

# ALEXANDRA LIST

Department of Educational Psychology, Counseling, and Special Education  
227 Cedar Building • Penn State University • State College, PA 16802  
[azl261@psu.edu](mailto:azl261@psu.edu) • 814-863-5727 • <https://multiplesourcelab.com/>

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## APPOINTMENTS

**Associate Professor** *July 2021–Present*  
**Assistant Professor** *August 2017–2021*

Department of Educational Psychology, Counseling, and Special Education  
College of Education  
The Pennsylvania State University

**Assistant Professor** *August 2015–May 2017*

Department of Educational Psychology  
Teachers College  
Ball State University

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## EDUCATION

**Ph.D.** Human Development and Quantitative Methodology *December 2014*

*Specialization:* Educational Psychology

University of Maryland, College Park, MD

*Advisor:* Patricia A. Alexander

*Dissertation Title:* Modeling Multiple Source Use: Using Individual Difference Factors and Multiple Source Use Behaviors to Predict Response Quality

**M.A.** Measurement, Statistics, and Evaluation *December 2013*

University of Maryland, College Park, MD

*Advisor:* Gregory R. Hancock

*Master's Paper Title:* "What's the question?": Examining the Impact of Question Type on Students' Multiple Source Use

**B.A.** Special Major: Educational Studies and Psychology *May 2009*

Swarthmore College, Swarthmore, PA

*Pennsylvania Secondary Teacher Certification Program*

*Thesis Title:* Understanding Student Motivation for Heritage Language Learning

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## PROFESSIONAL INTERESTS

Critical reading

Reading comprehension

Multiple text comprehension, evaluation, and integration

Source-based writing

Learning from multimedia

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**PUBLICATIONS****Edited Volumes**

Van Meter, P.N., **List, A.**, Kendeou, P., & Lombardi, D. (Eds.). (2020). *Handbook of learning from multiple representations and multiple perspectives*. New York: Routledge.

**Chapters in Edited Volumes**

**List, A.** (2020). Knowledge as perspective: from domain perspective learning to interdisciplinary understanding. In: P. Van Meter, A. List, P. Kendeou, & D. Lombardi (Eds.), *Handbook of learning from multiple representations and multiple perspectives*. New York: Routledge.

**List, A.**, Van Meter, P., Kendeou, P., & Lombardi, D. (2020). Loggers and conservationists: navigating the multiple resource forest through the trees. In: P. Van Meter, A. List, P. Kendeou, & D. Lombardi (Eds.), *Handbook of learning from multiple representations and multiple perspectives*. New York: Routledge.

Van Meter, P., **List, A.**, Kendeou, P., & Lombardi, D. (2020). The Multiple Resource Learning Framework: learning from multiple representations and multiple perspectives. (2019). In: P. Van Meter, A. List, P. Kendeou, & D. Lombardi (Eds.), *Handbook of learning from multiple representations and multiple perspectives*. New York: Routledge.

**List, A.** (2020). Six questions regarding strategy use when learning from multiple texts. In: D. L. Dinsmore, L. Fryer, & M. M. Parkinson (Eds.), *Handbook of strategies and strategic processing: conceptualization, intervention, measurement, and analysis*. (pp. 119–140). New York: Routledge.

**List, A.**, & Rubenstein, L.D. (2019). Understanding susceptibility to educational inaccuracies: Examining the Likelihood of Adoption Model. In: P. Kendeou, D. Robinson, & M.T. McCrudden (Eds.), *Misinformation and fake news in education*. (pp. 29–53). Charlotte, NC: Information Age Publishing.

**List, A.**, & Alexander, P.A. (2018). Cold and warm perspectives on The Cognitive Affective Engagement Model of Multiple Source Use. In: J.L.G. Braasch, I. Bråten, & M.T. McCrudden (Eds.). *Handbook of multiple source use* (pp. 34–54). London: Routledge.

Dinsmore, D. L., Hattan, C., & **List, A.** (2018). A meta-analysis of strategy use and performance in the model of domain learning. In: H. Fives & D.L. Dinsmore (Eds.). *The model of domain learning: Understanding the development of expertise*. Taylor & Francis.

Grossnickle, E. M., Alexander, P. A., & **List, A.** (2017). The argument for epistemic competence. In B. Moschner, A. Anschutz, & H. Gruber (Eds.). *Knowledge and learning in the perspective of learners and instructor: how epistemic beliefs influence school, university, and the workplace*. Munster, Germany: Waxmann Verlag.

- Nadasen, D., & **List, A.** (2016). Predicting four-year student success from two-year student data. In: B. Kei Daniel & R. Butson, (Eds.). *Big data and learning analytics: current theory and practice in higher education*. (pp. 221–236). Switzerland: Springer International Publishing.
- Alexander, P. A., Grossnickle, E. M., & **List, A.** (2014). Navigating the labyrinth of teacher motivation and emotion. In P. W. Richardson, S. Karabenick, & H. Watt (Eds.), *Teacher motivation: theory and practice* (pp. 150–163). New York: Routledge.
- Renninger, K. A., & **List, A.** (2012). Scaffolding for learning. In N. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 2922–2926). New York: Springer Science and Business Media, LLC.

