge, interest, and strategic processing in expository text comprehension*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL.

Murphy, P. K., & Woods, B. S. (1996, April). Situating knowledge in learning and instruction: Unanswered questions and future directions. In P. A. Alexander (Chair), *The past, present, and future of knowledge research: A re-examination of the role of knowledge in learning and instruction*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Murphy, P. K., & Guan, J. (1996, April). Learning and study strategies in Singaporean students. In M. K. Tallent-Runnels (Chair), *High-school students' learning and study strategies: Cross-cultural perspectives*. Symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Murphy, P. K., Alexander, P. A., & Guan, J. (1996, April). *Teachers' and students' conceptions of knowledge and beliefs: A cross-cultural perspective*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Murphy, P. K., & Alexander, P. A. (1995, April). *Educational foundations: Practitioners' perceptions of the interrelationship of philosophy, psychology, and education*. Paper presented at the American Educational Research Association, San Francisco, CA.

Murphy, P. K., & Alexander, P. A. (1995, April). A developmental study of domain learning. In R. Garner (Chair), *Toward a multidimensional model of domain learning*. Symposium presented at the American Educational Research Association, San Francisco, CA.

Alexander, P. A., & Murphy, P. K. (1994, April). The research base for APA's learner centered principles. In B. McCombs (Chair), *Taking research on learning seriously: Implications for teacher education*. Invited symposium presented at the American Educational Research Association, New Orleans, LA.

**Regional/State**

Baszczewski, S. E., Murphy, P. K., Wei, L., Firetto, C. M. (2017, September). *Advancing students' oral and written language skills through Quality Talk: Scaling up with digital technologies*. Poster and short talk presented at the Connecting Language, Interaction and Education in Digital Environments Conference at the Pennsylvania State University, State College, PA.

Murphy, P. K., Greene, J. A., Firetto, C. M., & Butler, A. M. (2016, October). *Using Quality Talk to Enhance High-Level Comprehension in Science and Language Arts.* Poster presented at Research Penn State 2016: Materials Day Reinvented at the Pennsylvania State University, University Park, PA.

Firetto, C. M., & Murphy, P. K. (2015, August). *Facilitating effective small-group discussions.* Invited presentation given to CHEM 110 Teaching Assistants in Training at the Pennsylvania State University, University Park, PA.

Li, M., Firetto, C. M., Murphy, P. K., Greene, J. A., Wei, L., Croninger, R. M. V., & Montalbano, C. (2015, November). *Examining the transfer effects of Quality Talk on fourth graders' written argumentation.* Poster presented at the Science of Learning Poster Conference at the Pennsylvania State University, State College, PA.

Wei, L., Murphy, P. K., Greene, J. A., & Butler, A. (2015, November). *Developing students' scientific discourse in physics and chemistry classrooms.* Poster presented at the Science of Learning Poster Conference at the Pennsylvania State University, State College, PA.

Li, M., Murphy, P. K., & Wang, J. (2015, February). *Quality Talk in classrooms: Promoting reading comprehension and critical-analytic thinking.* Paper presented at the Graduate Student Research Symposium at the Pennsylvania State University, State College, PA.

Wei, L., Murphy, P. K., & Firetto, C. M. (2015, February). *Toward an integrated taxonomy of teacher moves in text-based small-group discussions.* Paper presented at the Graduate Student Research Symposium at the Pennsylvania State University, State College, PA.

Murphy, P. K. (2008, December). *Group discussions as a mechanism for promoting high-level comprehension of text.* Paper presented at the Benchmark School, Philadelphia, PA.

Woods, B. S., & Murphy, P. K. (1996, January). *An analysis of the philosophical roots of constructivism and situated cognition: A reflection on William James.* Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.

Murphy, P. K., & Alexander, P. A. (1996, January). *An exploratory look at teachers' and students' conceptions of knowledge and beliefs: A cross-cultural perspective.* Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.

Murphy, P. K. (1995, January). Conceptual boundaries between knowledge and beliefs and their impact on the learning environment: A classroom teacher perspective. In J. M. Kulikowich (Chair), *Examining multidimensional constructs that influence teaching and learning.* Symposium presented at the Southwest Educational Research Association, Dallas, TX.

Woods, B. S., & Murphy, P. K. (1995, January). Unearthing academic roots: Educators' perceptions of the interrelationship of philosophy, psychology, and education. In J. M. Kulikowich (Chair), *Examining multidimensional constructs that influence teaching and learning.* Symposium presented at the Southwest Educational Research Association, Dallas, TX.

