

Curriculum Vitae

Ammon J. Wilcken Ph.D

College of Education, 55-520 Kulanui Street
Brigham Young University- Hawaii
Laie, Hawaii 96762
808-499-5412
ammonwil@gmail.com
Digital Portfolio: <http://movingmotivation.wordpress.com/>

EDUCATION

Michigan State University	Ph.D, Education Psychology and Educational Psychology, 2013 Dissertation Title: The Role of Relationship Quality in Students Engagement and Achievement: A Longitudinal Study. Graduation Date: January 2012
Southern Utah University	M.Ed Literacy Emphasis, 2006
Southern Utah University	BS Elementary Education Major, Social Science Minor, 2003

TEACHING EXPERIENCE (Brigham Young University- Hawaii)

ELED 347 Elementary Math Methods. Instructor of Record Fall 2012-present. The focus of this course is providing pre-service elementary students with chances to learn and apply effective mathematical teaching principles as outlined in the National Council of Teachers of Mathematics and the Common Core State Standards. Elementary math content K-6 is taught within a methodological framework.

ELED 351 Elementary Math Methods. Instructor of Record Fall 2012-present. The focus of this course is providing pre-service elementary students with chances to learn and apply effective mathematical teaching principles as outlined in the National Council of Teachers of Mathematics and the Common Core State Standards. This course covers grades 3-6.

EDU 300 Human Growth and Learning. Instructor of Record Winter 2012-present. Ideas about human learning and development impact many teaching activities, including lesson planning, structuring exercises, and diagnosing learning difficulties. In this course, we will focus on key concepts from educational psychology and related disciplines, such as cognitive and developmental psychology. After this course, you'll understand not only what constitutes typical learning and development, but more importantly, the mechanisms that cause these changes. This course provides information needed for the Praxis II Principles of Learning and Teaching test.

TEACHING EXPERIENCE (Michigan State University)

Capstone Seminar (ED 870 CEP 807, online). Teaching assistant. Summer 2011. Directed and evaluated semester-long project of graduate students, who created individual electronic portfolios to showcase and evaluate their learning during the completion of the Master of Education (MA) degree.

Learning in School and Other Settings (CEP 800, online). Summer 2010. Instructor of record. Masters level course focused on how and why learning occurs across diverse settings and ages. I helped design and teach the course.

Reflections on Learning (TE 150, traditional). Instructor. Spring 2009, Fall 2009, Fall 2010 and Fall 2011. Prepared and delivered lessons using a variety of teaching strategies including groupwork and lecture. I also created the exams, quizzes and assignments for students from the MSU College of Education.

Reflections on Learning (TE 150, traditional). Grader. Fall 2008. Assisted with classroom activities, including groupwork, grading essays, exams and quizzes for students in MSU College of Education.

Reflections on Learning (TE 150, online). Instructor of record. Spring 2010. Taught an online version of foundational educational psychology principles.

Teaching K-12 Students Online (CEP 820, online). Spring 2011. Instructor of record. Masters level course teaching students how to create online learning modules within a Course Management System (CMS). Key instruction based on using affordances of technology to support curriculum-based learning objectives.

Current Issues in Motivation and Learning (CEP 910, hybrid). Fall 2011. Teaching Assistant. Doctoral level course. Interactive design of this course allowed for online students to experience the class as similarly as possible to the face-to-face students. Cooperative learning techniques were employed in every class session. I was responsible for grading, guiding discussion groups and updating the course webpage.

TEACHING EXPERIENCE (Public Schools 6-years)

4th grade teacher Parowan Elementary (2002-2003). Intern and full-time teacher. This year served as my student teaching but also allowed me to work alone with my own class for the full year. I was responsible for teaching all aspects of the core curriculum.

4th grade teacher South Elementary (2004-2008). Full-time teacher. For five years I worked to help all my elementary students succeed. I loved being involved in the daily successes and challenges of my students. I served as the technology specialist and technology committee chairperson for the school focusing on helping all teachers use technology to facilitate learning. My classes achieved adequate yearly progress each of my years as a teacher. I also served on the district math committee.