### Refereed Journal Articles

\*\*Represents a graduate student co-author

- \*\*Du, H. & **List, A.** (2022). Reasoning about text-based evidence. *Contemporary Educational Psychology* (68). <https://doi.org/10.1016/j.cedpsych.2021.102038>
- List, A.**, \*\*Du, H., & \*\*Lyu, B. (2022). Examining undergraduates' text-based evidence identification, evaluation and use. *Reading and Writing*, 35(5). 1059–1089. [10.1007/s11145-021-10219-5](https://doi.org/10.1007/s11145-021-10219-5)
- List, A.**, \*\*Lee, H. Y., \*\*Du, H., \*\*Campos Oaxaca, G. S., \*\*Lyu, B., \*\*Falcon, A. L., & \*\*Lin, C. J. (2022). Preservice teachers' recognition of source and content bias in education application (app) reviews. *Computers in Human Behavior*, 134. <https://doi.org/10.1016/j.chb.2022.107297>
- Ritchey, K.A. & **List, A.** (2022). Task-Oriented Reading: A framework for improving college students' reading compliance and comprehension. *College Teaching*. <https://doi.org/10.1080/87567555.2021.1924607>
- \*\*Du, H. & **List, A.** (2021). Evidence use in argument writing based on multiple texts. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.366>
- \*\*Lee, H.Y. & **List, A.** (2021). Examining students' self-efficacy and perceptions of task difficulty in learning from multiple texts. *Learning and Individual Differences* (90). <https://doi.org/10.1016/j.lindif.2021.102052>
- List, A.** (2021). Investigating the Cognitive Affective Engagement Model of learning from multiple texts: a structural equation modeling approach. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.361>
- List, A.**, \*\*Campos Oaxaca, G.S., \*\*Lee, E., \*\*Lee, H.Y., & \*\*Du, H. (2021). Examining perceptions, selections and products in undergraduates' learning from multiple resources. *British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12435>

- List, A. & \*\*Du, H.** (2021). Reasoning beyond history: examining students' strategy use when completing a multiple text task addressing a controversial topic in education. *Reading and Writing*. <https://doi.org/10.1007/s11145-020-10095-5>
- List, A., \*\*Du, H., & \*\*Lee, H.Y.** (2021). Examining relation formation across consistent and conflicting texts. *Discourse Processes*.  
<https://doi.org/10.1080/0163853X.2020.1834328>
- List, A., \*\*Du, H., & \*\*Lee, H.Y.** (2021). How do students integrate multiple texts? An investigation of top-down processing. *European Journal of Psychology of Education*.  
<https://doi.org/10.1007/s10212-020-00497-y>
- \*\*Du, H. & List, A.** (2020). Researching and writing based on multiple texts. *Learning and Instruction*, 66. <https://doi.org/10.1016/j.learninstruc.2019.101297>
- List, A. & Alexander, P.A.** (2020). Strategy use in learning from multiple texts: an investigation of the Integrated Framework of Learning from multiple texts. *Frontiers in Education: Educational Psychology*. <https://doi.org/10.3389/feduc.2020.578062>
- List, A., Brante, E.W., & \*\*Klee, H.L.** (2020). A framework of pre-service teachers' conceptions of digital literacy: comparing the United States and Sweden. *Computers and Education*, 148. <https://doi.org/10.1016/j.compedu.2019.103788>
- \*\*Lee, H.Y., & List, A.** (2019). Processing of texts and videos: a strategy focused approach. *Journal of Computer Assisted Learning*, 35(2), 268–282.  
<https://doi.org/10.1111/jcal.12328>
- List, A.** (2019). Defining digital literacy development: An examination of pre-service teachers' beliefs. *Computers & Education*, 138, 146–158.  
<https://doi.org/10.1016/j.compedu.2019.03.009>
- List, A.** (2019). Drawing is integrating: An examination of students' graphic representations of multiple texts. *Reading Psychology*, 40(6): 491–524.  
<https://doi.org/10.1080/02702711.2019.1629517>
- List, A., & Alexander, P. A.** (2019). Toward an integrated framework of multiple text use. *Educational Psychologist*, 54(1), 20–39.  
<https://doi.org/10.1080/00461520.2018.1505514>
- List, A., & \*\*Ballenger, E. E.** (2019). Comprehension across mediums: the case of text and video. *Journal of Computing in Higher Education*, 1–22.  
<https://doi.org/10.1007/s12528-018-09204-9>
- List, A., \*\*Du, H., & \*\*Wang, Y.** (2019). Understanding students' conceptions of task assignments. *Contemporary Educational Psychology*, 59.  
<https://doi.org/10.1016/j.cedpsych.2019.101801>

