

Wendy M. Morgan, PhD
wendymmorgan@gmail.com

Learning and Development Senior Strategist
January 2016-present
Frank Porter Graham Child Development Institute, UNC-Chapel Hill

Developing digital and blended learning strategies, and leading my team through the implementation of those strategies.

I have spent most of my career breaking new ground and shifting paradigms: I introduced innovative blended learning strategies and led efforts to establish an organization-wide xAPI/LRS-based learning ecosystem to support them by collecting and utilizing data for improvement. I also partnered with FPG's Office of Equity, Diversity, and Inclusion to design the McKinney Scholars Program for undergraduates from North Carolina HBCUs.

Independent Consultant, Learning Strategy and Design
August 2014-present
Chapel Hill, NC

Advising businesses on strategy, product and project management, as well as instructional design best practices. Designing and developing custom deliverables that result in measurable growth.

Instructional Designer and Visiting Lecturer
January 2011-July 2014
University of North Carolina at Chapel Hill

Designed, developed, and implemented instruction for small and large classes (20-180). Managed and supervised five assistants. Utilized instructional theory to introduce experiential learning to classroom and online environment. Redesigned static text online course by designing, development, and implementing modules with interactive activities, animation, and live surveying. High student evaluations across formats (instructor-led, online, blended).

Researcher
August 2004-August 2006
Purdue University, West Lafayette, IN

Awarded university grant for dissertation research. Designed original theory and measurement instrument, as well as collected, analyzed, and interpreted all data. Awarded four different "Top Paper" awards at National Communication Association (NCA) conferences.

EDUCATION

- Ph.D. PURDUE UNIVERSITY, 2006
Communication (Interpersonal Communication)
- M.A. NORTHWESTERN UNIVERSITY, 2000
Communication (Mass Communication)
- B.S. JAMES MADISON UNIVERSITY, 1995
Magna cum laude, Valedictorian of School of Media Arts & Design
Communication (Double major): Visual Communication and Journalism

CURRENT GRANT ACTIVITY

Michigan's MTSS Technical Assistance Center. Funded by Macomb Intermediate School District. Role: Principal Investigator.

The Implementation Capacity for Triple P (ICTP) Projects in North Carolina and South Carolina, University of North Carolina and North Carolina Implementation Capacity for Triple P. Funded by The Duke Endowment, North Carolina Department of Health and Human Services, North Carolina Division of Public Health, and North Carolina Division of Social Services. Principal Investigator: William A. Aldridge II, Ph.D. Role: Learning and Development Senior Strategist.

State Implementation and Scaling-Up of Evidence-based Practices (SISEP). Funded by the U.S. Department of Education. Principal Investigator: Caryn S. Ward, PhD. Role: Learning and Development Senior Strategist.

Developing an Empirically-Based Adaptation and Training Model for Intervention Scale-Up of Classroom Pivotal Response Teaching (CPRT). Funded by San Diego State University Research Foundation. Principal Investigator: Ann M. Sam, PhD. Role: Learning and Development Senior Strategist.

STEM Innovation for Inclusion in Early Education Center (STEMIE). Funded by the U.S. Department of Education. Principal Investigators: Chih-ing Lim and Megan Vinh. Role: Learning and Development Senior Strategist.

Evaluation of Get Ready Guilford Initiative. Funded by The Duke Endowment. Principal Investigator: Allison Metz, Ph.D. Role: Learning and Development Senior Strategist.

From Synthesis to Translation: Updating the AFIRM Modules to Reflect Recent Research. Funded by Marin County Office of Education. Principal Investigator: Ann M. Sam. Role: Learning and Development Senior Strategist.