## RECENT WORKSHOPS AND PROFESSIONAL DEVELOPMENT DELIVERY

2017      *Quality Talk: A small-group demonstration.* Taipei, Taiwan.
Funded by Graduate Institute of Library and Information Sciences and the College of Education, National Taiwan Normal University.
    Delivered full-day workshop on implementing Quality Talk in Taiwan.
    (41 attendees)

2017      Conducting Systematic Reviews of Literature: Best Practices. Pretoria, South Africa.
Sponsored by the College of Education, University of Pretoria.
    Delivered 3-hour workshop on conducting reviews of literature to faculty.
    (25 attendees)

2017      *Schools as Enabling Spaces.* Pretoria, South Africa. Co-delivered with L. Ebersöhn & V. Sherman. Funded by the National Research Council and Centre for Resilience.
    Facilitated workshop on building a conceptual framework rooted in education research on Southern Africa. Built Qualtrics system for data input. (30 attendees)

2017      *Quality Talk: Implementation in Second Language Context.* Taipei, Taiwan.
          Funded by Graduate Institute of Library and Information Sciences and the College of
          Education, National Taiwan Normal University.
              Delivered half-day workshop on implementing Quality Talk in Taiwan.
              (125 attendees)

2017      *Quality Talk in Science Classrooms.* Centre County, PA. Co-delivered with
          A. M. Butler & S. Baszczewski. Funded by the National Science Foundation.
              Half-day seminar and professional development workshop for in-service teachers
              participating in the Materials Research Science and Engineering Centers
              (MRSEC) Research Experience for Teachers (RET) summer program.
              (12 attendees)

2016      *Quality Talk Science Summit.* The Pennsylvania State University. Co-delivered with
          J. A. Greene, & A. M. Butler. Funded by the National Science Foundation.
              Half-day seminar and professional development workshop for in-service teachers
              with hands-on demonstrations and materials.
              (28 attendees)

2015      *Quality Talk Professional Development: Science.* Centre County, PA. Co-delivered
2014      A. M. Butler. Funded by the National Science Foundation.
2013          Two-day Quality Talk workshop delivered to participating teachers on how to
              implement Quality Talk in their classroom with supplementary, half-day
              workshops delivered throughout the year. (10-15 attendees each year)

2015      *Quality Talk Professional Development: Language Arts.* Centre County, PA.
2014      Co-delivered with Carla M. Firetto. Funded by Institute of Education Sciences
2013      R305A130031
              Two-day Quality Talk workshop delivered to participating teachers on how to
              implement Quality Talk in their classroom with supplementary, half-day
              workshops delivered throughout the year. (10-15 attendees each year)


**GRANT FUNDING**

Dowd, A. (PI), Oseguera, L., Murphy, P. K., & Johnson, R. M. (Faculty Associate). (2018-23).
        *Collaborative Research: AGEP Transformation Alliance: The InGen2Publish Alliance:*
        *An Intergenerational Networked Community of Culturally Sustaining STEM Education*
        *Researchers*, National Science Foundation, $1,165,090 (Pending).

Omidire, M. F., Scherman, V., Carrion, R. G., Ebersöhn, L., Lampert, J., Murphy, P. K. (Co-PI).
        *A multidisciplinary schools-approach to enable learning, development and wellbeing in*
        *poverty contexts.* Spencer Foundation Conference Proposal, $48,950 (Pending).

Omidire, M. F. (PI)., Ebersöhn, L., & Murphy, P. K. (Senior Researcher). (2018-21). *Primary learners multilingualism intervention: Exploring the utilisation of multiple languages for teaching and learning through Quality Talk.* National Research Foundation, South Africa, R480,000

Murphy, P. K. (PI). (2014-15). *Revisioning Quality Talk for a Taiwanese context.* Penn State College of Education and National Taiwan Normal University, $4,000.

Murphy, P. K. (PI)., Criswell, B. A., Rushton, G., & Green, J. A., (2013-18). *Integrating Quality Talk Professional Development to Enhance Professional Vision and Leadership for STEM Teachers in High-Need Schools.* National Science Foundation, $2,340,411.

Murphy, P. K. (PI)., & Greene, J. A. (2013-18). *Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension.* U.S. Department of Education, Institute of Education Sciences, $1,230,556.

Murphy, P. K. (PI)., & Mason, L. (2012-13). *Promoting Struggling Readers' Comprehension through Critical-Analytic Text Engagement* (Project CATE). Children, Youth, and Family Consortium, Penn State University, $4,980.

Murphy, P. K. (PI)., & Mason, L. (2011-13). *Combining Quality Talk with TWA: A Tier 2 intervention for struggling readers.* Children, Youth, and Family Consortium, Penn State University, $20,000.

