

HOLLY L. KLEE

College of Education & Human Development
George Mason University
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EDUCATION

Ph.D. Education, Specialization in Educational Psychology
Secondary Emphasis in Research Methods
George Mason University, 2018

Dissertation Title: *A Multilevel Mediation Model of Control-Value Theory to Predict
College Students' Mathematics Anxiety*
Dissertation Chair: Michelle M. Buehl

M.S. Educational Psychology
Concentration in Learning, Cognition, and Motivation
George Mason University, 2012

Thesis Title: *Impact of IQ Discrepancy on Executive Function in High-Functioning
Autism: A Validation Study*
Thesis Advisor: M. Layne Kalbfleisch

B.A. Political Science with Departmental and University Honors
Double Minor in Statistics & International Studies
University of Denver, 2010

Honors Thesis: *Are Campaigns Harming Voters? Examining the Effects of Electoral
College Campaign Strategy* (Awarded high pass)
Thesis Advisor: Seth Masket

HONORS, AWARDS, and RECOGNITIONS

Adjunct Teaching Excellence Award, George Mason University, 2020
Career Connection Faculty Award Nominee, College of Education and Human Development,
George Mason University, 2019
Outstanding Dissertation Award, College of Education and Human Development, George Mason
University, 2018
American Psychological Association Division 15 [Educational Psychology] Graduate Student
Poster Award Nominee, 2016 and 2017
American Psychological Association Division 15 [Educational Psychology] Graduate Student
Seminar Participant, 2016

FUNDING

Seed Grant, College of Education and Human Development, George Mason University, 2020
 Academic Program Innovation Grant, College of Education and Human Development, George Mason University, 2020

Dissertation Research Fellowship Award, 2017

Doctoral Fellowship, George Mason University, 2012-2013, 2015-2016, 2016-2017, 2017-2018

Graduate Student Travel Fund, George Mason University, 2014, 2015, 2017, 2018

Susie Ross Berry Scholarship for Academic and Creative Experience, University of Denver, 2008-2009, 2009-2010

Partners in Scholarship (PinS) Student Scholar Travel Fund, University of Denver, 2009

RESEARCH EXPERIENCE

Summer 2019 – Present **George Mason University** **Survey & Data Coordinator**

Accreditation and External Reporting. Responsible for overseeing college-wide surveys, including development, distribution, and reporting. Responsible for overseeing annual review of data for program improvement, including collecting, analyzing, and reporting on a variety of data sources as well as working with programs in their review of the data.

Summer 2018 **George Mason University** **Grant Consultant**

Adaptive Teaching Grant Proposal. Consulted on proposed multilevel models, including mediation and moderation. Assisted in developing research design and data collection plan. Drafted the data analysis plan.

Fall 2017 – 2018 **George Mason University** **Graduate Research Assistant**

Motivation Research with Dr. Michelle Buehl. Assist in data analysis, conduct relevant literature reviews, and complete other responsibilities as applicable. Research centers on the role of student and teacher beliefs in learning and motivation.

Spring 2016 – Spring 2018 **George Mason University** **Research Team Member**

Motivation, Engagement, and Epistemic Beliefs Research Group. Contribute to conceptualization of study, literature reviews, data collection and analysis, presentation and publication, and other aspects as applicable. Research centers on the impact of learning context, including epistemic climate and beliefs, on student engagement and performance.

Fall 2016 – 2018 **George Mason University** **Graduate Research Assistant**

Quantitative Research with Dr. Angela Miller. Assist in quantitative data analysis (including multilevel models, multiple regression, latent group analysis, multidimensional scaling, cluster analysis), conduct relevant literature reviews, and complete other responsibilities as applicable. Research centers on the impact of context of learning on student motivation outcomes.

Fall 2016 – 2017 **George Mason University** **Graduate Research Assistant**

Accreditation and External Reporting with Adrienne Sullivan. Served on task forces for Unit Assessment System and Program Impact/Follow-up Surveys. Collected, analyzed,

and reported primarily quantitative college-wide data to aid in assessment and data-driven decision-making. Assisted in on-going accreditation activities, including transition to CAEP standards. Aided in external reporting requirements.

Fall 2011 – 2016 **George Mason University** **Graduate Research Assistant**
Accreditation and Program Improvement with Dr. C. Stephen White. Assisted in on-going accreditation activities, including NCATE review and transition to CAEP standards. Aided in external reporting requirements. Worked on professional development/capacity building with faculty and program leaders.
Unit Assessment System with Dr. C. Stephen White and Dr. Scott Bauer. Served on task forces for Unit Assessment System and Program Impact/Follow-up Surveys. Collected, analyzed, and reported primarily quantitative college-wide data to aid in assessment and data-driven decision-making. Assisted with revisions to reporting framework.
Teacher Education Research with Dr. C. Stephen White and Dr. Rebecca Fox. Assisted in qualitative data collection, primarily coding of reflections related to teacher professional development and portfolio assessment. Conducted, transcribed, and coded interview data. Discussed analysis with principal investigators.