HONORS & AWARDS

2021 Brandon Hall Silver Award for Excellence in Learning and Development: Best Advance in Custom Content

2021 Excellence in Practice: Trailblazer Award from Learning Reimagined

2020 Brandon Hall Bronze Award for Excellence in Learning and Development: Best Use of Blended Learning

2019 Brandon Hall Silver Award for Excellence in Learning and Development: Best Advance in Custom Content

2018 Brandon Hall Gold Award for Excellence in Technology: Best Advance in Learning Management Technology for External Training

2018 UNC Diversity Award for Intergroup Collaboration, awarded to the RACE Committee at FPG

2017 Brandon Hall Bronze Award for Excellence in Learning and Development: Best Advance in Custom Content

2016 Brandon Hall Gold Award for Excellence in Learning and Development: Best Advance in Custom Content

2016 Brandon Hall Bronze Award for Excellence in Learning and Development: Best Use of Blended Learning

2015 Brandon Hall Silver Award for Excellence in Learning and Development: Best Advance in Custom Content

Top 4 Student Paper, National Communication Association (NCA), Family Communication Division, 2006

Top 4 Paper, NCA, Family Communication Division, 2005

Top Student Paper, NCA, Family Communication Division, 2005

Awarded 2003-2005 Purdue Research Foundation Grant, for dissertation work

Top 4 Paper, International Communication Association, Interpersonal Division, 2003

Recipient of the Purdue Research Fellowship Summer Grant, 2002

James Madison University Academic Excellence Award for highest GPA in the School of Media Arts and Design, 1995

Award for Excellence in Feature Writing during 1994-95 from the Society for Collegiate Journalists

1991 Dow Jones Newspaper Fund Award for Outstanding Writing

PUBLISHED WORK

Articles and chapters

Morgan, W. (June, 2020). The Science of Instructional Strategy. *Learning Solutions Magazine*, eLearning Guild: <https://learningsolutionsmag.com/articles/the-science-of-instructional-strategy>.

Morgan, W. (April 13, 2020). Blended Learning Strategy: COVID-19/Quarantine Approach. *Learning Solutions Magazine*, eLearning Guild: [\[https://learningsolutionsmag.com/articles/blended-learning-strategy-trifecta-covid-19-quarantine-approach\]](https://learningsolutionsmag.com/articles/blended-learning-strategy-trifecta-covid-19-quarantine-approach).

Morgan, W., Kliever, M., & Torrance, M. (March 13, 2020). xAPI Strategy at Frank Porter Graham Child Development Institute. *Learning Solutions Magazine*, eLearning Guild: [\[https://learningsolutionsmag.com/articles/xapi-strategy-at-unc-frank-porter-graham-child-development-institute\]](https://learningsolutionsmag.com/articles/xapi-strategy-at-unc-frank-porter-graham-child-development-institute).

Morgan, J. D., De Marco, A. C., LaForett, D. R., Oh, S., Ayankoya, B., **Morgan, W.**, Franco, X., & FPG's Race, Culture, and Ethnicity Committee. (2018, May). *What Racism Looks Like: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/What%20Racism%20Looks%20Like.pdf>

De Marco, A. C., Morgan, J. D., Ayankoya, B., LaForett, D. R., Franco, X., **Morgan, W.**, & FPG's Race, Culture, and Ethnicity Committee. (2018, January). *Racial Microaggressions Perpetuate Inequity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/microaggressions.pdf>

Morgan, W., Ayankoya, B., De Marco, A. C., Morgan, J. D., LaForett, D. R., Franco, X., & FPG's Race, Culture, and Ethnicity Committee. (2017, September). *Racial Inequities in Preschool Discipline: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/preschool_suspension_infographic.pdf

Morgan, J. D., De Marco, A. C., Ayankoya, B., LaForett, D. R., Franco, X., **Morgan, W.**, & FPG's Race, Culture, and Ethnicity Committee. (2017, June). *Racial (In)Equity: An Infographic*. Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available at: https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/Racial_Inequity.pdf

Morgan, W. M., & Wilson, S. R. (2007). Explaining child abuse as a lack of safe ground. In B. H. Spitzberg & W. R. Cupach (Eds.). *The Dark Side of Interpersonal Communication* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Wilson, S. R., & **Morgan, W. M.** (2006). Goal-plan-action theories: Theories of goals, plans, and planning processes in families. In Braithwaite, D. O., & Baxter, L. A. (Eds.), *Engaging theories in family communication: Multiple perspectives*. Thousand Oaks, CA: Sage Publications.