Duschl R. A., Liben, L., & Murphy, P. K., (Senior Investigator) et al. (2010). *Learning Sciences Collaborative Consortium.* Social Sciences Research Institute, Pennsylvania State University, $5,000.

Mason, L., & Murphy, P. K. (Faculty Associate). (2005-07). *TWA and PLANS.* U.S. Department of Education, Office of Special Education, $297,739.

Mason, L., Hammer, C., Miller, C., Kulikowich, J. M., Murphy, P. K. (Co-PI), & Sperling, R. (2006-07). A. *Effects of Expository Reading Comprehension and Writing Instruction on Language Outcomes for 4th-Grade Students Who Struggle With Learning.* Children, Youth, and Family Consortium, Penn State University, $4,040.

Marshall, D., Badiali, B., Edmundson, J., Murphy, P. K. (Co-PI), Nolan, J. F., & Zembal-Saul, C. (2006). *A cross-disciplinary investigation of inquiry-oriented pedagogy and its impact on teaching and learning.* Children, Youth, and Family Consortium, Penn State University, $5,000.

Murphy, P. K. (PI)., & Kulikowich, J. M. (2004-06). *Probabilistic reasoning and conceptual change.* Research Initiation Grant, Penn State University, $9,000.

Sperling, R. A., Kulikowich, J. M., Murphy, P. K. (Co-PI)., & Van Meter, P. (2004-05). *Examining the influence of text environments on comprehension and strategic processing*. Children, Youth, and Family Consortium, Penn State University, $14,060.

Wilkinson, I., Murphy, P. K. (Co-PI)., & Soter, A. (2002-06). *Group Discussions as a Mechanism for Promoting High-Level Comprehension of Text*. U.S. Department of Education, Institute of Education Sciences, $786,372.

Murphy, P. K. (PI). (1998). *Reading traditional, linear texts versus nonlinear, hypermedia texts: Exploring the persuasion process in two diverse contexts*. University Seed Grant, The Ohio State University, $9,625.

Townsend, C. D., & Murphy, P. K. (Co-PI). (1993). *The effects of formal ethical leadership instruction*. Office of the Provost Grant for Scholarly and Creative Research, $5,000.

Townsend, C. D., & Murphy, P. K. (Co-PI). (1993). *Honors curriculum development grant in ethical leadership*. Honors Department, Texas A&M University, $1,600.


## GRANT CONSULTANT/ADVISORY BOARD

Centre for Study of Resilience (2017-20). (Advisory Board and Executive Committee). University of Pretoria, Pretoria, South Africa. L. Ebersöhn, Centre Director.

National Science Foundation (2016-21). (Consultant). OISE-1545900: PIRE (Partnerships in International Research and Education): *Translating cognitive and brain science in the laboratory and field to language learning environments*, Kroll, J. (PI)., $5,000,000.

National Science Foundation [#1238599]. (2012-16) (Advisory Board). *Databrary: An open video-based data-sharing system for developmental science*, Adolph, K. (PI)., $2,665,719.


## POSTDOCTORAL and DOCTORAL ADVISORSHIPS
### Postdoctoral
Firetto, C. M. (2013-17). Project: Murphy, P. K. (PI)., & Greene, J. A. (2013-16). *Quality Talk: Developing Students' Discourse to Promote Critical-Analytic Thinking, Epistemic Cognition, and High-Level Comprehension*. U.S. Department of Education, Institute of Education Sciences, $1,230,556. Assistant Professor: Arizona State University.

### Doctoral
Li, M. *Examining the effects of text genre, prior knowledge, and perceived interestingness on students' acquisition of high-level comprehension*. Unpublished doctoral dissertation. University Park, PA: The Pennsylvania State University, College of Education (Completed August 2017). American Institutes of Research, Washington, DC.

Zimmerman, W. *Impact of instructional materials eliciting low and high cognitive load on self-efficacy and demonstrated knowledge.* Unpublished doctoral dissertation. University Park, PA: The Pennsylvania State University, College of Education (Completed May 2015). Assistant Teaching Professor, Department of Statistics, The Pennsylvania State University, University Park, PA.

Andiliou, A. *The effect of an argumentation diagram on the self-evaluation of a creative solution.* Unpublished doctoral dissertation. University Park, PA: The Pennsylvania State University, College of Education (Completed May 2012). Academic Staff Developer, University of Bristol, Cardiff, United Kingdom.

