

HELENA SELI
USC Rossier School of Education
helena.seli@rossier.usc.edu

January 2019

EDUCATION:

- 8/02 – 5/06 **University of Southern California; Los Angeles, CA.**
Ph.D. in Educational Psychology, May 2006
Dissertation “*Self in Self-Worth Protection: The Relationship of Possible Selves to Achievement Motives and Self-Protective Strategies Among College Students*” (awarded the Ph.D. Dissertation of the Year Award for the Rossier School of Education, University of Southern California)
- 8/00 – 12/01 **University of Southern California; Los Angeles, CA.**
M.S.Ed. in Educational Psychology
- 3/96 **University of California, Los Angeles; Los Angeles, CA.**
B.A. in Cultural Anthropology

TEACHING EXPERIENCE:

- 7/15 – current **Associate Professor of Clinical Education, USC Rossier School of Education**
- 8/07 – 6/15 **Assistant Professor of Clinical Education, USC Rossier School of Education**

TEACHING COMPETENCIES:

- Learning and motivation theories, social psychology of education, quantitative methodology

RESEARCH INTERESTS:

- Academic self-regulation, learning strategies, motivation, self-worth protection, possible selves of college students, use of technology in academic settings (e.g., use of electronic feedback systems in large lectures)

TEXTBOOKS:

- Dembo, M., & Seli, H. (2016). *Motivation and learning strategies for college success: A focus on self-regulated learning* (5th Ed.). New York, NY: Taylor Francis.
- Dembo, M., & Seli, H. (2012). *Motivation and learning strategies for college success: A focus on self-regulated learning* (4th Ed.). New York, NY: Taylor Francis.

Dembo, M., & Seli, H. (2007). *Motivation and learning strategies for college success: A self-management approach* (3rd Ed.). New York, NY: Taylor Francis.

PEER REVIEWED PUBLICATIONS:

Sun, J. C.-Y., Seli, H., Martinez, B., & Lin, Y.-Y. (2018). A polling-at-home approach to improving students' learning performance. *International Journal of Online Pedagogy and Course Design*, 8(1), 29-41. doi: 10.4018/IJOPCD.2018010103 (EI: INSPEC)

Sun, J. C.-Y., Oh, Y. J., Seli, H., & Jung, M. (2017). Learning behavior and motivation of at-risk college students: The case of a self-regulatory learning class. *Journal of At-Risk Issues*, 20(2), 12-24.

Filback, R., Krop, C., Seli, H., & Tambascia, T. (2017). Transforming education leaders: Impacts of the dissertation in practice on graduates of a Global Executive Level EdD. In Storey, V. (Ed.), *Exploring the impact of the dissertation in practice* (pp. 109-124). Charlotte, NC: Information Age Publishing.

Dayne, N., Hirayabashi, K., Seli, H., & Reiboldt, W. (2016). The examination of academic self-efficacy and academic help-seeking of higher education students taking an on-campus or online general education course in family and consumer sciences. *Journal of Family and Consumer Sciences Education*, 33,13-24.

Heddy, B. M., Sinatra, G. M., Seli, H., Taasobshirazi, G. & Mukhopadhyay, A. (2016). Making learning meaningful: facilitating interest development and transfer in at-risk college students. *Educational Psychology*, 37(5), 565-581. DOI: 10.1080/01443410.2016.1150420

Brady, M. L., Seli, H., & Rosenthal, J. (2013). Metacognition and the influence of polling systems: How do clickers compare with low technology systems? *Educational Technology Research and Development*, 61(6), 885-902.
<http://link.springer.com/article/10.1007%2Fs11423-013-9318-1>

Sun, J., Martinez, B., & Seli, H. (2013). Just-in-Time or Plenty-of-Time teaching? Different electronic feedback devices and their effect on student engagement. *Educational Technology and Society*, 17(2), 234-244.