- List, A., \*\*Du, H., \*\*Wang, Y., & \*\*Lee, H. Y.** (2019). Toward a typology of integration: Examining the documents model framework. *Contemporary Educational Psychology, 58*, 228–242. <https://doi.org/10.1016/j.cedpsych.2019.03.003>
- \*\*Wang, Y., & List, A.** (2019). Calibration in multiple text use. *Metacognition and Learning, 14*(2), 131–166. <https://doi.org/10.1007/s11409-019-09201-y>
- List, A., \*\*Stephens, L. A., & Alexander, P. A.** (2018). Examining interest throughout multiple text use. *Reading and Writing, 32*(2), 307–333. <https://doi.org/10.1007/s11145-018-9863-4>
- List, A., & Alexander, P.A.** (2018). Postscript: in pursuit of integration. *Learning and Instruction, 57*, 82–85. <https://doi.org/10.1016/j.learninstruc.2018.04.002>
- List, A.** (2018). Strategies for comprehending and integrating texts and videos. *Learning and Instruction, 57*, 34–46. <https://doi.org/10.1016/j.learninstruc.2018.01.008>
- List, A., & Alexander, P. A.** (2018). Corroborating students' self-reports of source evaluation. *Behaviour & Information Technology, 37*(3), 198–216.
- List, A., Grossnickle, E. M., Alexander, P. A., & Loyens, S. M. M.** (2018). The role of educational context and epistemic beliefs in students' multiple source use. *European Journal of Psychology of Education, 33*(4), 685–705.
- List, A., & Alexander, P.A.** (2017). Text navigation in multiple source use. *Computers in Human Behavior, 75*, 364–375. <https://doi.org/10.1016/j.chb.2017.05.024>
- List, A. & Alexander, P.A.** (2017). Analyzing and integrating models of multiple text comprehension: introduction to the special issue. *Educational Psychologist, 52*(3), 143–147. <https://doi.org/10.1080/00461520.2017.1328309>
- List, A., & Alexander, P.A.** (2017). Cognitive affective engagement model of multiple source use. *Educational Psychologist, 52*(3), 182–199.
- List, A., & Nadasen, D.** (2017). Motivation and self-regulation in community college transfer students at a four-year, online university. *Community College Journal of Research and Practice, 41*, 842–866. <https://doi.org/10.1080/00461520.2017.1329014>
- List, A., Alexander, P.A., & Stephens, L.A.** (2017). Trust but verify: examining the association between students' sourcing behaviors and ratings of text trustworthiness. *Discourse Processes, 54*(2), 83–104. <https://doi.org/10.1080/0163853X.2016.1174654>
- Alexander, P. A., Dumas, D., Grossnickle, E. M., **List, A.**, & Firetto, C. (2016). Measuring relational reasoning. *Journal of Experimental Education, 84*(1), 119–151.

- Nadasen, D., & **List, A.** (2016). Using community college prior academic performance to predict re-enrollment at a four-year online university. *Online Learning*, 2(2).
- Grossnickle, E. M., **List, A.**, & Alexander, P. A. (2015). Elementary- and middle-school students' beliefs about knowledge, information, and truth. *Journal of Experimental Education*, 83(4), 469-494. <https://doi.org/10.1007/s10212-017-0359-4>
- List, A.**, & Alexander, P. A. (2015). Examining response confidence when completing multiple text tasks. *Metacognition and Learning*, 10(3), 407-436. <https://doi.org/10.1007/s11409-015-9138-2>
- List, A.**, Grossnickle, E. M., & Alexander, P. A. (2015). Profiling students' multiple source use by question type. *Reading Psychology*, 37(5), 753-797. <https://doi.org/10.1080/02702711.2015.1111962>
- List, A.**, Grossnickle, E.M., & Alexander, P. A. (2015). Undergraduate students' justifications for source selection in a digital academic context. *Journal of Educational Computing Research*, 54(1), 22-61. <https://doi.org/10.1177/0735633115606659>
- Musu-Gillette, L. M., Yoches, M., & **List, A.** (2015). Exploring the relationship between student approaches to learning and reading achievement at the school level. *Journal of Early Childhood Literacy*, 15(1), 37-72.
- Alexander, P. A., & **The Disciplined Reading and Learning Research Laboratory.** (2012). Reading into the future: competence for the 21st century. *Educational Psychologist*, 47(4). 259-280.

### Commissioned Report

- Alexander, P. A., & the Disciplined Reading and Learning Research Laboratory (2010). *The challenges of developing competent literacy in the 21st century*. Washington, DC: The National Academy of Sciences.

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## PRESENTATIONS

### International/National

- \*\*Campus Oaxaca, G., **List, A.**, \*\*Lee, H.Y., \*\*Lyu, B., & \*\*Du, H. (August, 2021). Video as a modality for introducing students to affectively-laden issues in bioethics. In: M. Stadler (Chair), *YouTube in the classroom and beyond: comprehension and evaluation of online videos on science topics*. Symposium conducted at the biannual meeting of the European Association for Research on Learning and Instruction, Online.
- List, A.**, \*\*Du, H., & \*\*Lyu, B. (August, 2021). Students' reasoning about domain perspectives when learning from multiple texts. In: Y. Kammerer (Chair), *Beyond mere content: contextual and metatextual aspects in multiple document comprehension*. Symposium conducted at the biannual meeting of the European Association for Research on Learning and Instruction, Online.