Morgan, W. M., & Wilson, S. R. (2005). Nonphysical child abuse: A review of literature and challenge to communication scholars. In P. J. Kalbfleish, (Ed.), *Communication Yearbook* (Vol. 29, pp. 1-32). Mahwah, NJ: Lawrence Erlbaum.

Wilson, S. R., Bylund, C., Hayes, J., **Morgan, W.**, & Herman, A. (2004). Mothers' child abuse potential as a predictor of maternal and child behaviors during playtime interactions. *Communication Monographs*, 71, 395-421.

Wilson, S. R., & **Morgan, W. M.** (2004). Persuasion and families. In Vangelisti, A. L. (Ed.). *Handbook of Family Communication* (pp. 447-472). Mahwah, NJ: Lawrence Erlbaum.

Other publications

deRosset, L., Aldridge, W. A., II, Towne, C., van Driel, S., **Morgan, W. M.**, & Chin, J. (2021). *Using Triple P Fidelity Data to Improve Your Community Triple P Implementation Infrastructure*. [Online learning object]. Chapel Hill: The University of North Carolina, The Impact Center at Frank Porter Graham Child Development Institute. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod9-2>

Towne, C., van Driel, S., Aldridge, W. A., II, deRosset, L., **Morgan, W. M.**, & Chin, J. (2021). *Using Triple P Fidelity Data to Improve Practitioners' Delivery of Triple P*. [Online learning object]. Chapel Hill: The University of North Carolina, The Impact Center at Frank Porter Graham Child Development Institute. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod9-3>

Aldridge, W. A., II, Towne, C., van Driel, S., deRosset, L., **Morgan, W. M.**, Chin, J., & the Implementation Capacity for Triple P Projects. (2021). *Learning module 9: Putting in Place Community-wide Triple P Fidelity Assessment Practices*. [Online learning object]. Chapel Hill: The University of North Carolina, The Impact Center at Frank Porter Graham Child Development Institute. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod9>

Towne, C., van Driel, S., Aldridge, W. A., II, **Morgan, W. M.**, & Chin, J. (2021). *Triple P Fidelity Assessment Resources and Strategies*. [Online learning object]. Chapel Hill: The University of North Carolina, The Impact Center at Frank Porter Graham Child Development Institute. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod9-1>

Reed, J.J., Smith, K., Schiavone, S, **Morgan, W. M.**, Aldridge, W. A., II & Chin, J. (2020). *Coaching Checklist* [Learning Resource for the ICTP projects]. Chapel Hill, NC: The Impact Center at Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://ictp.fpg.unc.edu/sites/ictp.fpg.unc.edu/files/resources/Coaching%20checklist.pdf>

Reed, J.J., Aldridge, W. A., II, **Morgan, W. M.**, & Chin, J. (2020). *Coaching Plan Data Summary Template* [Learning Resource for the ICTP projects]. Chapel Hill, NC: The Impact Center at Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://ictp.fpg.unc.edu/sites/ictp.fpg.unc.edu/files/resources/Coaching%20Plan%20Summary.pdf>

Reed, J.J., Schiavone, S., Smith, K., Aldridge, W. A., II, **Morgan, W. M.**, Chin, J., Van Driel, S., & the Implementation Capacity for Triple P Projects. (2020). *Grand County Community Coaching Services Plan* [Learning Resource for ICTP projects]. Chapel Hill: The University of North Carolina, The Impact Center at Frank Porter Graham Child Development Institute. Retrieved from <https://ictp.fpg.unc.edu/sites/ictp.fpg.unc.edu/files/resources/Coaching%20Services%20Plan-%20GrandCounty.pdf>

