

Curriculum Vitae

MICHAEL J. MCGUIRE, PH.D.

Washburn University
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Education

Post-Graduate: Northern Michigan University (2000-2002)
Post-Doctoral Teaching Fellow

Graduate: Texas Tech University (1995-2000)
Experimental Psychology (Emphasis in Cognitive Psychology)
Ph.D., May 2000

Idaho State University (1993-1995)
Experimental Psychology
M.S., May 1995

Undergraduate: Wabash College (1989-1993)
Psychology Major, Theatre Minor
B.A., May 1993

Teaching Experience

Washburn University
(Fall 2002 – present):

Honors First Year Experience: 1 section
Freshman Honors Seminar: 1 section
Cognition: 3 sections
Cognition (Online): 7 sections
General Psychology: 16 sections
Principles of Learning: 6 sections
Principles of Learning (Online): 2 sections
Introductory Psychology Lab: 28 sections
Intermediate Statistics (Graduate Level): 12 sections

Northern Michigan University
(Fall 2000 – Summer 2002):

Advanced Learning: 1 section

Cognition with a Lab: 2 sections
History of Psychology (*Online*): 1 section
Lifespan Developmental Psychology: 1 section
Psychology of Gender: 1 section
Social Psychology: 1 section
Sensation & Perception: 1 section
Statistics with a Lab: 2 sections

Texas Tech University

(Fall 1995 – Spring 2003):

General Psychology: 4 sections
Physiological Psychology: 2 sections
Research Methods: 2 sections

Research & Scholarship

Manuscripts

McGuire, M. J. & MacDonald, P. M. (2009). Relation of early testing and incentive on quiz performance in introductory psychology. *Journal of Instructional Psychology*. [Peer reviewed]

Dinkel, S., Patzel, B., & **McGuire, M. J.** (2007). Measures of homophobia among nursing students and faculty: A midwestern perspective. *International Journal of Nursing Education Scholarship*, 4 (1), 1 - 12. [Peer reviewed]

Maki, R. H. & **McGuire, M. J.** (2002). Metacognition for text: Findings and implications for education. In T. Perfect & B. Schwartz (Eds.), *Applied Metacognition*. Cambridge. [Invited]

McGuire, M. J. & Maki, R. H. (2001). When knowing more means less: The effect of fan on metamemory judgments. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 27, 1172 – 1179. [Peer reviewed]

McGuire, M. J. Metamemory for exam performance: Global and relative indices of metamemory accuracy. Will be submitted to *Quarterly Journal of Experimental Psychology* – Peer reviewed journal.

Research in Progress

McGuire, M. J. The role of framing in mediating JOLs: a test of the forgetting-notion hypothesis. *Manuscript in preparation.*

Presentations at Conferences

McGuire, M. J. (2011, October). Lessons from the *Art of Memory* and more: How to make an ordinary memory extraordinary. Invited lecture presented the 30th annual Psychology and Education Research in Kansas (PERK), Hays, KS.

McGuire, M. J. (2008, August). The Quality REACHE rubric: Effects on course evaluations and student learning. Paper presented at the 9th Annual Summer Institute on Distance Learning and Instructional Technology (SIDLIT), Overland Park, KS.

Peterson, T. & **McGuire, M. J.** (2007, August). Quality REACHE Redux. Paper presented at the 8th Annual Summer Institute on Distance Learning and Instructional Technology (SIDLIT), Overland Park, KS.

McGuire, M. J., Patton, C. E., Moreland, S. M. (2006, November). To recall or to forget: Which is the better JOL query? Poster presented at the 47th annual meeting of the Psychonomic Society, Houston, TX.

McGuire, M. J., Meinecke, G. R. S., Patton, C. E., Burrell, A. M. (2005, November). The effect of perceived and actual retention intervals on Judgments-of-Learning (JOLs). Poster presented at the 46th annual meeting of the Psychonomic Society, Toronto, Ontario, Canada.

