**Wendy M. Morgan, PhD**

wendymmorgan@gmail.com

**Senior Implementation Specialist**

**October 2022-present**

**Frank Porter Graham Child Development Institute, UNC-Chapel Hill**

In recognition for the value my leadership has brought to the field of implementation and the benefit it provides to other research areas (e.g., autism), I accepted a promotion to Senior Implementation Specialist and joined the leadership team of the National Implementation Research Network (NIRN) at FPG. Within this role, and with the collaboration of the team I established,
I continue to design and implement learning strategies to meet or exceed project goals.

**Learning and Development Senior Strategist**

**January 2016-October 2022**

**Frank Porter Graham Child Development Institute, UNC-Chapel Hill**

To support organizational needs, I designed innovative and blended learning strategies and championed an innovative (xAPI/LRS) learning ecosystem that allowed the custom data collection and visualization necessary for those strategies. Within a soft money/grant-funded environment,
I developed relationships that led to the establishment of an agile product development team.
My team developed interactive eLearning that results in meaningful learner activity data to inform the plans we develop for onsite and remote instruction. I also partnered with the Chair of FPG's Office of Equity, Diversity, and Inclusion to establish the McKinney Scholars Program.

**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).

EDUCATION

Ph.D. PURDUE UNIVERSITY, 2006

 Communication (Interpersonal Communication)

M.A. NORTHWESTERN UNIVERSITY, 2000

 Communication (Mass Communication)

B.S. JAMES MADISON UNIVERSITY, 1995

 Valedictorian of School of Media Arts & Design

 Communication (Double major): Visual Communication and Journalism

CURRENT FUNDING ACTIVITY

Supporting Innovative MTSS. Funded by Macomb Intermediate School District. Role: Principal Investigator.

ITTICare Learning Strategy. Funded by Duke Center for Children and Families; Primary Funder: North Carolina Department of Health and Human Services. Role: Principal Investigator

Role of Instructional Design Lead:

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

[Developing an Empirically-Based Adaptation and Training Model for Intervention Scale-Up of Classroom Pivotal Response Teaching (CPRT)](https://fpg.unc.edu/projects/developing-empirically-based-adaptation-and-training-model-intervention-scale-classroom). Funded by San Diego State University Research Foundation. Principal Investigator: Ann M. Sam, PhD.

HEELS 2 Participation: Improving Community Participation for Young Adults With Intellectual Disabilities (HEELS2). Funded by the United States Department of Health and Human Services Administration for Community Living. Principal Investigator: Brianne Tomaszewski, PhD.

Math Implementation Cohort Learning Partner. Funded by the Bill and Melinda Gates Foundation. Principal Investigator: Caryn S. Ward, PhD.

NC-Implementation Capacity for Triple P Project. Funded by North Carolina Division of Public Health, and North Carolina Division of Social Services. Principal Investigator: William A. Aldridge II, Ph.D.

Developing and Testing Innovations: Simulations in Mathematics Collaborative Activities in STEM Careers for Adolescent Engagement (SimCASCADE). Funded by the National Science Foundation. Principal Investigator: Jill Hamm, PhD.

### HONORS & AWARDS

2022 C. Felix Harvey Award from UNC’s Office of the Provost in recognition of innovative scholarship that directly and positively impacts constituencies outside the university

2022 Brandon Hall Bronze Award for Excellence in Learning and Development: Best Use of Blended Learning

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 (FPG’S RACE Committee)

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

### PUBLISHED WORK

Publications

**Morgan, W.** (2023). “Behind the Scenes of the AI Hub…”. *Practicing Implementation Blog.* <https://nirn.fpg.unc.edu/practicing-implementation/behind-scenes-ai-hub>

**Morgan, W.** (2023).Using Data Across Blended Scenarios. In Torrance, M. *Data & Analytics for Instructional Designers* (pp. 88-89). Association for Talent Development: Alexandria, VA.

**Morgan, W.** (2023).Working Within a Unique Learning Data Ecosystem. In Torrance, M. *Data & Analytics for Instructional Designers* (pp. 160-161). Association for Talent Development: Alexandria, VA.