Reed, J.J., Aldridge, W. A., II, **Morgan, W. M.**, & Chin, J. (2020). *Community Coaching Services Plan Template* [Learning Resource for the ICTP projects]. Chapel Hill, NC: The Impact Center at Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://ictp.fpg.unc.edu/sites/ictp.fpg.unc.edu/files/resources/Community%20Triple%20P%20Coaching%20System%20Plan.pdf>

Reed, J.J., Smith, K., Schiavone, S., Aldridge, W. A., II, **Morgan, W. M.**, Chin, J., Van Driel, S., & the Implementation Capacity for Triple P Projects. (2020). *Learning Module 8: Building a Community Coaching System* [Online learning object]. Chapel Hill: The University of North Carolina, The Impact Center at Frank Porter Graham Child Development Institute. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod8/index.html>

Reed, J.J., Schiavone, S., Smith, K., Aldridge, W. A., II, **Morgan, W. M.**, Chin, J., Van Driel, S., & the Implementation Capacity for Triple P Projects. (2020). *Learning Module 7: Community Coaching System - Coaching Best Practices for Triple P Practitioners* [Online learning object]. Chapel Hill: The University of North Carolina, The Impact Center at Frank Porter Graham Child Development Institute. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod7/index.html>

Morgan, W., Nantais, M., & Dyer, S., (2020). *Student experience of PBIS: Onsite Support Videos, Day One*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/MiMTSSCoach/dayone/>

Morgan, W., Nantais, M., & Dyer, S., (2020). *Student experience of PBIS: Onsite Support Videos, Day One Three*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/MiMTSSCoach/daythree/>

Ward, C., Farmer, S., & **Morgan, W.** (2020). *Implementation Stages*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/sisep/stages/index.html>

Ward, C., Ihlo, T., Farmer, S., & **Morgan, W.** (2020) *Initiative Inventory*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/sisep/inventory/index.html>

Sam, A., Savage, M., Steinbrenner, J., **Morgan, W.**, Chin, J., & AFIRM for Paras Team. (2020). *Time Delay: Introduction & Practice*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://afirm.fpg.unc.edu/node/2636>

Morgan, W., Nantais, M., & Dyer, S., (2020). *Choose-your-own-PBIS Adventure Series: Featuring the Cafeteria!* [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/MiMTSS/>

Morgan, W., Lim, C., West, T., Vinh, M., Chin, J., & STEMIE Team. (2020). *Microlesson: Learning Trajectories*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://stemie.fpg.unc.edu/our-work/learning-trajectories>

Sam, A., Savage, M., Steinbrenner, J., **Morgan, W.**, Chin, J., & AFIRM for Paras Team. (2020). *Prompting*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://afirm.fpg.unc.edu/node/2601>

Sam, A., Savage, M., Steinbrenner, J., **Morgan, W.**, Chin, J., & AFIRM for Paras team (2020). *Reinforcement: Introduction and Practice*. [Online learning object]. Frank Porter Graham Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/node/2561>

Sam, A., Savage, M., Steinbrenner, J., **Morgan, W.**, Chin, J., & AFIRM for Paras Team. (2019). *Visual Cues*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://afirm.fpg.unc.edu/visual-cues-introduction-practice>

Steinbrenner, J., Sam, A., Chin, J., **Morgan, W.**, & AFIRM for Paras Team. (2019). *Introduction to ASD*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://afirm.fpg.unc.edu/introduction-asd>

Steinbrenner, J., Sam, A., **Morgan, W.**, Chin, J., Savage, M., Waters, V., Nowell, S., Szendrey, S., Perkins, Y., & White, M. (2020). *Peer Interaction*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://prototype.fpg.unc.edu/qa/AFIRMMod5/>

Ward, C., Ihlo, T., & **Morgan, W.** (2019, December) *Hexagon Tool*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/sisep/hexagon-tool/index.html>

Ward, C., Ihlo, T., & **Morgan, W.** (2019, July) *Capacity Assessment Administration Course*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/sisep/capacity-assessment/index.html>