- List, A., \*\*Kim, A., \*\*Lyu, B., \*\*Campos Oaxaca, G., \*\*Lee, H.Y., & \*\*Du, H.** (August, 2021). *Sourcing in pre-service teachers' evaluations of technology applications for classroom use*. Poster presented at the annual meeting of the Society for Tech and Discourse, Online.
- \*\*Du, H., & List, A.** (April, 2021). *Improving students' reasoning about text-based evidence: results from two intervention studies*. Poster presented at the annual meeting of the American Education Research Association, Online.
- \*\*Campus Oaxaca, G., & List, A.** (April, 2021). *Multiple text integration among native English and Spanish speakers*. Paper presented at the annual meeting of the American Education Research Association, Online.
- \*\*Lee, H.Y., & List, A.** (April, 2021). The role of relevance determinations in multiple text reading and writing: an investigation of the MD-TRACE. In: J. Braasch (Chair). *Synergy of reading and writing within multiple source tasks: novel approaches and innovative techniques*. Symposium conducted at the annual meeting of the American Education Research Association, Online.
- E. Brante, List, A., & \*\*H. Klee** (August, 2019). *How pre-service teachers define digital literacy – a cross-cultural study*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.
- List, A.** (August, 2019). Attitude-driven access: role of motivated reasoning in multiple text navigation. In: D. Lombardi (Chair), *Using texts to learn about controversial topics*. Symposium conducted at the annual meeting of the American Psychological Association, Chicago.
- \*\*Du, H., & List, A.** (July, 2019). *Evidence use in argument writing based on multiple texts*. Paper presented at the annual meeting of the Society for Text and Discourse, New York.
- \*\*Lee, H.Y., & List, A.** (July, 2019). *Examining self-efficacy and perceptions of task difficulty in the context of multiple text use*. Paper presented at the annual meeting of the Society for Text and Discourse, New York.
- List, A., \*\*Lee, H.Y., & \*\*Du, H.** (July, 2019). *The test of time: examining the durability of students' learning from multiple texts*. Poster presented at the annual meeting of the Society for Text and Discourse, New York.
- \*\*Lee, H. Y. & List, A.** (April, 2019). *Self-regulation in multiple text use*. Poster presented at the annual meeting of the American Education Research Association, Toronto, Canada.
- List, A.** (April, 2019). One step, two step, three step, four; evaluating a cognitive model of integration. In: L. Singer (Chair), *Integration: A critical competency for the digital age*. Symposium conducted at the annual meeting of the American Education Research Association, Toronto, Canada.

- \*\*Wang, Y., & List, A.** (April, 2019). Examining self-evaluations when students compose written responses based on multiple texts. In: H. Du (Chair), *21<sup>st</sup> Century calibration: judging performance in digital and classroom contexts*. Symposium conducted at the annual meeting of the American Education Research Association, Toronto, Canada.
- List, A.** (August, 2018). *Different paths to different outcomes: providing empirical evidence for the Cognitive Affective Engagement Model of Multiple Texts*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, California.
- List, A.** (July, 2018). *The role of students' epistemic beliefs and their relation to multiple document comprehension*. Paper presented at the annual meeting of the Society for Text and Discourse, Brighton, United Kingdom.
- List, A.** (April, 2018). *Preservice teachers' scientific information search: implications for instruction*. Poster presented at the annual meeting of the American Education Research Association, New York.
- List, A.** (April, 2018). *A meta-analysis of strategy use and performance in the model of domain learning*. Poster presented at the annual meeting of the American Education Research Association, New York.
- List, A.** (September, 2017). *Performance and perceptions across multiple text task conditions*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Tampere, Finland.
- List, A.** (August, 2017). *Examining strategies in video viewing*. Symposium presented at the annual meeting of the Society for Text and Discourse, Philadelphia, PA.
- List, A.** (April, 2017). Information management during multiple text use: a mixed-methods investigation. In: P.A. Alexander (Chair), *Multiple text engagement: addressing questions about methods and measurement*. Symposium conducted at the annual meeting of the American Education Research Association, San-Antonio, Texas.
- List, A. & Alexander, P.A.** (August, 2016). *Individual differences in multiple source use: an extreme cases analysis*. Poster presented at the annual meeting of the American Psychological Association, Denver, Colorado.
- List, A. & \*\*Stephens, L.A.** (July, 2016). *Situation model development across multiple text segments and multiple texts*. Paper presented at the annual meeting of the Society for Text and Discourse, Kassel, Germany.
- List, A.** (July, 2016). *Resolving expert disagreement*. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction Special Interest Group on Comprehension of Text and Graphics, Geneva, Switzerland.



