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Curriculum Vitae

Matthew T. McCrudden

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EDUCATION

Ph.D.	May 2005, Learning & Technology (Educational Psychology) *University of Nevada-Las Vegas*
M.A.	May 2001, Cognition, Learning, & Development (Educational Psychology) *University of Nebraska-Lincoln*
B.S.B.A.	December 1998, Business Administration (Business) *University of Nebraska- Lincoln*

ACADEMIC POSITIONS

Professor (July 2021-present)	Pennsylvania State University College of Education University Park, Pennsylvania, USA
Associate Professor (Aug. 2018-June 2021)	Pennsylvania State University College of Education University Park, Pennsylvania, USA
Associate Professor (April 2011-Aug. 2018)	Victoria University of Wellington School of Education Wellington, New Zealand
Senior Lecturer (June 2008-March 2011)	Victoria University of Wellington School of Education Wellington, New Zealand
Assistant Professor (Aug. 2005-May 2008)	University of North Florida College of Education Jacksonville, Florida, USA

RESEARCH AND SCHOLARLY ACTIVITES

<u>**Research Interests**</u>
- o Reading comprehension
- o Learning and beliefs
- o Research methods & mixed methods
- o Visual displays

<u>**Special Issue Editorship**</u>

McCrudden, M. T., Marchand, G., & Schutz, P. (2019). Mixed methods in educational psychology. *Contemporary Educational Psychology, 57,* 1-112. https://www.sciencedirect.com/journal/contemporary-educational-psychology/vol/57

<u>**Referred Journal Articles**</u>

McCrudden, M. T., Kulikowich, J.M., Lyu, B., & Huynh, L. (accepted). Promoting integration and learning from multiple complementary texts. *Journal of Educational Psychology*.

Escott, S. & McCrudden, M. T. (accepted). Investigating self-regulated strategy development for persuasive writing with elementary school students in Aotearoa/New Zealand. *Journal of Research in Childhood Education*.

McCrudden, M. T., Marchand, G., & Schutz, P. (2021). Joint displays for mixed methods research in psychology. *Methods in Psychology, 5*, Article 100067. https://doi.org/10.1016/j.metip.2021.100067

Bohn-Gettler, K., & McCrudden, M. T. (2021). Effects of emotions, topic beliefs, and task instructions on the processing and recall of a dual-position text. *Discourse Processes.* https://doi.org/10.1080/0163853X.2021.1918965

McCrudden, M. T., Huynh, L., Lyu, B., & Kulikowich, J. M. (2021). Bridging inferences and learning from multiple complementary texts. *Discourse Processes*, *58*(5-6), 529-548. https://doi.org/10.1080/0163853X.2021.1924586

Finlayson, K. & McCrudden, M. T. (2021). A 17-week teacher-implemented story writing intervention with year 2 students in New Zealand: A mixed methods study. *Reading and Writing Quarterly, 37*(4), 365-381. https://doi.org/10.1080/10573569.2020.1832940

McCrudden, M. T., & Marchand, G. (2020). Multilevel mixed methods research and educational psychology. *Educational Psychologist, 55*(4), 197-207. https://doi.org/10.1080/00461520.2020.1793156

Rowley, T. & McCrudden, M. T. (2020). Retrieval practice and retention of course content in a middle school science classroom. *Applied Cognitive Psychology, 34(6)*, 1510-1515. https://doi.org/10.1002/acp.3710

Finlayson, K. & McCrudden, M. T. (2020). Teacher-implemented writing instruction for elementary students: A literature review. *Reading and Writing Quarterly, 36(1)*, 1-18. https://doi.org/10.1080/10573569.2019.1604278

McCrudden, M. T. (2019). The effect of task relevance instructions on memory for text with seductive details. *Applied Cognitive Psychology, 33(1)*, 31-37. http://dx.doi.org/10.1002/acp.3455

McCrudden, M. T., Marchand, G., & Schutz, P. (2019). Mixed methods in educational psychology inquiry. *Contemporary Educational Psychology*, *57(2)*, 1-8. https://doi.org/10.1016/j.cedpsych.2019.01.008

McCrudden, M. T., & McTigue, E. M. (2019). Implementing integration in an explanatory sequential mixed methods study of belief bias about climate change with high school students. *Journal of Mixed Methods Research, 13(3)*, 381-400. https://doi.org/10.1177/1558689818762576

Finlayson, K. & McCrudden, M. T. (2019). Teacher-implemented self-regulated strategy development for story writing with six-year-olds in a whole-class setting in New Zealand. *Journal of Research in Childhood Education, 33(2),* 307-322. https://doi.org/10.1080/02568543.2019.1568328

Bråten, I., McCrudden, M. T., Lund, E. S., Brante, E. W., & Strømsø, H. I. (2018). Task-oriented learning with multiple documents: Effects of topic familiarity, author expertise, and content relevance on document selection, processing, and use. *Reading Research Quarterly, 53(3)*, 345–365. https://doi.org/10.1002/rrq.197

Bohn-Gettler, K., & McCrudden, M. T. (2018). The effects of task relevance instructions and topic beliefs on reading processes and memory. *Discourse Processes, 55(4)*, 410-431. https://doi.org/10.1080/0163853X.2017.1292824

Ogilvie, E., & McCrudden, M. T. (2017). Evaluating the social validity of the Early Start Denver Model: A convergent mixed methods study. *Journal of Autism and Developmental Disorders, 47(9)*, 2899-2910. https://doi.org/10.1007/s10803-017-3214-1

McCrudden, M. T., & Rapp, D. N. (2017). How visual displays affect cognitive processing. *Educational Psychology Review*, *29(3),* 623-639. http://dx.doi.org/10.1007/s10648-015-9342-2

McCrudden, M. T., Barnes, A., McTigue, E., Welch, C., & MacDonald, E. (2017). The effect of perspective-taking on reasoning about strong and weak belief-relevant arguments. *Thinking and Reasoning, 23(2),* 115-133. http://dx.doi.org/10.1080/13546783.2016.1234411