Roppolo, R., Kirk, A., Aldridge, W.A., II, **Morgan, W.M.**, Chin, J., & the Implementation Capacity for Triple P Projects (2019, July). *Learning Module 6: Implementing a Decision Support Data System*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod6/index.html>

Armstrong, J.M., Aldridge, W.A., II, **Morgan, W.M.**, Chin, J., & Boothroyd, R.I. & the Implementation Capacity for Triple P Projects (2019, July). *Learning Module 5: The Implementation Drivers Assessment for Agencies Implementing Triple P*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://ictp.fpg.unc.edu/ictp-simulation-lab>, <https://modules.fpg.unc.edu/ncic/ICTPMod5/index.html>

Cusunamo, D., Ward, C., **Morgan, W.** & Chin, J. (2018, December) *Module 3: Continuum of Coaching Supports*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from https://modules.fpg.unc.edu/sisep/coaching_module_3/index.html

Moore, L. R., Aldridge, W. A., II, **Morgan, W. M.**, Chin, J., Boothroyd, R. I., & the Implementation Capacity for Triple P Projects (2018, December). *Learning Module 4: Managing Coalition Implementation Team Tasks and Establishing a Coalition Leadership Team*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod4/index.html>

Cusunamo, D., Ward, C., **Morgan, W.** & Chin, J. (2018, July) *Module 2: Coaching Behavior*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from https://modules.fpg.unc.edu/sisep/coaching_module_2/index.html

Moore, L. R., **Morgan, W. M.**, Chin, J., Aldridge, W. A., II, Boothroyd, R. I., & the Implementation Capacity for Triple P Projects (2018, July). *Learning Module 3: Building a Coalition Implementation Team*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/ncic/ICTPMod3/index.html>

Morgan, W. M., Chin, J., & Aldridge, W. A., II (2018, June). *Communication Basics*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from https://modules.fpg.unc.edu/ncic/ictp-microlearning/story_html5.html

Chin, J., Aldridge, W. A., II, Boothroyd, R. I., & **Morgan, W.** (2018, May). *Triple P Implementation Evaluation: Findings from the Follow-up Qualitative Study* [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://ictp.fpg.unc.edu/lessons-learned>

Boothroyd, R. I., **Morgan, W.**, Chin, J., Aldridge, W. A., II, & the Implementation Capacity for Triple P Projects (2018, January). *Learning Module 2: Recruiting and Selecting Initial Coalition Members*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/ncic/ncic-module-2/index.html>

Ward, C., Cusunamo, D., Preston, A., **Morgan, W.** & Chin, J. (2018, January) *Coaching Overview*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from https://modules.fpg.unc.edu/sisep/coaching_overview/index.html

Aldridge, W. A., II, **Morgan, W.**, Boothroyd, R. I., Chin, J., & the Implementation Capacity for Triple P Projects. (2017, June). *Learning Module 1: Community Readiness for Scaling-up Triple P*. [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://modules.fpg.unc.edu/ncic/ncic-module-1/index.html>

Aldridge, W. A., II, **Morgan, W.**, & Veazey, C. A. (2017, April). *A Logic Model for Scaling the Triple P System of Interventions in North Carolina* [Video]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://ictp.fpg.unc.edu/>

Aldridge, W. A., II, **Morgan, W.**, & Veazey, C. A. (2016, September). *Triple P Implementation Evaluation: Findings from the Original Two-Year Evaluation Study* [Video]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from <https://ictp.fpg.unc.edu/lessons-learned>

Hume, K, Scott, S., **Morgan, W.** (2016, August). *FITT: Getting Started* [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from https://modules.fpg.unc.edu/fitt/getting_started/index.html

PRESENTATIONS

Morgan, W. & Kliever, M. (May, 2021). *The Power of xAPI to Enable Instructional Design Strategy*. Learning Solutions Digital Experience Conference (virtual).

