

Curriculum Vitae

Dr. CLAIRE W. LYONS

SUMMARY OF QUALIFICATIONS AND EDUCATIONAL RECORD

Bachelor of Arts Moderatorship in Psychology and Sociology

Trinity College, University of Dublin, Ireland, 1991.

Ph. D. Psychology

The Queen's University, Belfast, Northern Ireland, 1994.

Certificate in Counselling Skills

National University of Ireland, Maynooth, 2005.

Masters in Humanistic and Integrative Psychotherapy

University of Limerick, Ireland, 2009.

PROFESSIONAL EXPERIENCE

Aug 2012 to date. Professor, Department of Psychology, James Madison University, Virginia.

Areas of teaching: Developmental Psychology

Sept 2007 to Aug 2012. Principal Lecturer & Head, Department of Learning, Society, and Religious Education Mary Immaculate College, University of Limerick, Ireland.

1995 to 2007. Lecturer in Developmental Psychology in the Department of Education. Mary Immaculate College, University of Limerick, Ireland.

Jan - June 1999. Visiting Professor of Education at Longwood College (now Longwood University), Farmville, Virginia, U.S.A.

1994 – 1995. Educational Research Centre, Dublin, Ireland.

Post-doctoral Research Assistant.

PROFESSIONAL AWARDS AND NOMINATIONS

- Provost's Award for Departmental Advising in 2019
- General Education Distinguished Teacher Award from James Madison University in 2018.
- Nominated for:
 - Madison Vision in Teaching Award in 2018 by students at James Madison University. As a consequence, I was invited by the Student Government Association to be the Faculty Speaker at the 2018 University Commencement ceremony.
 - Goodman Faculty Award in 2015.

RESEARCH ACTIVITIES

Effective teaching in the very large classroom
Social and emotional development in emerging adulthood.

SELECTED SERVICE

Since joining the faculty at James Madison University, I have served the university as follows:

- Chair General Education Council (2021-2025)
- Department of Psychology, Personnel Advisory Committee (2020)
- Faculty advisor for the student organization Psychology Club (2013 – 2023)
- Chair, General Education Distinguished Teacher Award Committee (2019)

PROFESSIONAL MEMBERSHIPS

Member of the American Psychological Association.

Member of the Society for Teaching of Psychology.

Member of the Society for the Study of Emerging Adulthood (co-chair of Topic network on Study Abroad).

Publications

Peer Reviewed

Lyons, C.W. & Kondrad, R.L. (2021) Small screen, big class: Learning in a large online introductory Lifespan Development Course In J. Cerniak, M. S. Wong, & L. H. Rosen (Eds.), *Teaching psychology online* (pp. 49-60). Society for the Teaching of Psychology. <http://teachpsych.org/ebooks/teachpsychonline>

Lyons, C.W. & Young, J. Taft (2021) Student-centered teaching for equity and inclusion in very large multidisciplinary classes. In R. Kumar & B. Refaei (Ed.s) *Equity and Inclusion in Higher Education Strategies for Teaching*. Cincinnati University Press, pp.30-40. (see <https://ucincinnati.uc.edu/9781947602991/equity-and-inclusion-in-higher-education/>)

Chan, K. & Lyons, C.W. & Kon, L. & Stine, K. & Manley, M. & Crossley, A. (2020). Effect of on-screen text on multimedia learning with native and foreign-accented narration. *Learning and Instruction*, 67. <https://doi.org/10.1016/j.learninstruc.2020.101305>.

Lyons, C.W. (2018) *From birth to late adulthood: An introduction to lifespan development*. San Diego: Cognella Academic Publishing.

Lyons, C.W. (2017) *Lifespan development*, preliminary edition. San Diego: Cognella Academic Publishing.

Lyons, C.W. (2015). Applying the developmental perspective of emerging adulthood to understanding identity development of diverse college students. In O'Donnell, A., *The inclusion delusion? Reflection on democracy, ethos and education*. Switzerland: Peter Lang.