Brady, M. L., Seli, H., & Rosenthal, J. (2013). "Clickers" and metacognition: A quasi-experimental comparative study about metacognitive self-regulation and use of electronic feedback devices. *Computers & Education*, 65, 56-63.
<http://dx.doi.org/10.1016/j.compedu.2013.02.001>

Riconscente, M. M., & Seli, H. (2012). Predicting end-of-semester interest and self-efficacy from course and professor ratings. *College Student Journal*, 46(1), 34-39.

Seli, H., & Dembo, M. (2009). Self in self-worth protection. *College Student Journal*, 43(3), 832-842.

Dembo, M., & Praks-Seli, H. (2004). Students' resistance to change in learning strategies courses. *Journal of Developmental Education*, 27(3), 2-11.

- Awarded Outstanding Article for 2003-2004 by the journal

JURIED ACADEMIC PRESENTATIONS:

Heddy, B. C., Sinatra, G. M., Seli, H. & Mukhopadhyay, A. (2014). *Transformative experience as a facilitator of interest development and transfer in a college success course for at-risk students*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.

Brady, M., L. & Seli, H. (2013). *Clickers and metacognition: The influence of clickers and low technology polling on students with low to average performance outcomes*. Paper presented at the American Educational Research Association conference, April 2013, San Fransisco.

Oh, Y-J., Sun, J., Jung, M., & Seli, H. (2013). *Learning behavior and motivation of at-risk college freshmen in a self-regulatory learning class*. Paper presented at the American Educational Research Association Conference, April 2013, San Fransisco.

Heddy, B., Sinatra, G., & Seli, H. (2013). *Transforming college success: Making learning meaningful to at-risk students*. Paper presented at the American Educational Research Conference, April 2013, San Fransisco.

Sun, J. C.-Y., Seli, H., & Martinez, B. (2012, August). *A comparison of just-in-time and plenty-of-time learning and their effect on student self-efficacy, anxiety, and academic performance*. Poster presented at the 2012 APA Annual Convention, Orlando, FL.

Sun, J. C.-Y., Martinez, B., & Seli, H. (2011). *Just-in-time or plenty-of-time teaching? Different electronic feedback devices and their effect on student engagement and faculty instructional practices*. Paper presented at the 2011 AERA (American Educational Research Association) Annual Meeting, New Orleans, LA.

Sun, C., & Seli, H. (2009, June). *Social factors in distance education*. Poster presented at the 2009 Sloan-C International Symposium Emerging Technology Applications for Online Learning, San Francisco, CA.

Riconscente, M. M., & Seli, H. (2009). *Predictions and patterns in interest, self-efficacy and learning contexts*. In S. Hidi (Chair) Interest development and self-efficacy: Implications of research for theory and practice. Symposium presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA.

Seli, H. (2007). *Self in self-worth protection: The relationship of possible selves and self-protective strategies*. Paper presented at the American Educational Research Association conference, April 2007, Chicago.

Dembo, M., & Praks-Seli, H. (2004). *Why do students have difficulty changing their academic*

behaviors? Paper presented at the American Educational Research Association conference, April 2004, San Diego, CA.

TEACHING AND SERVICE PRESENTATIONS:

Seli, H. (2017, March). *Increasing student motivation, persistence and performance*. Presentation at Los Angeles Mission College. Sylmar, CA.

Seli, H. (2016, September). *Optimizing online learning via synchronous and asynchronous features*. Presentation at the UCLA CRESST conference. University of California, Los Angeles, Los Angeles, CA.

Seli, H., & Hirabayashi, K. (2015, November). *Streamlining the grading process by using rubrics*. Presentation at the USC Center for Excellence in Teaching (CET) Faculty Forum, University of Southern California, Los Angeles, CA.

Hirabayashi, K., & Seli, H. (2015, October). *Using flipped instruction in Ed.D. Programs*. Presentation at the convening of the Carnegie Project on the Educational Doctorate (CPED), Boca Raton, FL.