Reed, J. J., **Morgan, W. M.**, & Aldridge, W. A. II. (2021, May 3-6). *A Blended Learning Approach for Disseminating Implementation Science Knowledge* [Virtual Storyboard presentation]. Global Implementation Conference 2021.

***Morgan, W.** (2020., November). *Strategic Use of xAPI Data*. Presented at the online Fall xAPI Cohort, Chelsea, MI (virtual due to COVID-19).

***Morgan, W.** (2020., May). *Blended learning: Reconceptualizing University Courses for Fall, 2020*. Presented at a meeting of University North Carolina Learning Experience Designers (UNC LXD), Chapel Hill, NC.

***Morgan, W.** (2020, May). *The Blended Learning Strategy Triecta*. Presented at What's Working Now, Chelsea, MI (virtual due to COVID-19).

***Morgan, W.** (2020, May). *ICTP's blended learning strategy triecta*. Presented at the FPG Community Meeting, Chapel Hill, NC.

***Morgan, W.** (2020, March). *An xAPI case study: Enabling strategic design of research-based, community-focused training*. Presented at the online Spring xAPI Cohort, Chelsea, MI.

Morgan, W., Reed, J. J., & Aldridge, W.A. (2019, September). *Interactive E-Learning Illustrations for the Translation of Implementation Science into Practice*. Poster presented at the biennial Global Implementation Conference, Glasgow, Scotland.

Morgan, W.M. (2011, November) Safe ground theory: *Concretizing the parent-child interaction patterns that lead to child self-esteem*. Paper presented to the to the Family Communication Division at the 97th Annual Meeting of the National Communication Association, New Orleans, LA.

Morgan, W. M. (2006, November). *Parent-child interaction patterns affect child resilience: Perceptions of maternal responses to misbehaviors as risk and protective factors*. Paper presented to the to the Top Student Paper Panel of the Family Communication Division at the 92nd Annual Meeting of the National Communication Association, San Antonio, TX.

Wilson, S. R., Rack, J., Delaney, J., **Morgan, W. M.**, Hayes, J., & Bylund, C. (2006, November). *Mothers' trait verbal aggressiveness and benevolence as predictors of maternal and child behavior during play-time interactions*. Paper presented to the Family Communication Division at the 92nd Annual Meeting of the National Communication Association, San Antonio, TX.

Morgan, W. M. (2005, November). *Finding "safe ground": A theory of the interactive development of self-esteem and behavioral competence within parent-child relationships*. Paper presented to the Top Paper Panel of the Family Communication Division at the 91st Annual Meeting of the National Communication Association, Boston, MA.

*Wilson, S.R., & **Morgan, W.M.** (2003, November). Invited to present on the topic of "Persuasion and Families," as part of a panel entitled "Interpersonal Communication Processes in Families." Presentation to the Interpersonal Communication Division at the 89th Annual Meeting of the National Communication Association, Miami Beach, FL.

Morgan, W. M., Wilson, S. R., Aleman, C., Anastasiou, L., Kim, M., & Oetzel, J. (2003, May). *Identity implications of influence goals: A causal model of perception and management of face threats*. Paper presented to the Top Paper Panel of the Interpersonal Division, at the 53rd Annual Conference of the International Communication Association, San Diego, CA.

Morgan, W. M. (2002, November). *Conceptualizing abuse as interactive self-devaluation*. Paper presented to the Family Communication Division at the 88th Annual Meeting of the National Communication Association, New Orleans, LA.

*Wilson, S. R. & **Morgan, W. M.** (2002, November). Invited to present on the topic of "Abuse in Families" during the Family Communication Division Preconference, "Family Communication Scholarship: Rethinking, Retooling, and Reframing," at the 88th Annual Meeting of the National Communication Association, New Orleans, LA.

***Morgan, W. M.** (2002, November). Invited participant in panel titled, "Reactance in action: Engaging communication scholars in a discussion of psychological reactance theory." Presentation to The Engaged Discipline: Communication in Action Division at the 88th Annual Meeting of the National Communication Association, New Orleans, LA.