McGuire, M. J., Bass, H., Bren, J., Hudson, D. & Seablom, K. (2002, March). Perceived versus actual delayed judgments of learning for fan concepts: A test of metamemory models. Paper presented at the 34th Meeting of the Michigan Academy of Science, Arts, and Letters, Mt. Pleasant, MI.

Maki, R. H., Holder, E. W., & **McGuire, M. J.** (2001, November). Metamemory of text: A test of the optimum effort hypothesis. Paper presented at the 42nd annual meeting of the Psychonomic Society, Orlando, FL.

Borts, P., Tobin, J., LaCasse, J., & **McGuire, M.J.** (2001, March). Metamemory judgments and exam performance as a function of question type and content area. Paper presented at the 33rd Meeting of the Michigan Academy of Science, Arts, and Letters, Dearborn, MI.

McGuire, M. J. & Maki, R.H. (2000, November). A direct test of accessibility versus competition hypotheses of metamemory judgments. Poster presented at the 41st meeting of the Psychonomic Society, New Orleans, LA.

McGuire, M. J. & Maki, R.H. (1999, November). The influence of a diminished fan effect on metamemory judgments. Poster presented at the 40th meeting of the Psychonomic Society, Los Angeles, CA.

McGuire, M. J. & Maki, R. H. (1998, November). The effect of fan on metamemory judgments. Poster presented at the 39th meeting of the Psychonomic Society, Dallas, TX.

Departmental Colloquia

Northern Michigan University, Psychology Colloquium. When Knowing More Means Predicting Less. Marquette, MI, October 2000.

Texas Tech University, Second-Year Project Presentations-Psychology Colloquium. Factors Affecting Inferences During Comprehension of Short Narratives. Lubbock, TX, April 1997.

Texas Tech University, Applied Cognition Colloquium. Interference and Metamemory Judgments. Lubbock, TX, October 1999.

Washburn University Student-Directed Research Presentations

Listed in reverse chronological order

Appleton, K. F. (2009, April). Learning through interactive quizzes, digital games versus text material: An empirical study. Paper presented at the 7th annual Apeiron, Washburn University.

Guffey, A. L. (2009, April). Mitigating deception in negotiation. Poster presented at the 7th annual Apeiron, Washburn University.

Lueth, C. L. (2009, April). Factors influencing decision making of battered women's choices for staying in or leaving violent relationships. Paper presented at the 7th annual Apeiron, Washburn University.

Yu, C. W. (2009, April). Review of video games and learning: Guidelines for educational game design. Poster presented at the 7th annual Apeiron, Washburn University.

- Ferrer, M. M. (2009, March). No child left behind and education quality: A review of research. Poster presented at the 29th annual Great Plains Students' Psychology Convention, University of Nebraska at Kearney.
- Allen, J. P. (2008). Personality predictors of academic success. Master's thesis.
- Ard, A. D. (2008, April). A review of research concerned with improving communication skills among children with autism. Paper presented at the 6th annual Apeiron, Washburn University.
- Mantis, K. (2007). Images and music as a means of enhancing the persuasive effect of message-elicited affect. Master's thesis.
- Carrigan, R. C. (2007, April). Uncontrollability and inescapability: Causes and preventions of learned helplessness. Paper presented at the 5th annual Apeiron, Washburn University.
- Appleton, K. F. (2007, April). Digital Educators: A literature review of digital game-based learning for students. Paper presented at the 5th annual Apeiron, Washburn University.
- Meinecke, G., Moreland, S., & Patton, C. (2006, May). The effects of timing delays and instructional framing on judgments of learning (JOLs). Poster presented at the 78th Annual meeting of the Midwestern Psychological Association.
- Diehl, L. W. (2006). Mock jurors' attributions of victim responsibility in rape cases. Master's thesis.
- Moreland, S. G. & Patton, C. E. (2006, April). Judgments of learning versus judgments of forgetting. Paper presented at the 4th annual Apeiron, Washburn University.
- Meyer, C. (2005, April). The effects of divided attention on time and event-based prospective memory. Poster presented at the 4th annual Apeiron, Washburn University.
- Scott, K. (2005, April). The effect of interactive imagery on recall and judgments of learning (JOLs). Paper presented at the 3rd annual Apeiron, Washburn University.
- Meinecke, G. R. & Burrell, A. M. (2005, March). How well can students predict future test performance? Paper presented at the 25th annual Great Plains Student Psychology Convention.
- Meinecke, G. R., Burrell, A. M., & Moritz, C. E. (2005, April). How well can students predict future test performance? Poster presented at the 3rd annual Apeiron, Washburn University.