**\*\*Stephens, L.A. & List, A.** (May, 2016). *The role of interest in online learning*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago.

**List, A.** (April, 2016). Do source evaluations determine source preference: a mixed-methods analysis. In: J. G. L. Braasch (Chair), *Sourcing: Identifying and evaluating information in the digital age*. Symposium conducted at the annual meeting of the American Education Research Association, Washington D.C.

**List, A.** (April, 2016). When two become one: comprehension and integration across mediums. In: S. M. Loughlin (Chair), *Comprehension and integration of text, visual, and multimedia sources*. Symposium to be conducted at the annual meeting of the American Education Research Association, Washington D.C.

**List, A. & Alexander, P.A.** (July, 2015). Students' accessing of document information across source types. Paper presented at the annual meeting of the Society for Text and Discourse, Minneapolis.

**List, A., Jablansky, S., Alexander, P.A., & Glustoff, M.** (April, 2015). *Comparing the comprehension and evaluation of information presented via text and video*. Paper presented in a round-table session at the annual meeting of the American Education Research Association, Chicago.

**List, A. & Nadasen, D.** (April, 2015). *The role of motivation and self-regulation in understanding community college transfer students' success at a four-year online university*. Poster presented at the annual meeting of the American Education Research Association, Chicago.

**List, A. & Alexander, P. A.** (2015, April). *Competing and complementary models of multiple source use: theoretical and empirical advancements*. In: Emily M. Grossnickle (Chair), *Cognitive affective engagement models of multiple source use*. Symposium conducted at the annual meeting of the American Education Research Association, Chicago.

**List, A. & Nadasen, D.** (2014, November). *Community college transfer students' persistence at university*. Paper presented at the annual meeting of the North East Association for Institutional Research, Philadelphia, PA.

**Nadasen, D. & List, A.** (2014, November). *Community college transfer student success at an online university: conclusions from a Kresge Foundation Grant*. Paper presented at the annual meeting of the North East Association for Institutional Research, Philadelphia, PA.

**List, A. & Nadasen, D.** (2014, October). *Examining the relations between online learning, classroom behavior, and student success*. Paper presented at the annual meeting of the Online Learning Consortium-International, Orlando, FL.

- Mulherin, E. & **List, A.** (2014, October). *Jumpstart to success: creating a personal learning plan to improve retention and success for adult students*. Paper presented at the annual meeting of the Online Learning Consortium–International, Orlando, FL.
- Mulherin, E. & **List, A.** (2014, October). *Project Jumpstart: a systematic approach to onboarding adult students*. Paper presented at the annual meeting of University Professional and Continuing Education Association, Newark, DE.
- List, A.**, Jablansky, S., Hattan, C., & Alexander, P. A. (2014, August). *Relational reasoning in graphic, verbal, and multiple text tasks*. Paper presented at the annual meeting of the Society for Text and Discourse, Chicago.
- List, A.**, Grossnickle, E. M., & Alexander, P. A. (2014, August). *Navigating multiple sources: an examination of source access order and the role of question type*. Paper presented at the annual meeting of the American Psychological Association, Washington D. C.
- List, A.**, Nadasen, D., Richman, A., Wessman, K., & Ogle, G. (2014, July). *Cross-institutional collaborations: building partnerships for student success*. Paper presented at the Learner Analytics Conference, College Park, MD.
- List, A.**, Nadasen, D., Mulherin, E., & Hintz, S. (2014, July). *Blended interventions to aid transfer students' transitioning from face-to-face to online courses*. Paper presented at the annual meeting of the Online Learning Consortium, Denver, CO.
- List, A.** & Nadasen, D. (2014, July). *Interventions to promote community college transfer student success at a four-year, online university*. Paper presented at the annual meeting of the American Association of Collegiate Registrars, Ft. Lauderdale, FL.
- Grossnickle, E. M., **List, A.**, & Alexander, P. A. (2014, April). Undergraduate students' beliefs about knowledge, information, and truth. In J. Magliano (Chair), *Epistemic beliefs and learning and reasoning about texts*. Symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia.
- List, A.**, Grossnickle, E. M., & Alexander, P. A. (2014, April). Impact of interest and prior knowledge on multiple source use. In M. T. McCrudden (Chair), *Situating the "who" in multiple source use: what do learner characteristics reveal about online processing?* Symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia.
- List, A.**, & Alexander, P. A. (2013, August). *Examining the impact of task on reasoning and response confidence ratings when students answer academic questions based on multiple texts*. Paper presented at the annual meeting of the American Psychological Association, Honolulu.
- Grossnickle, E. M., **List, A.**, & Alexander, P. A. (2013, April). Elementary-school and middle-school students' conceptions of knowledge, information, and truth. In J. A. Greene