Wilson, S. R., **Morgan, W.**, Hayes, J., Bylund, C., & Herman, A. (2002, August). *Mothers' child abuse potential as a predictor of maternal and child behaviors during playtime interactions*. Paper presented at the Center for Disease Control sponsored meeting "Victimization of children and youth: An international research conference," Portsmouth, New Hampshire.

*Wilson, S. R. & **Morgan, W. M.** (2002, April). Invited participant in roundtable discussion, "Collaborating and Learning: Three Exemplars of Faculty/Graduate Student Research Collaboration at Purdue University." Presentation to the Big 10 Chairs Division at the 70th Annual Convention of the Central States Communication Association, Milwaukee, WI.

Wilson, S. R., Bylund, C., Hayes, J., **Morgan, W.**, & Herman, A. (2002, July). *Mothers' child abuse potential and trait verbal aggressiveness as predictors of their on-line thoughts and feelings during*

mother-child playtime interactions. Paper presented at the 11th International Conference on Personal Relationships, Halifax, Nova Scotia, Canada.

Morgan, W. M. (2001, November). *Abuse by any other name...: A look at definitional issues across existing constructs*. Paper presented to the Family Communication Division at the 87th Annual Meeting of the National Communication Association convention, Atlanta, GA.

Morgan, W. M. (2001, July). *Affective resource power by gender in Friends: A Content Analysis*. Paper presented to the Mass Communication Division at the 51st Annual International Communication Association Conference, Washington, DC.

Morgan, W. M. (2000, November). *What's So Great About the Laugh Track? Its Effects on Text and Audience*. Paper presented to the Mass Communication Division at the 86th Annual Meeting of the National Communication Association convention, Seattle, WA.

*Invited Presentations

COURSES TAUGHT

Approaches to the Study of Interpersonal Communication (UNC–Chapel Hill COM 120, Spring 2011–Spring 2013 Online and seated classes; Northwestern COM 101/Purdue COM 212, Fall 1998–Spring, 2002) Course provides an introduction to the study of interpersonal communication competence, exposing students to various theoretical and meta-theoretical approaches to interpersonal communication and applying theories to case studies of interpersonal interactions.

Small Group Communication (UNC–Chapel Hill COM 223, Fall 2012–Spring 2013) Course provides an introduction to the theory and practice of communication in small groups and teams. Two broad objectives guide the course: (1) to survey and apply diverse theoretical perspectives and concepts related to small group communication; and (2) to provide students with opportunities to practice specific skills that increase their effectiveness as participants and leaders in groups.

Public Speaking (Purdue COM 114, Fall 2000) Course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

Research Methods (Purdue COM 300, Fall 2002–Spring 2003) Course introduces scientific research methods, providing communication majors basic knowledge and skills in the areas of designing and critiquing research, collecting and statistically analyzing data, and presenting research results in a written format. Designed and implemented lab sessions in which SPSS skills were taught. Assisted instructor with course design, designed & implemented labs, student evaluation and instruction outside of class.

Psychology of Women (Purdue PSYC 239, Fall 2002–Spring 2003)

Course introduces students to the scientific literature on gender and the psychology of women, emphasizing gender stereotypes vs. sex differences in abilities, personality, and social behavior, and the possible causes of those sex differences.

Communication and Social Knowledge (Purdue COM 204, Spring 2002)

Course overviews worldviews of Platonic, Aristotilian, Modernist-Objectivist, Modernist-Humanist, and Postmodernist perspectives, identifying the impact of these worldviews on the structure and creation of social knowledge.

Race, Gender and the Media (Northwestern COM 271, Spring 2000)

Course explores race and gender construction in the media, investigates the ways that different social groups use the media for their own purposes, and examines the role of media in perpetuating social inequality.

MEMBERSHIPS

Fellow, Learning and Performance Institute
Member, Educause
Member, Learning Guild
Member, Association for Talent Development