McCrudden, M. T., & Barnes, A. (2016). Differences in student reasoning about belief-relevant arguments: A mixed methods study. *Metacognition & Learning, 11(3)*, 275-303. http://dx.doi.org/10.1007/s11409-015-9148-0

McCrudden, M. T., Stenseth, T., Bråten, I., & Strømsø, H. I. (2016). The effects of topic familiarity, author expertise, and content relevance on Norwegian students' document selection: A mixed methods study. *Journal of Educational Psychology, 108(2)*, 147-162. http://dx.doi.org/10.1037/edu0000057

Allen, L. K., McNamara, D. S., & McCrudden, M. T. (2015). Change your mind: Investigating the effects of self-explanation in the resolution of misconceptions. In P. Maglio, D. Noelle, & R. Dale (Eds.), *Proceedings of the 37th Annual Cognitive Science Society Meeting,* (pp. 78-83). Pasadena, California. https://cogsci.mindmodeling.org/2015/papers/0024/paper0024.pdf

McCrudden, M. T., Hushman, C., & Marley, S. (2014). Exploring the boundary conditions of the redundancy principle. *Journal of Experimental Education*, *82(4)*, 537-554. http://dx.doi.org/10.1080/00220973.2013.813368

McCrudden, M. T., & Kendeou, P. (2014). Exploring the link between cognitive processes and learning from refutational text. *Journal of Research in Reading, 37(S1)*, S116-S140. http://dx.doi.org/10.1111/j.1467-9817.2011.01527.x

McCrudden, M. T., & Sparks, P. C. (2014). Exploring the effect of task instructions on topic beliefs and topic belief justifications: A mixed methods study. *Contemporary Educational Psychology, 39(1)*, 1-11. http://dx.doi.org/10.1016/j.cedpsych.2013.10.001

Anmarkrud, Ø., McCrudden, M. T., Bråten, I., & Strømsø, H. I. (2013). Task-oriented reading of multiple documents: Online comprehension processes and offline products. *Instructional Science, 41(5)*, 873-894. http://dx.doi.org/10.1007/s11251-013-9263-8

McCrudden, M. T. (2012). Readers' use of online discrepancy resolution strategies. *Discourse Processes, 49(2),* 107-136. http://dx.doi.org/10.1080/0163853x.2011.647618

McCrudden, M. T. (2011). Do specific relevance instructions promote transfer appropriate processing? *Instructional Science, 39(6)*, 865-879. http://dx.doi.org/10.1007/s11251-010-9158-x

McCrudden, M. T., Magliano, J., & Schraw, G. (2011). The effects of diagrams on online reading processes and memory. *Discourse Processes, 48(2),* 69-92. http://dx.doi.org/10.1080/01638531003694561

McCrudden, M. T., McCormick, M., & McTigue, E. (2011). Do the spatial features of an adjunct display that readers complete while reading affect their understanding of a complex system? *International Journal of Science and Mathematics Education, 9(1),* 163-185. http://dx.doi.org/10.1007/s10763-010-9236-1

McCrudden, M. T., Magliano, J., & Schraw, G. (2010). Exploring how relevance instructions affect personal reading intentions, reading goals, and text processing: A mixed methods study. *Contemporary Educational Psychology, 35(4),* 229-241. http://dx.doi.org/10.1016/j.cedpsych.2009.12.001

McCrudden, M. T., & Schraw, G. (2010). The effects of relevance instructions and verbal ability on text processing. *Journal of Experimental Education, 78(1),* 96-117. http://dx.doi.org/10.1080/00220970903224529

McCrudden, M. T., & Corkill, A. (2010). Verbal ability and the processing of scientific text with seductive detail sentences. *Reading Psychology, 31(3),* 282-300. http://dx.doi.org/10.1080/02702710903256486

McCrudden, M. T. (2010). Reading goals and text relevance for assigned course readings. *Journal of Education Research, 4(3)*, 205-222.

McCrudden, M. T., Schraw, G., & Lehman, S. (2009). The use of adjunct displays to facilitate comprehension of causal relationships in expository text. *Instructional Science, 37(1),* 65-86. http://dx.doi.org/10.1007/s11251-007-9036-3

Hoffman, B., McCrudden, M. T., Schraw, G., & Hartley, K. (2008). The effects of informational complexity and working memory on problem-solving efficiency. *Asia Pacific Education Review, 9(4),* 464-474. https://doi.org/10.1007/BF03025663

Lehman, S., Schraw, G., McCrudden, M. T., & Hartley, K. (2007). Processing and recall of seductive details in scientific text. *Contemporary Educational Psychology, 32(4)*, 569-587. http://dx.doi.org/10.1016/j.cedpsych.2006.07.002

McCrudden, M. T., Schraw, G., Lehman, S., & Poliquin, A. (2007). The effect of causal diagrams on text learning. *Contemporary Educational Psychology, 32(3),* 367-388. http://dx.doi.org/10.1016/j.cedpsych.2005.11.002

Nietfeld, J. L., Finney, S. J., Schraw, G., & McCrudden, M. T. (2007). A test of theoretical models that account for information processing demands. *Contemporary Educational Psychology*, *32(3),* 499-515. http://dx.doi.org/10.1016/j.cedpsych.2006.07.004

McCrudden, M. T., & Schraw, G. (2007). Relevance and goal-focusing in text processing. *Educational Psychology Review, 19(2)*, 113-139. http://dx.doi.org/10.1007/s10648-006-9010-7

McCrudden, M. T., Schraw, G., & Hartley, K. (2006). The effect of general relevance instructions on shallow and deeper learning and reading time. *Journal of Experimental Education, 74(4),* 293-310. https://doi.org/10.3200/JEXE.74.4.291-310

McCrudden, M. T., Perkins, P. G., & Putney, L. G. (2005). Self-efficacy and interest in the use of reading strategies. *Journal of Research in Childhood Education, 20(2),* 119-131. https://doi.org/10.1080/02568540509594556