- (Chair), *Children's and adolescents' epistemic beliefs*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2013, April). Examining epistemic and non-epistemic dimensions of source evaluation. M. T. McCrudden (Chair), *In Google we trust: Examining evaluations of source and search results*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2013, April). *Students' justifications for source selection in a digital academic context*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- List, A.,** Loughlin, S. M., & Alexander, P. A. (2013, April). Meaning making: the role of relational reasoning in multiple source use. In J. K. Kulikowich (Chair), *Measurement of important constructs in literacy research*. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2012, September), *Students' source selections, justifications, and evaluations when responding to different question types*. Paper presented at the International Conference on Conceptual Change, Trier, Germany.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2012, July), *"I was looking for the answer": a critical examination of multiple source use*. Paper presented at the annual meeting of the Society for Text and Discourse, Montréal.
- Grossnickle, E. M., **List, A.,** & Alexander, P. A. (2012, July), *Beliefs about inquiry and multiple source navigation: are more competent beliefs always the best guide?* Poster presented at the annual meeting of the Society for Text and Discourse, Montréal.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2012, July), *"It was first": examining the impact of domain and question type on search and source selection*. Poster presented at the annual meeting of the Society for Text and Discourse, Montréal.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2012, August). *"Wikipedia is unreliable, but I use it anyway": students' justifications for source selection and evaluation*. Poster presented at the annual meeting of the American Psychological Association, Orlando, Florida.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2012, April). *"What's the question?" examining the impact of question type on students' multiple source use*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- List, A.,** Grossnickle, E. M., & Alexander, P. A. (2011, August). *"Click here": student search behavior and justification for source choice in a digital academic context*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Grossnickle, E. M., Dinsmore, D. L., Alexander, P. A. & **List, A.** (2011, April). *Knowledge, interest, and strategic processing: profiling undergraduate students in a semester-long course*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**List, A.**, Grossnickle, E. M., Alexander, P. A., Loyens, S. M. M., & McCrudden, M. (2011, April). The Long and short of it: the role of question type and epistemic beliefs in students' multiple source use. In: L. M. Maggioni (Chair), *Enacting beliefs about knowledge and knowing in an information age*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

**List, A.** & Musu-Gillette, L. E. (2011, April). *Examining predictors of positive national identity for immigrant and non-immigrant students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Chae, S. E., Fox, E., Alexander, P. A., & **List, A.** (2010, April). *Identifying effective English L2 academic writing interventions: emerging trends and issues in recent research*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

### **Regional and University Level**

Nadasen, D. & **List, A.** (2014, October). *Data analytics: predicting success for the future of institutional research and assessment*. Paper presented at the annual meeting of the Maryland Association of Institutional Research, Baltimore, MD.

**List, A.**, & Alexander, P. A. (2013, April). *Examining the impact of task on reasoning and response confidence ratings when students answer academic questions based on multiple texts*. Paper presented at Graduate Research Interaction Day, University of Maryland, College Park, MD.

**List, A.**, Grossnickle, E. M., & Alexander, P. A. (2012, April). *"What's the question?" examining the impact of question type on students' multiple source use*. Poster presented at Graduate Research Interaction Day, University of Maryland, College Park, MD.

Grossnickle, E. M., **List, A.**, & Alexander, P. A. (2012, April). *Elementary-school and middle-school students' conceptions of knowledge, information, and truth*. Poster presented at Graduate Research Interaction Day, University of Maryland, College Park, MD.

**List, A.**, Grossnickle, E. M., & Alexander, P. A., (2012, March). *"What's the question?" examining the impact of question type on students' multiple source use*. Poster presented at the College of Education Graduate Research Conference, University of Maryland, College Park, MD.

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## **INSTRUCTIONAL EXPERIENCE**

### **University Level**

EDPSY 578: Contemporary Issues in Educational Interventions Graduate <i>Penn State University</i>	<i>Spring 2020</i>
EDPSY 560: Program Evaluation Graduate <i>Penn State University</i>	<i>Spring 2018, Spring 2019</i>
EDPSY 14: Learning and Instruction Undergraduate (180 enrollment cap) <i>Penn State University</i>	<i>Fall Semesters 2017 – 2022; Spring 2021</i>
EDPS628: Adolescent Development Graduate; Online <i>Ball State University</i>	<i>Fall 2016</i>
EDPS629: Adult Development Graduate; Online <i>Ball State University</i>	<i>Fall 2016 – Spring 2017</i>
EDPS393: Educational Psychology for Elementary Educators 2017 Undergraduate <i>Ball State University</i>	<i>Fall, 2015 – Spring</i>
EDHD460: Educational Psychology Undergraduate Instructor <i>University of Maryland</i>	<i>Fall 2012; Spring 2012; Summer 2013; Summer 2014</i>
EDHD460: Educational Psychology Undergraduate Teaching Assistant <i>University of Maryland</i>	<i>Fall 2011; Spring 2012</i>
EDHD425: Language and Reading Development Undergraduate Teaching Assistant <i>University of Maryland</i>	<i>Fall 2011</i>
<b>K – 12</b>	
Education Director <i>Yavneh Hebrew School, Washington DC</i>	<i>2012–2013</i>
Education Director <i>Olney Kehilah Hebrew School, Olney, MD</i>	<i>2010–2013</i>
Secondary Social Studies – Student Teacher <i>Julia R. Masterman Laboratory School, Philadelphia, PA</i>	<i>2009</i>