Kindergarten-3rd Grade (2010-2013). Learning Coach. My son and daughter have attended a virtual, public charter school. I have been involved daily with their curriculum, instruction, assessment and motivation. This has provided me an in-depth experience dealing with early literacy, phonics, math, science, and social studies and other aspects of early school education. This has enhanced the breadth of my teaching experience.

RESEARCH INTERESTS

Broadly speaking I am interested in student engagement and motivation to learn and how social-contextual factors influence learning. Specifically I have explored how teacher-student relationships and peer relationships affect student engagement. I have pursued these questions with two studies.

My practicum study examined these issues with data from 100 2nd and 5th grade students and their teachers. Results indicated the damaging nature of teacher-student conflict on both student engagement as well as peer relationship quality. This study is currently in preparation for publication.

My dissertation expands on my early research by gathering data from over 500 2nd-8th grade students for two school years. This multi-rater, longitudinal design again focused on teacher-student relationship quality and student engagement. Specifically I am examining this data to learn more about the stability of relationships and engagement over time. The longitudinal design, ambitious size and breadth of this work have been particularly helpful in addressing methodological limitations that have persisted in the study of teacher student relationships and student engagement.

RESEARCH ASSISTANTSHIPS

Roseth Lab. Fairness and Conflict. Fall 2008-Summer 2009. Two projects were the focus of my time in this lab. Preschool and elementary students participated in an experimentally induced equity/inequity situation. I participated in the planning and revising of the experiment, running the experiment, and helping to code the data. The second project captured over 200 natural conflicts in urban preschools on video. We worked to gather and then code the data to determine the impact of teacher interventions on natural conflict resolution. Peer preference among preschool students was also gathered using sociometric methods

PROFESSIONAL CONFERENCES/PUBLICATIONS

- Wilcken, A.J., & Roseth, C. J. (2013, July). *The role of relationship quality and relatedness to teachers in engagement and achievement in elementary and middle school: A longitudinal study*. Paper presented at the International Social Psychology in the Classroom Conference. Auckland, NZ.
- Wilcken, A.J., & Roseth, C.J. (2011, April). *The role of peer and teacher relatedness in children's academic engagement*. Poster session presented at the biennial meeting of the Society of Research in Child Development, Montreal, QU.
- Roseth, C.J., Fedor, M.C., Thelamour, B., & Wilcken, A. J. (October, 2009). The development of children's inequality aversion. Poster accepted for presentation at *Cognitive Development Society's (CDS) Biennial Meeting*, San Antonio, TX.

HONORS

- Graduated Summa Cum Laude with Highest GPA in College of Education (2003). Southern Utah University
- Named Outstanding Scholar College of Education (2003) Southern Utah University

FELLOWSHIPS/SCHOLARSHIPS

- Presentation Travel Fellowship (2011) Michigan State University (\$400)
- Dissertation Completion Grant (2011) Michigan State University (\$2000)
- Dissertation Completion Fellowship (2011) Michigan State University (\$1175)
- Rumsey-Monson Scholarship (2009, 2010) Awarded by the Church Educational System of the Church of Jesus Christ of Latter Day Saints (\$1000)
- Summer Research Development Fellowship (2008) Michigan State University (\$5000)
- University Support Fellowship (2008) Michigan State University (\$3000)
- Full Tuition Four-Year Sterling Scholar Scholarship 1997-2003 Southern Utah University

SERVICE

Research Apprenticeship Committee member Educational Psychology, (Fall 2011)

Student mentor member of committee for Doctoral Student, Molly Frendo

Graduate Student Judge. University Undergraduate Research and Arts Forum (2011)

Institute of Religion Teacher. LDS Institute of Religion in Lansing, Mi (Spring and Summer, 2011)

School Improvement Committee Member. Michigan Virtual Charter Academy (2010-2011)

Invited to apply as a School Board Member of the Michigan Virtual Charter Academy (2011-2012)

Curriculum Committee member Hawaii Technology Academy (2013)

Faculty Advisory Committee member Brigham Young University- Hawaii (Fall 2013-present)