Interviewed in: Washburn, B. (Host). (2022, November 28). Using xAPI to Collect Data on Learning Programs (No. 132) [Audio podcast episode]. In *Train Like You Listen.* Spotify. <https://open.spotify.com/episode/4MtoC6cxaZMBjpLPD9jv7j?si=Yd-_K7dDT-qXpD3AspzlVQ>

**Morgan, W.** (August, 2022). A crucial blended learning tool: The traffic light dashboard. *Learning Solutions Magazine*, eLearning Guild: <https://learningsolutionsmag.com/article/a-crucial-blended-learning-tool-the-traffic-light-dashboard>

**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>].

**Morgan, W**., Kliewer, 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>].

**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.

Technical Assistance (TA)/Professional Development (PD) resources

Ward, C., Hornak, R., & **Morgan, W.** (2023). Building Capacity [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/sisep/build-capacity/index.html>

Perkins, Y., **Morgan, W.**, & Ward, C. (2022). *Grow & Sustain Relationships*[Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/sisep/grow-sustain/index.html>

Watkins, C., Farmer, S., **Morgan, W.**, & Ward, C. (2022). Understanding Context [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/sisep/context/index.html>

McColskey-Leary, C., Farmer, S., **Morgan, W.,** & Ward, C. (2021). *Co-Learning*. [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/sisep/colearning/index.html>

**Morgan, W.**, Nantais, M., Hoge, M. & Smith, T., (2021). *Choose your own Coaching Adventure* [Online learning object]. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/MiMTSSCoach/CoachingCYOA/>

Hoge, M., & **Morgan, W.** (2021). *Four Functions of Effective Coaching Brief.* Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/MiMTSSCoach/CoachingCYOA/>

Hoge, M., & **Morgan, W.** (2021). *Coaching Foundational Skills Reminders.* Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/MiMTSSCoach/CoachingCYOA/>

**Morgan, W.**, & Hoge, M., (2021). *Coaching Functions and Foundations.* Professional development presentation. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Available upon request.

Diehl S.J., Lapiz M., Kumanan M.P., Kirk M.A., Chin J., **Morgan W. M.**, & Aldridge W.A. (2021). From Hierarchy to Co-creation in the California Foster Care *Implementation Science at Work*. <https://open.spotify.com/episode/1VBPymGc7bJg1GjzZnqKBw>.

Farmer, S., McColskey-Leary, C., Hornak, R., **Morgan, W.,** & Ward, C. (2021). *Cultivating Leadership*. [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/sisep/cl/index.html>

Farmer, S., McColskey-Leary, C., **Morgan, W.,** & Ward, C. (2021). *Building Teams*. [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/sisep/teams/index.html>

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. [https://modules.fpg.unc.edu/ncic/ICTPMod9-2](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. [https://modules.fpg.unc.edu/ncic/ICTPMod9-3](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. <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. [https://modules.fpg.unc.edu/ncic/ICTPMod9-1](https://modules.fpg.unc.edu/ncic/ICTPMod9-1/)

**Morgan, W. M.** (2020). *Blended learning strategy.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute. <https://fpg.unc.edu/publications/blended-learning-strategy>

**Morgan, W. M.** (2020). *Blended learning strategy worksheet.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute. <https://fpg.unc.edu/publications/blended-learning-strategy-worksheet>

**Morgan, W. M.** & Chin, J. (2020). *Low-burden needs assessment questions.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute. <https://fpg.unc.edu/publications/low-burden-needs-assessment-questions>

**Morgan, W. M.** & Chin, J. (2020). *Converting in-person support to a virtual format.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute. <https://fpg.unc.edu/publications/converting-person-support-virtual-format>

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. <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. <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. <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. <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. <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. <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. <https://modules.fpg.unc.edu/MiMTSSCoach/dayone/>