- Burrell, A. & Landis, B. (2004, March). The effect of time on test on judgments of learning for paired associates. Paper presented at the 24th annual Great Plains Student Psychology Convention.
- Scott, K. & Hilberg, L. (2004, March). The effect of interactive imagery on recall and judgments of learning. Paper presented at the 24th annual Great Plains Student Psychology Convention.
- Burrell, A. (2004, April). Year in school's effect on metacognitive accuracy. Poster presented at the 2nd annual Apeiron, Washburn University.
- Landis, B. (2004, April). The effect of time on test of judgments of learning for paired associates. Poster presented at the 2nd annual Apeiron, Washburn University.
- Meyer, C. (2004, April). Literature review of factors affecting judgments of learning. Poster presented at the 2nd annual Apeiron, Washburn University.

Unpublished Manuscripts

- McGuire, M. J.** (2000). The effect of associative interference on predicting future memory performance. Dissertation, Texas Tech University.
- McGuire, M. J.** (1997). Making the connection: The role of anaphoric and causal processes in comprehending short narratives. Second Year Project in Doctoral Program, Texas Tech University.
- McGuire, M. J.** (1995). Comparison of the informational helplessness model vs. the original model of learned helplessness. Master=s Thesis, Idaho State University.

Professional Experience

- Fall 2009 – Present Dean, University Honors Program
Faculty IT Advisory Committee
- Spring 2008 – Fall 2008 **Associate Professor (Promotion received Fall 2008)**, Washburn University
Faculty Senator
Co-Chair of the Faculty Affairs Committee
Faculty Development Steering Committee Member
IRB reviewer
Employee Wellness Committee Member

- Library Committee Member (departmental representative)
 Bachelor of Integrated Studies committee member
 Learning Management System (ad hoc) Committee Member
 Learning Management System Implementation (ad hoc) Committee Member
- Fall 2002 – Spr 2008 **Assistant Professor**, Washburn University
- Instructional Designer Search Committee Member (Spring 2008)
 CAS Summer Advising Team Member (2006, 2007, 2008)
 Online Education Coordinator Search Committee (Spring 2007)
 Academic Advising Search Committee Member (Spring 2006)
 Assessment Liaison (began Fall 2007)
 Employee Wellness Committee Member (began Summer 2006)
 Faculty Senate (AY05-06)
 Interdisciplinary Studies Committee Member (AY04-06)
- 2000-Summer 2002 **Postdoctoral Teaching Fellow**, Northern Michigan University. Taught several different courses, established research laboratory, and coordinated undergraduate research groups. Harry A. Whitaker, Ph.D., Sponsor
- 1998-2000 **Research Assistant**, Half-time: Texas Tech University. Assisted in researching metacognitive-related issues, maintained research laboratory, and coordinated undergraduate research groups. Supervised by Ruth H. Maki, Ph.D.
- 1996-1998 **Teaching Assistant**, Half-time: General Psychology, Research Methods, and Physiological Psychology.
- 1995-1996 **Teaching Assistant**, Quarter-time: General Psychology at Texas Tech University.
- 1995-1997 **Research Assistant**: Involved investigating the role of anaphors in text comprehension. Supervised by Jason E. Albrecht, Ph.D. at Texas Tech University.
- 1993-1995. **Clinical Assistant**, Half-time: Involved working with disadvantaged children. Supervised by Mark Roberts, Ph.D. at Idaho State University.

Awards and Honors

2009. Appointed to Dean, University Honors Program (Fall 2009)
2008. Promoted to Associate Professor

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