McCrudden, M. T., Schraw, G., & Kambe, G. (2005). The effect of relevance instructions on reading time and learning. *Journal of Educational Psychology, 97(1)*, 88-102. http://dx.doi.org/10.1037/0022-0663.97.1.88

Igo, B., Bruning R. B., & McCrudden, M. T. (2005). Exploring differences in students' copy and paste decision-making and processing: A mixed methods study. *Journal of Educational Psychology, 97(1),* 103-116. http://dx.doi.org/10.1037/0022-0663.97.1.103

McCrudden, M., Schraw, G., Hartley, K., & Kiewra, K. (2004). The influence of presentation, organization, & example context on text learning. *Journal of Experimental Education, 72(4),* 289-306. https://doi.org/10.3200/JEXE.72.4.289-306

Book

McCrudden, M. T., & McNamara, D. S. (2018). *Cognition in Education*. New York, NY: Routledge. ISBN: 978-1-138-22953-2

Edited Books

Kendeou, P., Robinson, D. H., & McCrudden, M. T. (Eds.) (2019). *Misinformation and fake news in education*. Charlotte, NC: Information Age Publishing. ISBN: 978-1-64113-852-9

Braasch, J.L.G., Bråten, I., & McCrudden, M.T. (Eds.) (2018). *Handbook of multiple source use*. New York: Routledge. ISBN: 978-1-138-64659-9

McCrudden, M. T., Schraw, G., & Buckendahl, C. (Eds.) (2015). *Use of visual displays in research and testing: Coding, interpreting, and reporting data*. Charlotte, NC: Information Age Publishing. ISBN: 978-1-68123-101-3

Schraw, G., McCrudden, M. T., & Robinson, D. (Eds.) (2013). *Learning through visual displays*. Charlotte, NC: Information Age Publishing. ISBN: 978-1-62396-233-3

McCrudden, M. T., Magliano, J., & Schraw, G. (Eds.) (2011). *Text relevance and learning from text*. Charlotte, NC: Information Age Publishing. ISBN: 978-1-61735-530-1

Book Chapters in Edited Volumes

McCrudden, M. T., & Van Meter, P. (2021). Multimedia learning with visual displays. In R. Mayer & L. Fiorella (Eds.), *Cambridge Handbook of multimedia learning, 3rd ed* (p. 510–520). Cambridge, UK: Cambridge University Press. https://doi.org/10.1017/9781108894333.052

McCrudden, M. T. (2020). Processes and products of encountering belief-related information. In P. Van Meter, A. List, D Lombardi, & P. Kendeou (Eds.), *Handbook of learning from multiple representations and perspectives* (pp. 191-204). New York, NY: Routledge.

McCrudden, M. T. (2019). Attempting to reduce misinformation and other inaccuracies in education. In P. Kendeou, D. H. Robinson, & M. T. McCrudden (Eds.), *Misinformation and fake news in education* (pp. 303-315). Charlotte, NC: Information Age Publishing.

Kendeou, P., Robinson, D. H., & McCrudden, M. T. (2019). Misinformation and disinformation in education: An introduction. In P. Kendeou, D. H. Robinson, M. T. McCrudden (Eds.), *Misinformation and fake news in education* (pp. 1-4). Charlotte, NC: Information Age Publishing.

Rapp, D. N., & McCrudden, M. T. (2018). Relevance before, during, and after discourse experiences. In J. Strassheim, & H. Nasu (Eds.), *Relevance and irrelevance: Theories, factors, and challenges* (pp. 141-160). Berlin: De Gruyter.

Braasch, J.L.G., Bråten, I., & McCrudden, M.T. (2018). Introduction to the handbook on multiple source use. In J.L.G. Braasch, I. Bråten, & M. T. McCrudden (Eds.), *Handbook of multiple source use* (pp. 1-13). New York: Routledge.

McCrudden, M. T. (2018). Text relevance and multiple source use. In J.L.G. Braasch, I. Bråten, & M. T. McCrudden (Eds.), *Handbook of multiple source use* (pp. 168-183). New York: Routledge.

Braasch, J.L.G., McCrudden, M.T., & Bråten, I. (2018). Reflections and future directions. In J.L.G Braasch, I. Bråten, & M. T. McCrudden (Eds.), *Handbook of multiple source use* (pp. 527-538). New York: Routledge.

Magliano, J., McCrudden, M. T., Rouet, J.F., & Sabatini, J. (2018). The Modern Reader: Should changes to how we read affect research and theory? In M. F. Schober, D. N. Rapp, & M. A. Britt (Eds.), *Handbook of discourse processes*, *2nd ed*. (pp. 343-361). Taylor & Francis.

McCrudden, M. & Sparks, P, (2018). An explanatory sequential mixed methods investigation: How do pre-reading instructions affect adolescents' beliefs and belief justifications about a controversial issue? *SAGE Research Methods Cases.* doi:10.4135/9781526431912

McCrudden, M. T., Schraw, G., & Buckendahl, C. (2015). Visual displays in research and testing. In M. T. McCrudden, G. Schraw, & C. Buckendahl (Eds.), *Use of visual displays in research and testing: Coding, interpreting, and reporting data* (pp. 3-13). Charlotte, NC: Information Age Publishing.

Schraw, G., McCrudden, M. T., & Robinson, D. (2013). Visual displays and learning: Theoretical and practical considerations. In G. Schraw, M. T. McCrudden, & D. Robinson (Eds.), *Learning through visual displays* (pp. 3-17). Charlotte, NC: Information Age Publishing.

McCrudden, M. T., Schraw, G., & Hoffman, B. (2012). Text relevance. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning*, (pp. 3307-3310). Heidelberg, Germany: Springer Reference & Database Publishing.

Hoffman, B., Schraw, G., & McCrudden, M. T. (2012). Cognitive efficiency. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning*, (pp. 590-593). Heidelberg, Germany: Springer Reference & Database Publishing.