Lyons, C.W. (2014) "I don't really have time to think do I feel happy or sad?": the role of self-awareness as a change mechanism in stress management interventions. In Gates, G., S. (Ed), *Mindfulness for educational practice*. Charlotte, N.C.: Information Age Publishing. (As part of the Research on Stress and

Coping in Education series. Series editors G.S. Gates, W.H. Gmelch & C. Schwarzer. See <http://www.infoagepub.com/products/Mindfulness-for-Educational-Practice>)

Lyons, C.W. & Higgins, A. (2014). The role of emotions and interpersonal relationships in educational reform: a behavior management case study. In Zandvliet, D., den Brok, P., Mainhard, T. & van Tartwijk, J. (Eds.), *Interpersonal relationships in education: from theory to practice*. Rotterdam, The Netherlands: Sense Publishers. (Advances in Learning Environments series, Vol 5.), pp 111-132.

Lyons, C.W. (2012). Developmental appropriate practice in college instruction: Lessons from emerging adulthood. In J. Holmes, S.C. Baker, & J. R. Stowell (Eds.), *Essays from e-xcellence in teaching* (Vol. 12, pp.51-54). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/eit2012/index.php>

Lyons, C.W. (2012). Teaching the self: emotions and behavior in the classroom. In P. Kieran & T.G. Grenham (Eds.), *New educational horizons in contemporary ireland: trends and challenges* (pp. 93-114). Switzerland: Peter Lang.

Lyons, C.W. (2008). Using research as a tool to understand behaviour. *Learn: Journal of the Irish Learning Support Association*, 30, 46 – 54.

Lyons, C.W., Higgins, A., O'Connor, F., Howe, F.J., Bourke, R., & McSweeney, D. (2007). Models of intervention for challenging behaviour. In P. Downes & A.L. Gilligan (Eds.), *Beyond educational disadvantage* (pp. 390 – 403). Dublin: Institute of Public Administration.

Lyons, C.W., & O'Connor, F. (2006). Constructing an integrated model of the nature of challenging behavior: a starting point for intervention. *Emotional and Behavioral Difficulties*, 11(3), 217-232.
G. Lyons, C.W. (2002). Conceptions of intelligence and educational disadvantage, *Irish Educational Studies*, 21(1), 1-18, doi:10.1080/0332331020210104.

Lyons, C., & Turner, I.F. (1993). Teachers and subtraction word problems: Expert-novice differences revisited, *Research in Education*, 50, 51-66.

CONFERENCE PRESENTATIONS AND INVITED SPEAKER APPEARANCES

Selected Conference presentations

Lyons, C.W., Dodson, H., Gaffin, D., O'Prandy, K., Seely, L., McDonald, M. & Snowdon, T. (2023, Feb 15th), *Partnering with students to build a student-ready General Education program*, American Association of Colleges and Universities [online]

Lyons, C.W. (2023, Oct 20th – 22nd) *Designing a lifespan development course around diversity, equity and inclusion*, Society for Teaching of Psychology Annual Conference on Teaching, Pittsburgh, Pennsylvania [Poster].

Lyons, C.W. & Ullah, A. (2023, Oct 20th – 22nd) *Evaluation of a professional development program for undergraduate teaching assistants*, Society for Teaching of Psychology Annual Conference on Teaching, Pittsburgh, Pennsylvania [Poster].

McKay, S., Thomas, V., Eguiluz, I. & Lyons, C.W. (2021, Nov 4th – 6th) *Identity development during student exchange: Understanding the influence of cultural master narratives*, Society for the Study of Emerging Adulthood [online]

Kondrad, R.L. & Lyons, C.W. (2021, April 6th), *Small screen, big class: Challenges and triumphs of remote learning in large classes* [Roundtable] Society for Research in Child Development. Developmental Science Teaching Institute [online]

Lyons, C.W., Baker, S.C., Reis-Bergan, M.J. (2020, Oct 4th – 10th) *How to use observational behavioral measures in the scholarship of teaching and learning*, Society for Teaching of Psychology Annual Conference on Teaching, Pittsburgh, Pennsylvania.