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**PROFESSIONAL EXPERIENCE****Senior Research Associate**

2014–2015

*Office of Research and Evaluation  
School District of Philadelphia*

- Develop logic models and evaluation plans for district–led and grant sponsored school–based interventions
- Managed school–based program evaluations for large city and national programs, including measure development, data collection, and analysis
- Prepared reports for federal and private granting agencies and service providers
- Supervised six research assistants across a variety of projects

**Research Associate**

2013–2014

*Department of Institutional Research  
University of Maryland, University College*

- Led research on project predicting community college students' success when transferring to a four–year university
- Developed and evaluated interventions targeting unique needs of non–traditional students, including a mentoring program and orientation programming
- Supervised data analytics and web development consultants
- Prepared reporting of grant–activities to Kresge Foundation
- Authored evaluation portion of “First in the World” data sharing grant to Institute of Educational Statistics

**Graduate Researcher**

2009–2012

*Project Director, Knowledge Information Truth in the 21st Century  
Disciplined Reading and Learning Research Laboratory  
University of Maryland*

- Led research design, task development, data collection and analyses, and writing on investigations of students' beliefs about knowledge, information, and truth and multiple source use
- Supervised research assistants in data coding and analyses as well as in developing independent research projects
- Worked with computer programmers to design Internet–based study interfaces
- Delivered professional development to teachers in partner school

**Research Associate**

2010–2011

*Center for Inspired Teaching  
Washington, D.C.*

- Evaluated alternative teacher certification program and professional development activities

- Examined teacher performance data alongside students' performance and principal evaluations

**Research Assistant**

2009

*Alliance for Excellent Education*  
*Washington, D.C.*

- Supported analyses related to state "score cards" reflecting the drop out crisis
- Analyzed state-by-state accommodations for non-native English speaking learners

**Research Assistant**

2007–2009

*Prof. K. Ann Renninger*  
*Swarthmore College*

- Examined teacher participation in MathForum professional development program
- Evaluated alternative, integrative education programs in Philadelphia high schools through parent and student interviews as well as observation

**GRANTS AND AWARDS*****Awarded:***

Principal Investigator: Equity Funds (*Penn State*) 2022

*Equity in Educational Psychology Speaker Series*  
\$9,400

Principal Investigator: Small Conference Grant (*AERA*) 2022

*Setting an Agenda for an Anti-Racist Program of Research in Educational Psychology*  
\$34,987

Co-Investigator: Social Science Research Institute (*Penn State*) 2021

*Investigating factors affecting underrepresented students' participation in student innovation competitions, exhibitions, and training programs (ICETs)*  
\$14,167

Principal Investigator: Research Initiation Grant (*Penn State*) 2019

*Writing Reach: developing community college students' academic writing*  
\$9,903

Principal Investigator: Teachers College IDC Research Funds (*Ball State*) 2017

*Judging a book by its cover: understanding implicit judgements of source trustworthiness*  
\$2,000

Principal Investigator: Aspire Faculty Grant (*Ball State*) 2015

*Parsing plagiarism: examining students' writing based on multiple texts*

\$3,000

Principal Investigator: Charles Beaumont Dissertation Award (*UMD*) 2011  
 Principal Investigator: Support Program for Advancing Research Grant (*UMD*) 2011

***Submitted:***

Exploring the Challenges and Solutions to Information Literacy for the Next Generation 2022  
 of Voters: A Text and Discourse Approach to Civics Education

*Co-Investigator: Submitted to the Institute of Education Sciences, Program for Postsecondary and Adult Education Research; Goal 2: Development*

Inquiry for Impact (I4I): Development a Curriculum to Support Social Studies Data Literacy 2021

*Principal Investigator: Submitted to the Institute of Education Sciences, Program for Civics Education and Social Studies; Goal 2: Development*

Task-Oriented Reading Instruction (TORI) 2017

*Principal Investigator: Submitted to the Institute of Education Sciences, Program for Postsecondary and Adult Education Research; Goal 2: Development*

Reading at the College Level Intervention (RCL) 2016

*Principal Investigator: Submitted to the Institute of Education Sciences, Program for Postsecondary and Adult Education Research; Goal 2: Development*

**Fellowships**

Cochran Award 2014

College of Education Scholarship Award, UMD 2012; 2014

University of Maryland Fellowship 2009–2014

Global Graduate Fellowship Award Recipient 2012

**Research Awards**

Tom Trabasso Young Investigator Award – *Society for Text and Discourse* 2021

Finalist – Outstanding Dissertation Award – *International Literacy Association* 2016

Outstanding Student Paper Award – *Society for Text and Discourse* 2012

Excellence in Research in Education, Pedagogy and Learning, 2<sup>nd</sup> Place, 2012  
 Graduate Research Interaction Day (GRID), UMD