Schraw, G., McCrudden, M. T., Lehman, S., & Hoffman, B. (2011). An overview of thinking skills. In G. Schraw & D. H. Robinson (Eds.), *Assessment of higher order thinking skills (pp. 19-45).* Greenwich, CT: Information Age Publishing.

McCrudden, M. T., Magliano, J.P., & Schraw, G. (2011). Relevance in text comprehension. In M. T. McCrudden, J. P. Magliano, & G. Schraw (Eds.), *Text relevance and learning from text (pp. 1-17).* Charlotte, NC: Information Age Publishing.

McCrudden, M. T., Magliano, J. P., & Schraw, G. (2011). Toward an integrated view of relevance in text comprehension. In M. T. McCrudden, J. P. Magliano, & G. Schraw (Eds.), *Text relevance and learning from text (pp. 395-414).* Greenwich, CT: Information Age Publishing.

Schraw, G., Lehman, S., & McCrudden, M. T. (2009). Teacher motivation in the age of accountability. In J. E. Larson (Ed.), *Educational psychology: Cognition and learning, individual differences and motivation* (pp. 276-289). Hauppauge, NY: Nova Science Publishers.

Schraw, G., & McCrudden, M. T. (2009). Information processing theory. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 493-497). Farmington Hills, MI: Thomson Gale.

Schraw, G., Olafson, L., Kuch, F., Lehman, T., Lehman, S., & McCrudden, M. (2007). Interest and academic cheating. In E. M. Anderman & T. B. Murdock (Eds.), *Psychology of academic cheating* (pp. 59-85). San Diego, CA: Elsevier Academic Press.

Kiewra, K., O'Connor, T., McCrudden, M., & Liu, X. (2006). Developing young chess masters: A collective case study. In T. Redman (Ed.), *Chess and education: Selected essays from the Koltanowski Conference* (pp. 98-108). Dallas, TX: Chess Program at the University of Texas at Dallas.

Igo, L. B., Bruning, R. B., & McCrudden, M. (2005). Encoding disruption associated with copy and paste note taking. In L. M. Pytlik-Zillig, M. Bodvarsson, & R. Bruning (Eds.), *Technology-based education: Bringing researchers and practitioners together* (pp.107-119). Greenwich, CT: Information Age Publishing.

Igo, L. B., Bruning, R. B., McCrudden, M., & Kauffman, D. F. (2003). InfoGather: Six experiments toward the development of an online, data-gathering tool. In R. Bruning, C.A. Horn, & L. M. Pytlik-Zillig (Eds.), *Web-based learning: What do we know? Where do we go? Nebraska symposium on information technology in education* (pp. 57-78). Greenwich, CT: Information Age Publishing.

Papers Presented at International/National Refereed Professional Conferences

Huynh, L., McCrudden, M., McNamara, D., & Lyu, B. (2022, April). *Self-explanation: Supporting comprehension of multiple complementary texts*. Paper to be presented at the 103rd Annual Meeting of the American Educational Research Association, San Diego, CA.

McCrudden, M., Kulikowich, J. M., Liu, B., & Huynh, L. (2021, August). *Text presentation order and intertext inferences between complementary texts*. Paper presented virtually at the 31st Annual Meeting of the Society for Text & Discourse.

McCrudden, M., Kulikowich, J. M., Mohan, A., Huynh, L., & Lyu, B. (2021, April). *Domain-specific multiple text comprehension*. Roundtable session presented virtually at the 102nd Annual Meeting of the American Educational Research Association.

Huynh, L., Liu, B., & McCrudden, M. (2020, July). *Bridging inferences from examples to principles support near transfer*. Poster presented virtually at the 30th Annual Meeting of the Society for Text & Discourse.

Finlayson, K., & McCrudden, M. (2020, April). *Teacher-implemented writing self-regulation strategy development and first-grade students' writing performance: A mixed methods study*. Roundtable session at the 101st Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled)

Panlilio, C., McCrudden, M., & Levi, B. (2020, April). *Integration of validity evidence in a mixed methods study to inform instrument refinement*. Paper session at the 101st Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled)

Bohn-Gettler, K., & McCrudden, M. (2019, August). *Online processing of scientific texts: The roles of process versus product instructions*. Paper presented at the 127th Annual Meeting for the American Psychological Association, Chicago, IL.

McCrudden, M. (2019, July). *The effects of relevance instructions and seductive details on online processing and recall*. Poster presented at the 29th Annual Meeting of the Society for Text & Discourse, New York, NY.

Bohn-Gettler, K., & McCrudden, M. (2019, July). *Do emotions moderate the effects of relevance when reading dual position text?* Paper presented at the 29th Annual Meeting of the Society for Text & Discourse, New York, NY.

McCrudden, M., Marchand, G., & Schutz, P. (2019, April). *Mixed methods research on learning and motivation in social and cultural contexts*. Symposium presented at the 100th Annual Meeting of the American Educational Research Association, Toronto, Ontario.

Bohn-Gettler, K., & McCrudden, M. (2019, April). *Contributions of process versus product instructions in the transfer of scientific concepts*. Poster presented at the 100th Annual Meeting of the American Educational Research Association, Toronto, Ontario.

McCarthy, K. S., Hinze, S. R., McCrudden, M. T., & McNamara, D. (2018, November). *Effects of online and offline explanation strategies in the comprehension of scientific texts*. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.

McCrudden, M., & McTigue, E. (2018, April). *Achieving integration in explanatory sequential mixed methods design*. Paper presented at the 99th Annual Meeting of the American Educational Research Association, New York, NY.

McCrudden, M. T., Allen, L. K., & McNamara, D. S. (2018, April). *Moment-by-moment processing and knowledge revision*. Paper presented at the 99th Annual Meeting of the American Educational Research Association, New York, NY.