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

Ward, C., Farmer, S., & **Morgan, W.** (2020). *Implementation Stages*. [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://modules.fpg.unc.edu/sisep/stages/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. <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. <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. <https://stemie.fpg.unc.edu/our-work/learning-trajectories>

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

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. <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. <https://afirm.fpg.unc.edu/node/2561>

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. <https://prototype.fpg.unc.edu/qa/AFIRMMod5/>

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

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. <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. <https://afirm.fpg.unc.edu/introduction-asd>

Ward, C., Ihlo, T., & **Morgan, W.** (2019) *Capacity Assessment Administration Course.* [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <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). *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. <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). *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. <https://modules.fpg.unc.edu/ncic/ICTPMod5/index.html>

Cusunamo, D., Ward, C., **Morgan, W.** & Chin, J. (2018) *Module 3: Continuum of Coaching Supports.* [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <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). *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. <https://modules.fpg.unc.edu/ncic/ICTPMod4/index.html>

Cusunamo, D., Ward, C., **Morgan, W.** & Chin, J. (2018) *Module 2: Coaching Behavior.* [Online learning object]. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <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). *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. <https://modules.fpg.unc.edu/ncic/ICTPMod3/index.html>

**Morgan, W. M.**, Chin, J., & Aldridge, W. A., II (2018). *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). *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. <https://ictp.fpg.unc.edu/lessons-learned>

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). *What Racism Looks Like: An Infographic.* Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/What%20Racism%20Looks%20Like.pdf>

Boothroyd, R. I., **Morgan, W.**, Chin, J., Aldridge, W. A., II, & the Implementation Capacity for Triple P Projects (2018). *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. <https://modules.fpg.unc.edu/ncic/ncic-module-2/index.html>

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

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

Aldridge, W. A., II, **Morgan, W.**, Boothroyd, R. I., Chin, J., & the Implementation Capacity for Triple P Projects. (2017). *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. <https://modules.fpg.unc.edu/ncic/ncic-module-1/index.html>

Aldridge, W. A., II, **Morgan, W.**, & Veazey, C. A. (2017). *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. <https://ictp.fpg.unc.edu/>

Aldridge, W. A., II, **Morgan, W**., & Veazey, C. A. (2016). *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. <https://ictp.fpg.unc.edu/lessons-learned>

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

### PRESENTATIONS

**\*Morgan, W.** & Kliewer, M.(2023, October 12). *Data-driven Decision Making: Custom Dashboards for Learner Insights.* Presented at the online Fall xAPI Cohort, Chelsea, MI.

**\*Morgan, W.** (2023, September 21). *Classroom Pivotal Response Teaching (CPRT) Learning Module and Individualization Tool.* Technology demonstration at the 2023 ED Games Expo—Institute of Education Sciences (IES), Washington, DC.

**\*Morgan, W.** (2023, July 24). *Beyond the LMS: How to capture—and Use!—Learner Activity Data From Web-Based Training/Technical Assistance.* Technology demonstration at the 2023 OSEP Combined Leadership and Project Directors’ Conference, Washington, DC.

**\*Morgan, W.** & Harradine, C. (2023, March 29). *Instructional Strategy and Measurement: The Relationship Between Data and Design Defines Good Strategy.* Guest lecture in UNC EDUC845 – Instructional Strategies for Teaching and Learning in Digital Contexts.

**\*Morgan, W.** (2022, December). *The Science of Instructional Design*. Presented as part of the FPG Seminar Series, Chapel Hill, NC.

**\*Morgan, W.** (2022, November). *xAPI and the “Traffic Light Dashboard.”*  Presented at the online Fall xAPI Cohort, Chelsea, MI.

**\*Morgan, W.** (2022, June). *The Blended Learning Trifecta: Leveraging eLearning Data and Webinar to Drive Results.* [Live, virtual presentation]. The New Blended Learning Conference by the Learning Guild.

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

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.

**\*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 Trifecta*. Presented at What’s Working Now, Chelsea, MI.

**\*Morgan, W.** (2020, May). *ICTP’s blended learning strategy trifecta*. 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 introduces 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 introduces 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, Aristotelian, 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