

Jay Jeffries | CV



- » **Status:** 3rd Year PhD Student of Psychological Studies in Education at the University of Nebraska-Lincoln
- » **Skills:** SPSS, MaxQDA, SAS, MPlus, and R
- » **Interests:** Quality of Research Design, Data Analysis, Interpretation of Assessment, Technology in Education, and Meta-Analyses
- » **Activities:** Social Media, Food, Rock Climbing, Video Games, Traveling

Summary

My areas of focus lie in the evaluation of the impact that digital note-taking, online testing, and distanced classroom meetings (e.g. Zoom) have on the administration or outcomes of assessments that are used for student academics or school improvement. I seek to intersect these interests via use of both quantitative and qualitative methods to incorporate a mixed-methodology approach to research and study.

Experience

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| 08/'19-05/'20 | Graduate Teaching Assistant | Instructor |
| | <ul style="list-style-type: none"> » Teaching Statistical Methods (EDPS 459) to three sections of 40 undergraduate students » Charged with the instruction, classroom management, measurement of progress, and evaluation of student work. | |
| 08/'20-05/'22 | The Nebraska Evaluation and Research (NEAR) Center | Consultant |
| | <ul style="list-style-type: none"> » Providing consultation to faculty, students, and professionals for quantitative and qualitative data analysis among many fields of research. » Responsibilities include setting up files, creating data collection instruments, guiding sampling procedures and choice of analysis, generating output, and providing interpretation of results. | |
| 05/'21-08/'21 | Methodology and Evaluation Research Core (MERC) Facility | Research Intern |
| | <ul style="list-style-type: none"> » Providing transdisciplinary methodological support, evaluation, and consultation services to campuses, communities, state agencies, and non-profit organizations. » Tasks involve collaborating in sampling, data acquisition, coding, and analyses. | |

Research and Publications

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| 2022 | SMMR of Published Educational and IES Funded Research | Manuscript submitted for publication |
| | <ul style="list-style-type: none"> » A co-authored systematic mixed-methodological review of published research and research funded by the Institute of Educational Sciences for K-12 education from 2014-2019 » Purpose is to compare and understand existing differences in rigor and quality of quantitative or qualitative techniques in existing mixed methods educational research | |

Education

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| 2015 - 2019 | Bachelor of Science in Education and Human Sciences | University of Nebraska |
| | <ul style="list-style-type: none"> » Eligible and endorsed to teach social sciences in grades 7 - 12 | |
| 2022 | Mixed Methods Research Certificate | University of Nebraska |
| | <ul style="list-style-type: none"> » Stand-alone credentials for research reliant on mixed methods techniques | |
| 2019 - present | Doctor of Philosophy of the Psychological Studies in Education | University of Nebraska |
| | <ul style="list-style-type: none"> » Studying within the Quantitative, Qualitative, and Psychometric Methods (QQPM) program with a focus in assessment and psychometrics | |