Bråten, I., McCrudden, M. T., Lund, E. S., Brante, E. W., & Strømsø, H. I. (2018, April). *Task-oriented learning with multiple documents*. Paper presented at the 99th Annual Meeting of the American Educational Research Association, New York, NY.

McCrudden, M. T., & Marchand, G. (2017, April). *The effect of analogical transfer on belief bias in scientific reasoning*. Poster presented Paper presented at the 98th Annual Meeting of the American Educational Research Association, San Antonio, TX.

Finlayson, K., & McCrudden, M. T. (2017, April). *Improving writing performance, self-efficacy, self-regulation, and knowledge of writing for early elementary students*. Poster presented at the 98th Annual Meeting of the American Educational Research Association, San Antonio, TX.

Ogilvie, E., & McCrudden, M. T. (2017, April). *Social validity of a behavioral intervention for children with autism: A mixed methods study*. Poster presented at the 98th Annual Meeting of the American Educational Research Association, San Antonio, TX.

Bohn-Gettler, K., & McCrudden, M. (2016, April). *The intersection of beliefs and reading goals*. Paper presented at the 97th Annual Meeting of the American Educational Research Association, Washington, D.C.

McCrudden, M. T., & Barnes, A. (2016, April). *Exploring differences in student reasoning about belief-relevant arguments: A mixed methods study*. Poster presented at the 97th Annual Meeting of the American Educational Research Association, Washington, D.C.

Bohn-Gettler, K., & McCrudden, M. (2015, July). *Effects of focus and purpose instruction on reading processes and products*. Paper presented at the 25th Annual Meeting of the Society for Text & Discourse, Minneapolis, Minnesota.

Allen, L., McNamara, D., & McCrudden, M. (2015, July). *Change your mind: Investigating the effects of self-explanation in the resolution of misconceptions*. Paper presented at the 25th Annual Meeting of the Society for Text & Discourse, Minneapolis, Minnesota.

McCrudden, M., & McTigue, E. (2014, August). *Adolescents' reasoning about belief-relevant arguments: A mixed methods study*. Paper presented at the 24th Annual Meeting of the Society for Text & Discourse, Chicago, Illinois.

McCrudden, M., Hynds, A., & Matthews, P. (2014, April). *Processing of belief-compatible and belief-incompatible arguments about a controversial topic*. Paper presented at the 95th Annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Anmarkrud, Ø., McCrudden, M., Bråten, I., & Strømsø, H.I. (2013, August). *Task-oriented reading of multiple documents: Online comprehension processes and offline products*. Paper presented at the 15th Biennial Meeting of the European Association for Research on Learning and Instruction, Munich, Germany.

McCrudden, M., Palmer, O., Omundsen, K., Barnes, A., Taylor, N., Lynch, T., Humphrey, E., Moore, S., Burnet, L., Thompson, A., Penman, D., McCaul, A. (2013, July). *Reading about controversial topics: Processing of belief-compatible and belief-incompatible information*. Paper presented at the 23rd Annual Meeting of the Society for Text & Discourse, Valencia, Spain.

Bohn-Gettler, K., & McCrudden, M. (2013, April). *The effects of standards of coherence and standards of relevance on online reading processes.* Paper presented at the 94th Annual Meeting of the American Educational Research Association, San Francisco, California.

McCrudden, M., Schraw, G., & Robinson, D. (2013, April). *Using visual displays to score, interpret, and report quantitative, qualitative, and mixed methods research*. Symposium presented at the 94th Annual Meeting of the American Educational Research Association, San Francisco, California.

McCrudden, M., Magliano, J., & Schraw, G. (2012, April). *Text relevance and task-oriented reading*. Symposium presented at the 93rd Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.

McCrudden, M., Smart, J., & Northcott, B. (2012, April). *Cognitive processes during reading and conceptual change*. Poster presented at the 93rd Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.

Hushman, C., Marley, S., & McCrudden, M. (2012, April). *Does providing pictures and words in a causal diagram affect text learning?* Paper presented at the 93rd Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.

McCrudden, M. & Kendeou, P. (2011, April). *A case-based investigation into high school readers' processing of refutational text*. Paper presented at the 92nd Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

List, A., Grossnickle, E., Alexander, P., Loyens, S., & 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. Maggioni (Chair), Enacting beliefs about knowledge and knowing in an information age. Symposium at the 92nd Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

McCrudden, M. (2010, July). *How task-oriented instructions affect reader goals, strategies, and memory*. Poster presented at the International Reading Association 23rd World Congress on Reading, Auckland, New Zealand.

McCrudden, M., Magliano, J., & Schraw, G. (2010, April). *Exploring how relevance instructions affect goal-focusing and text processing: A mixed methods study*. In D. McNamara (Chair), Integration,

depth, and complexity: Characterizing reader types through multidimensional profiling. Symposium at the 91st Annual Meeting of the American Educational Research Association, Denver, Colorado.

McCrudden, M. T., & Corkill, A. (2010, April). *Verbal ability and the processing of scientific text with seductive detail sentences*. Roundtable presentation at the 91st Annual Meeting of the American Educational Research Association, Denver, Colorado.

McCrudden, M., Magliano, J., & Schraw, G. (2009, April). *Exploring differences in reading goals and text processing: A mixed methods study*. Poster presented at the 90th Annual Meeting of the American Educational Research Association, San Diego, California.

McCrudden, M., McCormick, M., & McTigue, E. (2009, April). *Examining the effectiveness of different types of adjunct displays on learning from science text*. Poster presented at the 90th Annual Meeting of the American Educational Research Association, San Diego, California.

Kimble, C., Marley, S., & McCrudden, M. (2009, April). *Does the number of relationships depicted in an adjunct display affect learning?* Paper presented at the 90th Annual Meeting of the American Educational Research Association, San Diego, California.

McCrudden, M., Magliano, J., & Schraw, G. (2008, March). *Causal diagrams and strategic processing of text*. Poster presented at the 89th Annual Meeting of the American Educational Research Association, New York, New York.