Seli, H. (2015, October). *Motivation: A critical component of self-regulation*. Presented at The Help Group Summit. Los Angeles, CA.

Seli, H., & Hirabayashi, K. (2015, August). *Flipped instruction in USC's Rossier online courses*. Presentation at the CRESST Conference, Redondo Beach, CA.

Hirabayashi, K., & Seli, H. (2015, May). *Research-based teaching strategies and tools for flipping an online course*. Presentation at the USC Teaching With Technology Conference, Los Angeles, CA.

Seli, H. (2015, May). *Self-regulated learning*. Presented to the Claremont Unified School District, Claremont, CA.

Seli, H. (2015, April). Introductory remarks. EdSurge – Education Technology summit. Los Angeles, CA.

Seli, H. (March 31, 2015). *Professor: Here's what I learned from SXSWedu*.
<http://www.ecampusnews.com/top-news/professor-heres-what-i-learned-from-sxswedu/>
<http://www.ecampusnews.com/top-news/professor-heres-what-i-learned-from-sxswedu/>

Seli, H. (2015, February). *The role of learning and motivation in organizational performance*. Webinar presented for current and prospective Doctor of Education in Organizational Change and Leadership students.

Hirabayashi, K., & Seli, H. (2015, March). *Aligning learning outcomes with assessment*. Presentation at the School of Pharmacy, University of Southern California, Los Angeles, CA.

- Seli, H., & Hirabyashi, K.. (2015, February). *The how's and why's of flipped instruction*. Presentation at the Rossier School of Education Part-time and Adjunct Professional Development Workshop, University of Southern California, Los Angeles, CA.
- Hirabyashi, K., & Seli, H. (2015, February). *The how's and why's of flipped instruction*. Presentation at the USC Center for Excellence in Teaching (CET), School of Pharmacy, University of Southern California, Los Angeles, CA.
- Hirabyashi, K., & Seli, H. (2014, December). *The how's and why's of flipped instruction*. Presented at the CET workshop series. December 3, 2014. University of Southern California.
- Seli, H. (2014, October). *A focus on self-regulated learning*. A webinar workshop delivered to University of Texas–Pan American University College, October 2014.
- Seli, H. (2014, November). *What parents need to know about college success*. Trojan Family Weekend, November 14-15 2014. University of Southern California, Los Angeles, CA.
- Seli, H., & Mendoza, C. (2014). *Assessment 101: Learning the basics of survey development*. Presented to Rossier Master's students, October 2014. University of Southern California, Los Angeles, CA.
- Seli, H. (2014). *The learning brain: Cognitive science and its application to college learning*. Presented at the Freshman Orientation Session, June-July 2014. University of Southern California, Los Angeles, CA.
- Mendoza, C., Seli, H., & Kang, N. (2014). *Developing survey items*. Presented at the Student Affairs Assessment Bootcamp, June 2014. University of Southern California, Los Angeles, CA.
- Mendoza, C., Seli, H., & Kang, N. (2014). *Learning outcomes in the context of overall assessment*. Presented at the Student Affairs Assessment Bootcamp, June 2014. University of Southern California, Los Angeles, CA.
- Seli, H., & Mendoza, C. (2014). *Aligning learning outcomes with mission statements*. Presented as Student Affairs Assessment Committee, January, 2014. University of Southern California, Los Angeles, CA.
- Seli, H. (2013). *What parents need to know about college success*. Trojan Family Weekend, October 24-25, 2013. University of Southern California, Los Angeles, CA.
- Seli, H., & Mendoza, C. (2013). *How to incorporate higher level cognitive processes into tutoring sessions*. Presented at a Marshall School of Business training for undergraduate peer tutors, April 2013. University of Southern California, Los Angeles, CA.
- Seli, H., & Mendoza, C. (2013). *Creating effective learning objectives*. Presented as Assessment Committee, January 2013. University of Southern California, Los Angeles, CA.