Spring 2011 **George Mason University** **Intern**
KIDLAB, Education Neuroscience Lab with Dr. M. Layne Kalbfleisch. Worked in research lab focused on neurological study of twice-exceptionality. Communicated with participants, managed files, administered and scored assessments. Participated in data collection and preliminary analysis.

Fall 2010 – 2011 **BrainLine & Brain Injury Services, Inc.** **Senior Research Assistant**
Traumatic Brain Injury Research with Theresa Rankin. Assisted in on-going research, community education, and advocacy activities related to traumatic brain injury. Networked and coordinated partnerships with federal and civil agencies.

TEACHING EXPERIENCES

Summer 2019 – Present **George Mason University** **Assistant Professor**
 Teaching a four course load over 12-month period. Courses include *EDRS 590: Education Research*, *EDRS 620: Quantitative Inquiry in Education*, as well as new courses in development.

Fall 2018 – Spring 2019 **George Mason University** **Adjunct Instructor**
EDRS 620: Quantitative Inquiry in Education (SP 2017). Instructing 34 students in two sections, designing and grading assignments and assessments, and conducting office hours.
EDRS 531: Educational & Psychological Measurement (FA 2018). Instructed 12 students, reviewing drafts and mentoring students in developing their final measurement studies, designing and grading assignments and assessments, and conducting office hours.
EDRS 590: Education Research (FA 2018). Instructed 21 students, conducting one-on-one meetings and periodic checkpoints to mentor students in developing their final research proposals, designing and grading assignments and assessments, and conducting office hours.

Fall 2016 - Spring 2018 **George Mason University** **Graduate Lecturer**
EDEP 551: Principles of Learner Motivation (SP 2018). Instructed 23 students, designed and graded assignments and assessments, and conduct office hours.
EDEP 550: Theories of Learning and Cognition (FA 2017). Instructed 21 students, designed and graded assignments and assessments, and conducted office hours.
EDRS 590: Education Research (SUr 2017). Instructed 19 students, conducted one-on-one meetings and periodic checkpoints to mentor students in developing their final research proposals, designed and graded assignments and assessments.
EDRS 620: Quantitative Inquiry in Education (SP 2017). Instructed 24 students, designed and graded assignments and assessments, and conducted office hours.
COMM 101: Interpersonal and Group Interaction (FA 2016). Instructed 27 students, designed course activities to apply course concepts and engage in discussion with classmates, graded assignments and assessments, and conducted office hours.

Spring 2014 – 2018 **George Mason University** **Invited Lecturer**
EDRS 821: Advanced Applications of Quantitative Methods (FA16). Conducted lecture, facilitated class discussion, and supervised lab on mediation.
EDUC 800: Ways of Knowing (SP14 & FA15). Conducted lectures and facilitated class discussions on Descartes.

Spring 2014 – 2018 **George Mason University** **Tutor**
EDRS 811: Quantitative Methods in Educational Research. Topics include t-tests, ANOVA, repeated measures, ANCOVA, simple regression, and multiple regression.
EDRS 821: Advanced Applications of Quantitative Methods. Topics include multiple regression, mediation, moderation, logistic regression, multivariate analysis, discriminant analysis, exploratory factor analysis, and cluster analysis.
EDRS 831: Structural Equation Modeling. Topics include confirmatory factor analysis, path analysis, and full structural equation models.

Fall 2014 **George Mason University** **Teaching Assistant**
Internship in Teaching Quantitative Methods. Teaching Assistant for EDRS 811: Quantitative Methods in Educational Research and EDRS 821: Advanced Applications of Quantitative Methods. Assisted in revising assessments, including homework and tests. Assisted in grading homework. Conducted office hours. Responded to student emails. Conducted lectures on mediation and cluster analysis.

Fall 2004 – 2010 **Private Tutoring** **K-12 Tutor**
Math (Primarily Algebra), English (Primarily Writing), Chemistry, Test Prep, Study Skills, Summer Bridge. Met with students to review material and guide related practice. Assessed student progress, wrote progress reports for parents, gave academic advice as requested.

Fall 2006 – 2007 **San Diego County Schools** **Teaching Assistant, Grader**
AP English Language. Assisted teacher in class with writing workshops, handouts, study time. Graded essays, short answer work.

PUBLICATIONS

Klee, H. L., Buehl, M. M., & Miller, A. D. (2021). Strategies for alleviating students' math anxiety: Control-value theory in practice. *Theory Into Practice*, Online Pre-Print. doi: 10.1080/00405841.2021.1932157

List, A., Brante, E. W., & Klee, H. L. (2020). A framework of pre-service teachers' beliefs about digital literacy. *Computers & Education*, 148, 103788. doi: 10.1016/j.compedu.2019.103788

Klee, H. L., & Miller, A. D. (2019). Moving up! Or down? Mathematics anxiety in the transition from elementary school to junior high. *The Journal of Early Adolescence*, 39, 1311-1336. doi: 10.1177/0272431618825358

Under review

Klee, H. L., Miller, A. D., & Buehl, M. Mathematics self-efficacy, self-concept, and anxiety: A multidimensional scaling approach. *Status*: Under revision for *The Journal of Experimental Education*.