McCrudden, M., & Schraw, G. (2008, March). *The effects of perspective relevance instructions and verbal ability on text processing*. Poster presented at the 89th Annual Meeting of the American Educational Research Association, New York, New York.

McCrudden, M., Schraw, G., & Lehman, S. (2007, April). *Facilitating comprehension of causal relations within science text*. Paper presented at the 89th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

McCrudden, M., & Schraw, G. (2007, April). *The effect of pre-reading questions on delayed recall and reading time*. Roundtable presentation at the 89th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

McCrudden, M. (2006, November). *Use of a visual display in learning from digital text*. Paper presented at the 56th Annual Meeting of the National Reading Conference, Los Angeles, California.

McCrudden, M., Schraw, G., & Hartley, K. (2006, April). *The effect of general relevance instructions on shallow and deeper learning and reading time*. Poster presented at the 88th Annual Meeting of the American Educational Research Association, San Francisco, California.

Carrell, P. L., Weigle, S., McCrudden, M., Jaret, C., & Murray, D. (2005, July). *Notetaking strategies and instruction effects on listening comprehension assessment tasks*. Paper presented at the 14th Triennial Meeting of the International Association of Applied Linguistics, Madison, Wisconsin.

McCrudden, M., & Schraw, G. (2005, April). *How differences in pre-reading questions affect text learning & reading time.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, Montreal, Quebec.

McCrudden, M., Lehman, S., Schraw, G., & Poliquin, A. (2005, April). *The effect of causal diagrams on text learning.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, Montreal, Quebec.

McCrudden, M., Schraw, G., & Lehman, S. (2004, December). *Causal diagrams and understanding causal relationships in a digital environment.* Paper presented at the 54th Annual Meeting of the National Reading Conference, San Antonio, Texas.

McCrudden, M., Lehman, S., & Poliquin, A. (2004, July). *Causal diagrams and recall of causal relationships.* Poster presented at the 112th Annual Meeting of the American Psychological Association, Honolulu, Hawaii.

McCrudden, M., Perkins, P. G., & Putney, L. G. (2004, April). *Self-efficacy and interest in the use of reading strategies.* Paper presented at the 86th Annual Meeting of the American Educational Research Association, San Diego, California.

McCrudden, M., Schraw, G. & Kambe, G. (2004, April). *The effect of relevance instructions on reading time and learning.* Roundtable presentation at the 86th Annual Meeting of the American Educational Research Association, San Diego, California.

Lehman, S., McCrudden, M., Schraw, G., & Poliquin, A. (2004, April). *Using causal diagrams to increase comprehension.* Paper presented at the 86th Annual Meeting of the American Educational Research Association, San Diego, California.

Hoffman, B., Schraw, G., McCrudden, M., & Hartley, K. (2004, April). *The effect of working memory and cognitive load on situational learning efficiency.* Roundtable presentation at the 86th Annual Meeting of the American Educational Research Association, San Diego, California.

McCrudden, M., Schraw, G., Hartley, K., & Kiewra, K. (2003, April). *Cognitive load and text learning.* Paper presented at the 85th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

McCrudden, M., Schraw, G., & Hartley, K. (2003, April). *When is more better? Improving learning with extraneous material.* Poster presented at the 85th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

McCrudden, M. & Schraw, G. (2003, April). *Working memory and text coherence.* Poster presented at the 85th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Igo, B., Bruning R. B., McCrudden, M., & Lang, J. (2003, April). *Promoting Deeper Processing in an Online, Copy and Paste Note Taking Activity: A mixed methods study.* Paper presented at the 85th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Schraw, G., McCrudden, M., Poliquin, A., & Lehman, S. (2003, April). *Do causal diagrams facilitate deeper text processing?* Poster presented at the 85th Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Igo, B., McCrudden, M., Kiewra, K., & Toland, M. (2002, April). *Using matrices to reduce the split-attention effect in a relational learning task.* Poster presented at the 84th Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

Kauffman, D., Igo, B., McCrudden, M., Cornwell, J., & Jacobs, L. (2002, April). *Development of an online matrix notetaking tool for use in web-based environments.* Roundtable presentation at the 84th Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

Kiewra, K., O'Connor, T., McCrudden, M., Liu, X., & Weissinger, E. (2001, December). *Developing young chess masters: What are the best moves?* Paper presented at the 1st Koltanowski Memorial Conference on Chess and Education, Dallas, Texas.

Igo, B., McCrudden, M., Kiewra, K., & Toland, M. (2001, April). *The impact of spatial organization on working memory and cognitive load: Matrix versus linear presentation.* Roundtable paper presented at the 83rd Annual Meeting of the American Educational Research Association, Seattle, WA.

Papers Presented at Regional Refereed Professional Conferences

Finlayson, K., & McCrudden, M. (2017, November). *Improving story writing in 6-year-old students using a whole-class self-regulated strategy development (SRSD) writing intervention*. Poster presented at 10th Educational Psychology Forum, Wellington, New Zealand.

Rughoonandan, R., & McCrudden, M. (2017, November). *Self-regulated strategy development persuasive writing instruction with year 9 high school students*. Poster presented at 10th Educational Psychology Forum, Wellington, New Zealand.

Ogilvie, E., & McCrudden, M. T. (2017, November). *Social validity of a behavioral intervention for children with autism: A mixed methods study*. Poster presented at 10th Educational Psychology Forum, Wellington, New Zealand.

McCrudden, M. (2017, June). *Evidence-based yet inexpensive strategies that promote learning*. Paper presented at the LoopEd Conference, Wellington Loop Trust, Wellington, New Zealand.

Barnes, A., Ternouth, C., & McCrudden, M. (2014, November). *Reasoning about belief-related information*. Poster presented at 7th Educational Psychology Forum, Dunedin, New Zealand.

McCallum-Clark, N., McCrudden, M., & van Rij, V. (2013, December). *Working memory training and reading performance*. Poster presented at the 6th Educational Psychology Forum, Hamilton, New Zealand.