- Seli, H., & Mendoza, C. (2012). *Student motivation and learning strategies: How to be a self-regulated student*. Presented at a Marshall School of Business training for undergraduate peer tutors, October 2012. University of Southern California, Los Angeles, CA.
- Seli, H. (2012). *What parents need to know about college success*. Trojan Family Weekend, October 18-20, 2012. University of Southern California, Los Angeles, CA.
- Seli, H. (2012). Daily Trojan quoted Helena Seli about why “cramming” does not work in exam preparation. *Study says cramming hurts grades*, August 29, 2012.
<http://dailytrojan.com/2012/08/29/study-says-cramming-hurts-grades/>
- Manke-Brady, M. L., & Seli, H. (2012, July). *Audience response systems and performance outcomes*. Presented at the 2nd Annual Assessment Symposium, University of Southern California, Los Angeles, CA.
- Seli, H. (2011). *What parents need to know about college success*. Trojan Family Weekend, October 28-29, 2011. University of Southern California, Los Angeles, CA.
- Rey, D., & Seli, H. (2011). *The relationship of gratitude and subjective well-being to self-efficacy and control of learning beliefs among college students*. Poster presented at the 2011 Second World Congress on Positive Psychology, Philadelphia, PA.
- Seli, H. (2011). *In-class polling strategies for student engagement*. Presented as part of the CST/TEL Faculty Forum Series, March 4, 2011, University of Southern California, Los Angeles, CA.
- Seli, H. (2011). Bakersfield Californian quoted Helena Seli of the USC Rossier School about zero-tolerance expulsion policies. *Kern has state's highest expulsion rate*, Saturday, January 8, 2011.
- Seli, H. (2010). *What parents need to know about college success*. Trojan Family Weekend, October 27-28, 2010. University of Southern California, Los Angeles, CA.
- Seli, H. (2009). *Formative assessment in and out of the classroom*. Presented as part of the CST/TEL Faculty Forum Series, February 2009, University of Southern California, Los Angeles, CA.
- Seli, H. (2009). *Using personal response systems to enhance student engagement*. Presented as part of the FLEX/Professional Development Workshops at the Yuba Community College District, February 2009, Marysville, CA.
- Seli, H., & Madni, A. (2008). *Using feedback technology to enhance engagement and learning*. Presented at the College Reading and Learning Association Conference, October 2008, Cleveland, Ohio.
- Seli, H. (2008). *It's all about attention: How and why clickers work in the context of educational psychology*. Presented at the Teaching with Technology Conference. May 2008,

University of Southern California, Los Angeles.

Dembo, M., & Praks-Seli, H. (2004). *How can students who are resistant to change be helped in learning strategies courses?* Paper presented at the National Association for Developmental Education conference, March 2004, St. Louis.

SCHOLARLY ACTIVITIES:

9/13 – current **Editorial Board Member, Journal of Developmental Education**
Review and make recommendations for manuscript acceptance

SCHOOL AND UNIVERSITY SERVICE:

9/17 – current Faculty Chair for the Master’s Programs

7/14 – 9/17 Faculty Director of Program Development

8/14 – current Master’s in Learning Design and Technology design (faculty lead)

8/17 – current Advisory Board member, **Center for Excellence in Teaching**

January 2019 **Active member on the following committees within Rossier:**
Master’s Programs’ Governance (chair)
Faculty Governance
EdL Governance Committee
OCL Governance Committee
Global Executive EdD Governance Committee

2014-2017 **Advisory Board member, Kortschak Center for Learning and Creativity,**
University of Southern California

12/15 – current **Member, Online Learning Council,** University of Southern California

SCHOLARSHIPS & PROFESSIONAL ORGANIZATIONS:

- American Educational Research Association (2002 – current)
 - Division C, Learning and Instruction, SIG: Motivation, Teaching Educational Psychology
- American Psychological Association (2002 – current)
- College Reading and Learning Association (2006 – current)
- National Association of Developmental Education (2006 – current)

LANGUAGES: Fluent in Estonian, Russian, Finnish