Edwards, M. N. *Teacher epistemic beliefs: The development of a psychometrically sound measure.* Unpublished doctoral dissertation. University Park, PA: The Pennsylvania State University, College of Education (Completed December 2007). Associate Professor, University of Oklahoma, Norman, OK.
- University of Oklahoma, College of Education: Early Career Research Award, 2017
- Over $4 million in research funding from the Institutes of Education Sciences

Zeruth, J. A. *Promoting probabilistic reasoning: The interplay of learner, task, and text.* Unpublished doctoral dissertation. University Park, PA: The Pennsylvania State University, College of Education (Completed August 2008). Western Governor's University.

**COMMITTEE MEMBERSHIP**

**National Professional Societies**

American Educational Research Association
> Chair, Ethics Governing Committee, 2015-18
> Executive Board, 2013-15
> Vice-President, Division C-Learning and Instruction, 2012-15
> Council Member, 2012-15
> Government Relations Committee, Council Liaison, 2012-15
> Vice-President Elect, Division C, 2011
> Secretary, Division C, 2008-11
> Chair, Sylvia Scribner Award Committee, Division C, 2005-07
> Sylvia Scribner Award Committee, Division C, 2002-04
> Section Co-Chair, Division C, Section 5, 2000-01

American Psychological Association, Division 15
> Fellows Selection Committee, 2018-present
> Chair, Membership Committee, 2007-09
> Chair, Graduate Affairs Committee, 2003-06
> Program Chair, 2004-05

**State and Regional Societies and Organizations**
Executive Committee, Southwest Educational Research Association
   Graduate Student Representative, 1995-96


**University-Level**
*Penn State*
Institute for Cyberscience Coordinating Committee, 2016-17
*National Taiwan Normal University* Collaborative, 2015
MRI Steering Committee, 2007-2010
Social Science Research Institute (SSRI), 2007-08
   Strategic Planning Committee, Immigration, migration, and social change
Children, Youth, and Family Consortium, 2002-present
   Connecting Across the Disciplines (CAD Initiative)
   Reading Task Force
   Professional Development School Research Collaborative
Search Committee for Director of SSRI/CYFC, 2007
Center for Rural Education, 2003-15


**College-Level**
*Penn State*
Faculty Search Committee (Science Education), 2017-18
Search Committee for Research Administration: Level 3, 2018
Promotion and Tenure Review Committee, 2016-present
   Co-Chair, 2017-present
Search Committee for Research Administration, 2016
Research Advisory Committee, 2012-13, 2017-present
Faculty Research Initiation Grants Selection Committee, 2010-13
Interim Vision and Design Committee for Educational Psychology, 2010-11
Ad-14 Committee Office of the Dean of the College of Education, 2010
Co-Director, Center for Educational and Developmental Sciences, 2008-11
Strategic Planning Committee, 2008
   Intervention Studies Team, Leader
   Rapid Strategic Planning, Member
Faculty Search Committee (Curriculum and Instruction), 2007-08
Ad-14 Committee Office of the Associate Dean for Graduate Studies, Research, and Faculty
   Development, 2007
D.Ed. and Ph.D. Task Force, 2006-08
Faculty Council, 2003-08
   Past-Chair, 2007-08
   Chair, 2006-07
   Chair Elect, 2005-06
   Chair, Graduate Studies Committee, 2005
   Chair, Ad Hoc Committee on Promotion and Tenure, 2004-06
   Vice-Chair, Graduate Studies Committee, 2004

Dean's Advisory Committee, 2006-07
Faculty Search Committee (Educational Theory and Policy), 2006-07
Faculty Research Task Force, 2005-06

*Ohio State University*
University Teacher Education Council--Middle School Advisory Work Group, 2001


**Departmental/Program-Level**

*Penn State*
Faculty Search Committee (Educational Psychology-Fixed Term), 2017
Faculty Search Committee (Educational Psychology), 2016-17
EdPSY, Assessment Committee, 2015-17
EdPSY, Admissions Committee, 2014-16
EdPSY, Professor-in-Charge, 2010-2011
EdPSY, AdHoc Committee to Address Course Enrollments, 2010
EdPSY, Chair, Graduate Programs Task Force, 2004-06
EdPSY, Chair, Graduate Student Recruitment and Retention Committee, 2004-05
Faculty Search Committee (Ed. Statistics), 2003
EdPSY Graduate Student Selection Committee, 2003, 2004

*Ohio State University*
Task Force on Master's Research Requirements, 2001-02
Faculty Search Committee (Ed. Statistics), 2001-02
Graduate Studies Committee, 1999-00
Faculty Search Committee (Ed. Technology), 2000
Faculty Search Committee (Teacher Ed. and Policy), 1999
Task Force on Faculty Positions, 1999
Task Force on Graduate Student Stipends, 1998