Northcott, B. & McCrudden, M. (2011, September). *Factors associated with developing conceptual understanding*. Paper presented at Symposium on Assessment and Learner Outcomes, Wellington, New Zealand.

McCrudden, M. (2010, November). *Reader conceptions and science text*. Paper presented at the 3rd Educational Psychology Forum, Christchurch, New Zealand.

McCrudden, M. (2009, November). *How task-oriented instructions affect text learning*. Paper presented at the 2nd Educational Psychology Forum, Wellington, New Zealand.

Welch, C., McCrudden, M., Daniels, S., Welch, L. (2009, April). *Instructor effect on students' policy positions*. Paper presented at the 72nd Annual Meeting of the Southern Sociological Society, New Orleans, Louisiana.

McCrudden, M. (2006, November). *Assessing the effect of a causal diagram on text comprehension*. Paper presented at the 50th Annual Meeting of the Florida Educational Research Association, Jacksonville, Florida.

McCrudden, M. & Schraw, G. (2006, February). *The role of relevance instructions in learning from text*. Paper presented at the 29th Annual Conference of the Eastern Educational Research Association, Hilton Head, South Carolina.

Igo, B., McCrudden, M., & Bruning, R. (2004, June). *Facilitating encoding through on-line note taking*. Poster presented at the Nebraska Symposium on Information Technology in Education, Lincoln, Nebraska.

SERVICE/RECOGNITION

Editorships
- o Associate Editor, *Journal of Educational Psychology* (2020-present).
- o Associate Editor, *Contemporary Educational Psychology* (2014-2019).
- o Associate Editor, *Oxford Encyclopedia of Educational Psychology* (2017-2019).

Editorial Boards for Professional Journals
- o Board Member, *Contemporary Educational Psychology* (2006-2014, 2020-present).
- o Board Member, *Journal of Experimental Education* (2007-present).
- o Board Member, *Educational Psychology Review* (2009-present).
- o Board Member, *Learning and Instruction* (2010-present).
- o Board Member, *Methods in Psychology* (2019-present).
- o Board Member, *Educational Psychologist* (2021-present)
- o Board Member, *Journal of Educational Psychology* (2014-2020).
- o Board Member, *Discourse Processes* (2015-2020).
- o Board Member, *American Educational Research Journal: Teaching, Learning, and Human Development* (2007-10).
- o Board Member, *Educational Psychology* (2010-11).

Invited Ad Hoc Journal Reviewer
- o *PLOS ONE* (2021)
- o *Journal of Experimental Psychology: Applied* (2019-21)
- o *Journal of Cognitive Psychology* (2021)
- o *Reading in a Foreign Language* (2019, 2020, 2021)
- o *Educational and Developmental Psychologist* (2021)
- o *Reading and Writing* (2010, 2017-21)
- o *Discourse Processes* (2010-11, 2013-14, 2021)
- o *Educational Psychologist* (2006, 2007, 2013, 2017, 2019, 2021)
- o *Journal of Mixed Methods Research* (2018-19, 2021)
- o *Applied Cognitive Psychology* (2013, 2015, 2018-21)
- o *Language Teaching Research* (2020)
- o *New Zealand Journal of Educational Studies* (2012, 2018, 2020)
- o *Journal of Research in Science Teaching* (2020)
- o *Journal of Research in Childhood Education* (2020)
- o *Journal of Research in Reading* (2012-14, 2020)
- o *Instructional Science* (2008, 2013, 2020)

- *Journal of Educational Psychology* (Guest Associate Editor; 2018-19)
- *Frontline Learning Research* (2019)
- *Scientific Studies of Reading* (2010, 2017-18)
- *Learning: Research and Practice* (2018)
- *IDEA Papers* (2018)
- *Journal for the Study of Education and Development* (2018)
- *Memory & Cognition* (2015-17)
- *Cognitive Science* (2017)
- *Learning and Individual Differences* (2014-15, 2017)
- *Language & Cognition* (2016)
- *Education Research International* (2016)
- *Computers & Education* (2016)
- *Journal of Applied Research in Memory and Cognition* (2015)
- *Nature Climate Change* (2015)
- *International Journal of Applied Linguistics* (2015)
- *Journal of Literacy Research* (2012, 2014)
- *Journal of Computer Assisted Learning* (2014)
- *International Journal of Educational Research* (2014)
- *Journal of Educational Psychology* (2005, 2012-13)
- *Applied Cognitive Psychology* (2013)
- *Educational Psychology* (2011, 2013)
- *Spanish Journal of Psychology* (2011-12)
- *Review of Educational Research* (2011)
- *European Journal of Psychology of Education* (2011)
- *Learning and Instruction* (2010)
- *Educational Psychology Review* (2003-04, 2007-08)
- *Journal of Experimental Education* (2006-2007)
- *American Educational Research Journal: Teaching, Learning, and Human Development* (2007)
- *Educational Psychologist* (2006)
- *Contemporary Educational Psychology* (2006)

External Examiner (PhD and master's theses)
- Simon Fraser University, January 2020, PhD
- Massey University, April 2015, MA
- Auckland University, March 2011, PhD
- Auckland University, April 2010, PhD

Internal Examiner (PhD and master's theses)
- Victoria University of Wellington, July 2017, PhD
- Victoria University of Wellington, May 2016, PhD
- Victoria University of Wellington, June 2015, PhD
- Victoria University of Wellington, August 2012, PhD
- Victoria University of Wellington, May 2012, MEd

Service to Professional Organizations
- *Conference Proposal Reviewer* (2013, 2015, 2017-21), Society for Text and Discourse.
- *Conference Proposal Reviewer* (2000-2018), American Educational Research Association, Division C (Learning and Instruction).
- *Mentor, Graduate Student Seminar* (April, 2019). Annual conference of the American Educational Research Association, Division C (Learning and Instruction), Toronto, Ontario.