Works in Progress

Klee, H. L. Control-value theory: Integrating evidence from mathematics education and educational psychology to understand mathematics anxiety. *Status*: Under revision for new outlet.

Klee, H. L. A multilevel mediation model of control-value theory predicting community college students' mathematics anxiety. *Status*: Manuscript in preparation.

PRESENTATIONS**National Peer-Reviewed Conferences**

Klee, H. L., Buehl, M., & Miller, A. D. (2019, April). *Multilevel mediation model of control-value theory predicting community college students' trait- and state-based mathematics anxiety*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, ON.

Klee, H. L. (2018, April). *Influence of classroom environment perceptions and control-value appraisals on community college students' mathematics anxiety*. Paper presented at the American Educational Research Association Annual Meeting, New York City, NY.

Klee, H. L. (2017, August). *Control-value model of mathematics anxiety antecedents: A literature review*. Paper presented at the American Psychological Association Annual Meeting, Washington, DC. (Nominated for American Psychological Association Division 15 Graduate Student Poster Award).

Klee, H. L. & Miller, A. D. (2017, August). *Exploring distinctiveness of mathematics self-efficacy measures: Multidimensional scaling*. Paper presented at the American Psychological Association Annual Meeting, Washington, DC.

Klee, H. L., & Miller, A. D. (2017, April). *Moving up! Or down? Mathematics anxiety in the transition from elementary school to junior high*. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

Klee, H. L. (2016, August). *Mathematics self-efficacy, self-concept, and anxiety: A multidimensional approach*. Paper presented at the American Psychological Association Annual Meeting, Denver, CO. (Nominated for American Psychological Association Division 15 Graduate Student Poster Award).

Klee, H. L. (2016, August). *Predicting student achievement with expectations, utility-value, and teacher self-efficacy*. Paper presented at the American Psychological Association Annual Meeting, Denver, CO.

Bland, L., Marsh, S., & Klee, H. L. (2015, April). *One college's system to meet accreditation requirements: Examining the use of data-driven decision-making for continuous improvement*. Paper presented at American Educational Research Association Annual Meeting, Chicago, IL.

Fox, R. K., White, C. S., Klee, H., Merz, S. A., & Tian, J. (2014, April). *Examining the characteristics of obstacles, hurdles, and adaptability through the portfolio reflections of experienced teachers*. Paper presented at American Educational Research Association Annual Meeting, Philadelphia, PA.

Regional Conferences

Klee, H. L., Marsh, S., & Bland, L. (2014, March). *An open floor: Stakeholder perspectives in the evaluation of a Unit Assessment System*. Paper presented at Virginia Association of Colleges for Teacher Education Spring Conference, Lynchburg, VA.

University Presentations

Klee, H. L., & Miller, A. D. (2017, March). *Moving up! Or down? Mathematics anxiety in the transition from elementary school to junior high*. Paper presented at the Graduate Colloquium, George Mason University, Fairfax, VA.

Klee, H. L. (2016, April). *Mathematics self-efficacy, self-concept, and anxiety: A multidimensional approach*. Paper presented at the Student Research Symposium, George Mason University, Fairfax, VA.

Klee, H. L. (2016, March). *Predicting student achievement with expectations, utility-value, and teacher self-efficacy*. Paper presented at the Graduate Colloquium, George Mason University, Fairfax, VA.

SERVICE**National Service**

Ad Hoc Reviewer, *Journal of Engineering Education*, Fall 2018 - present

Ad Hoc Reviewer, *The Journal of Experimental Education*, Fall 2018 - present

Ad Hoc Student Reviewer, *The Journal of Experimental Education*, Spring 2018

Ad Hoc Student Reviewer, *Motivation and Emotion*, Spring 2018

Student Member, Graduate Student Affairs Committee, American Psychological Association,
Division 15 [Educational Psychology], Aug 2016 - 2018

Ad Hoc Reviewer, *Journal of Numerical Cognition*, Fall 2016

Reviewer, American Educational Research Association Annual Meeting

Division C [Learning & Instruction] Section 2a [Cognitive and Motivational Processes],
2015, 2018

Motivation Special Interest Group, 2017, 2018, 2019

Reviewer, American Psychological Association Annual Convention

Division 15 [Educational Psychology], 2016, 2017, 2018

University Service

Adjunct Teaching Excellence Award Selection Committee, George Mason University, Spring
2021

Student Interviewer for PhD in Education Admissions, George Mason University, Fall 2013 -
2018

Task Force/Committee Member, Unit Assessment System/CAEP Standard 5, Summer 2011 -
Summer 2017

Task Force/Committee Member, Program Impact/Follow-up Surveys/CAEP Standard 4, Summer
2011 - Summer 2017

PROFESSIONAL ASSOCIATIONS

American Educational Research Association, Division C [Learning & Instruction]

American Educational Research Association, Motivation in Education Special Interest Group

American Educational Research Association, Teaching Educational Psychology Special Interest
Group

American Psychological Association, Division 15 [Educational Psychology]