Jeff Greene

Associate Dean for Academic Affairs and Director of Graduate Studies Professor of Educational Psychology and Learning Sciences at UNC-Chapel Hill

Chapel Hill, NC, US

Using the science of learning to help people be better consumers of information.

Jeff Greene leverages the science of learning to help people be better critical consumers and producers of information, particularly in online and technology environments. Greene began his career in higher education administration and became interested in the science of learning as he watched some students struggle to translate their capacity into academic and lifetime success. Greene believes that the vast majority of students, from kindergarten through graduate school, have the capability to achieve their goals. Many students struggle because they have not been exposed to the ?hidden curriculum? of learning; this is what Jeff strives to understand and communicate to students, educators, and parents. The digital world brings many opportunities to learners, but also many challenges and dangers. Greene works to understand how to help people be thoughtful users and producers of digital content, with particular interests in how people learn about science, socioscientific issues, and history when online. Greene uses the science of learning to study the ways people learn using digital and technological resources, and how to help them use those resources more effectively. Specifically, he studies how people can develop their capacity to self-regulate their learning, as well as how they can become better critical consumers, users, and producers of what they encounter online and in the world. His research includes both experimental and non-experimental designs as well as quantitative, qualitative and mixed methods. Greene publishes his research in professional journals including Educational Psychologist, the Journal of Educational Psychology, Contemporary Educational Psychology, Review of Educational Research, American Educational Research Journal, Journal of Educational Computing Research and Instructional Science.

Learning with Computers/Technology, Learning, Technology, Digital Literacy, Self-Regulated Learning Behaviors, Science of Learning, Cognition, Critical Thinking

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American Educational Research Association, American Psychological Association

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Communicating the science of learning in a post-truth world
Chair of symposium at the 2019 American Psychological Association Conference, Chicago, IL, August 2019.

The science of learning in the digital age
Presentation at the Creating Connections Conference, Raleigh, NC, March 2019.

New literacies and the psychology of learning
Presentation at the Triangle Literacy Symposium: The Achievement Gap and the Changing Face of Literacy, Durham, NC, June 2018.

Rediscovering the foundations of self-regulation in the digital age
Keynote presented during the 2018 Business Meeting of the Studying and Self-Regulated Learning Special Interest Group of the American Educational Research Association, New York, NY, April 2018.

What is Truth in Research: Can Methodologically Strong Research Provide Clarity in the Post-Truth Era?
Presented during the 2018 American Educational Research Association Conference, New York, NY, April 2018.

University of Maryland
Ph.D. Educational Psychology

University of Maryland
M.A. Measurement, Statistics, and Evaluation

University of Maryland
M.Ed. College Student Personnel

Carleton College
B.A. Psychology

Richard E. Snow Award for Early Career Contributions in Educational Psychology
American Psychological Association, Division 15

Fellow
American Psychological Association, Division 15

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