**Conference Awards**



Robert A. Terhune Professional Development Fund	2016; 2017
Department of Human Development Travel Grant, UMD	2009–2014
APA Division 15 Graduate Student Registration Award	2011; 2014
AERA Division C: Graduate Student Seminar	2013
APA Division 15: Graduate Student Seminar	2012
College of Education, Office of International Initiatives Travel Award	2012
Jacob K. Goldhaber Travel Grant, UMD	2012
International Conference Student Support Award (ICSSA), UMD	2011

## SERVICE

### Workshops and Trainings

*Discussion Leader* – Participated in Applying Psychological Science to Teaching, Learning, and Well-Being in Schools at APA 2018

*Session Leader* – Developed “Hands on Stat” training in basic statistics for students attending APA annual meeting (2014)

*Conference Organizer* – Seeking Common Ground: A Multidisciplinary Examination of Critical Analytic Thinking in Learning and Development (2013)  
Funded by American Education Research Association

*Coordinator* – “How to Get Published” Workshop, American Education Research Association (2010 – 2013)

### Reviewer Experience

#### Current:

*Associate Editor* – Learning and Instruction

*Editorial Board Member* – Contemporary Educational Psychology; Journal of Educational Psychology; Learning and Individual Differences

#### Former:

*Associate Editor* – Review of Educational Research

*Guest Editor* – Discourse Processes (2021)

*Guest Editor* – Learning and Instruction (2018).  
*Special Issue:* Toward a Model of Multi-Source, Multi-Modal Processing

*Guest Editor* – Educational Psychology (2017).  
*Special Issue:* Models of Multiple Document Comprehension

*Ad hoc Reviewer* – American Education Research Journal; Computers & Education; Journal of Computing in Higher Education; Journal of Educational Computing Research; Learning and Individual Differences; Learning and Instruction; Reading and Writing; American Education Research Association, Annual Meeting Reviewer; American Psychological Association, Division 15 Annual Meeting Reviewer; American Psychological Association, Division 15 Student Paper Award; Society for Text and Discourse, Program Committee

*Convention Committee Member* – American Psychological Association (2012–2014)  
Responsible for evaluating all proposals for graduate–student focused programming at APA

### **National Service**

*Treasurer: Division 15* – American Psychology Association (2022–)

*Div. 15 Graduate Student Seminar Co–Chair* – American Psychology Association (2019–2021)

*Div. C Section 1B Program Co–Chair* – American Education Research Association (2019)

*Div. 15 Graduate Student Affairs Committee* – American Psychological Association (2016–2018)

*Div. 15 Doctoral Seminar Mentor* – American Psychological Association (2016)

*Division Student Representative* – American Psychological Association (2012–2014)

*Campus Representative* – American Educational Research Association (2011–2012)

### **University Service**

*Penn State:*

Graduate Council Joint Curriculum Committee (2021 – Present)

*University of Maryland:*

Learning Technology Working Group (2013–2014)

Campus Student Technology Fee Advisory Committee (2010–2014)

Chair of Campus Student Technology Fee Advisory Committee (2010–2011)

Panels and Plenary Committee Chair, Graduate Research Interaction Day (2009–2010)

Graduate Student Mentor, Graduate Student Association (2010–2011)

UMD Dean of Graduate Studies Advisory Committee (2011–2012)

### **College Service**

*Penn State:*

Director, College of Education, Eye–Gaze Laboratory

*Ball State University:*

Member, Council for the Accreditation of Educator Preparation (CAEP): Standard #4

Member, Lyell Bussell Student Award

*University of Maryland:*

Student Advisory Committee on Technology (2010–2014)  
College of Education Graduate Student Organization Executive Committee (2011–2012)  
Human Development Graduate Student Organization (2009–2012)  
Student Affairs Committee Representative (2010–2011)  
Committee Chair and Keynote Convener – Human Development Graduate Student  
Research Conference, College of Education, UMD (2010–2011)

### **Department Service**

#### *Penn State University:*

Chair, Assessment Committee (2022–Present)  
Member, Open–Rank Tenure–Line Search Committee for C&I (2019–2021)  
Chair, Admissions Committee (2019–2020)  
Chair, Graduate Student Candidacy Examination (2018)  
Member, Graduate Student Admissions Committee (2018)  
Member, Open–Rank Tenure–Line Search Committee for EDPSY (2017–2018)  
Member, Vision Statement Planning Committee (2017)

#### *Ball State University:*

Chair, Educational Psychology Core Committee (2016–2017)  
Member, Advanced Graduate Studies Committee (2016–2017)  
Member, Curriculum Committee (2016–2018)  
Member, Policy and Planning Committee (2016–2018)

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### **AFFILIATIONS**

American Educational Research Association (AERA)  
American Psychological Association (APA)  
European Association for Research on Learning and Instruction (EARLI)  
Literacy Reading Association (LRA)  
Society for Text and Discourse (ST&D)