- *Reviewer, Graduate Student Dissertation Award* (2019), American Educational Research Association, Mixed Methods Special Interest Group.
- *Mentor, Graduate Student Seminar* (April, 2017). Annual conference of the American Educational Research Association, Division C (Learning and Instruction), San Antonio, Texas.
- *Reviewer, Graduate Student Dissertation Award* (2017), American Educational Research Association, Division C (Learning and Instruction).
- *Conference Proposal Reviewer* (2017), Cognitive Science Society.
- *Chair, Graduate Student Dissertation Award* (2016), American Educational Research Association, Division C (Learning and Instruction).
- *Co-Chair, Graduate Student Dissertation Award* (2015), American Educational Research Association, Division C (Learning and Instruction).
- *Discussant* (2014, April), American Educational Research Association, Division C (Learning and Instruction), Philadelphia, Pennsylvania.
- *Session Chair* (2014, April), American Educational Research Association, Division C (Learning and Instruction), Philadelphia, Pennsylvania.
- *Session Chair* (2013, April), American Educational Research Association, Division C (Learning and Instruction), San Francisco, California.
- *Session Chair* (2013, April), American Educational Research Association, Division C (Learning and Instruction), San Francisco, California.
- ***Program Co-Chair*** (2012), American Educational Research Association, Division C (Learning and Instruction: Cognitive and Motivational Processes).
- *Mentor, Graduate Student Seminar* (April, 2011). Annual conference of the American Educational Research Association, Division C (Learning and Instruction), New Orleans, LA.
- *Discussant* (2010, May). *Techniques to Improve Memory and Recall.* Division C, Paper session conducted at the annual conference of the American Educational Research Association, Denver, Colorado.
- *Mentor, Graduate Student Seminar* (April, 2010). Annual conference of the American Educational Research Association, Division C (Learning and Instruction), Denver, CO.
- *Session Chair* (2009, April). Division C (Learning and Instruction), American Educational Research Association, San Diego, California.
- *Mentor, Graduate Student Seminar* (April, 2009). Annual conference of the American Educational Research Association, Division C (Learning and Instruction), San Diego, CA.
- *Mentor, Graduate Student Seminar* (April, 2008). Annual conference of the American Educational Research Association, Division C (Learning and Instruction), New York, NY.
- *Discussant* (2007, April). *Memory and Literacy Acquisition.* Division C (Learning and Instruction), Paper session conducted at the annual conference of the American Educational Research Association, Chicago, Illinois.
- *Conference Proposal Reviewer* (2004, 2015), American Psychology Association, Division 15 (Educational Psychology).

Invited Talks
- *Presenter* (2021, Oct). *Beliefs and reasoning*. University of Maryland Educational Psychology Colloquium (virtual).
- *Presenter* (2021, Sept). *Mixed methods research*. Virginia Commonwealth University graduate course (virtual).
- *Instructor* (2020, May). *How to Get Published*. American Educational Research Association, Virtual Research Learning Series.
- *Instructor* (2019, May). Mixed Methods Workshop. Washington State University, Pullman, WA.
- *Instructor* (2019, April). *How to Get Published*. Annual conference of the American Educational Research Association, Toronto, ON.

- *Panelist* (2018, April). *Mixed Methods Research SIG Business Meeting: Panel About Special Journal Issues Focused on Mixed Methods*. Annual conference of the American Educational Research Association, New York, NY.
- *Instructor* (2018, April). *How to Get Published*. Annual conference of the American Educational Research Association, New York, NY.
- *Instructor* (2017, April). *How to Get Published*. Annual conference of the American Educational Research Association, San Antonio, TX.
- *Presenter* (2016, August). *Beliefs and reasoning*. Invited presentation at School of Psychology, Victoria University of Wellington.
- *Presenter* (2016, April). *Knowing your mind and getting it to work for you*. Invited presentation at Rotary Club of Wellington.
- *Instructor* (2016, April). *How to Get Published*. Annual conference of the American Educational Research Association, Washington, D.C.
- *Instructor* (2015, April). *How to Get Published*. Annual conference of the American Educational Research Association, Chicago, Illinois.
- *Presenter* (2014, August). *Knowing your mind and getting it to work for you*. Café Scientifique invited presentation supported by GNS Science, Royal Society of New Zealand Wellington Branch.
- *Instructor* (2014, April). *How to Get Published*. Annual conference of the American Educational Research Association, Philadelphia, Pennsylvania.
- *Presenter* (2013, September). *Evaluation of Belief-Relevant Information*. Invited presentation at the New Zealand Skeptics annual conference.
- *Instructor* (2013, April). *How to Get Published*. Annual conference of the American Educational Research Association, San Francisco, California.
- *Instructor* (2012, April). *How to Get Published*. Annual conference of the American Educational Research Association, Vancouver, British Columbia.
- *Instructor* (2011, April). *How to Get Published*. Annual conference of the American Educational Research Association, New Orleans, Louisiana.
- *Instructor* (2010, April). *How to Get Published*. Annual conference of the American Educational Research Association, Denver, Colorado.
- *Paths to a Career in Educational Psychology: Making the Best of Your Opportunities along the Way*, University of Nebraska-Lincoln, College of Education, 2010.
- *Presenter* (2008). *Examining cognitive processes during reading*, Texas A&M University, College of Education.

TEACHING

Instructor (82 sections — 31 graduate, 51 undergraduate)

Graduate Courses	Semester	University
EDPSY 475 Intro to Educational Research	Fall 2021	Penn State
EDPSY 530 Achievement Motivation	Spring 2021	Penn State
EDPSY 526 Psychology of Reading	Spring 2021	Penn State
EDPSY 524 Theories of Learning & Instruction	Fall 2020	Penn State
EDPSY 530 Achievement Motivation	Fall 2019	Penn State
EDPSY 597 Special Topic: Mixed Methods	Spring 2019	Penn State
EPSY 531 Learning & Motivation	Spring 2018 (t2)	Victoria
EPSY 531 Learning & Motivation	Fall 2018 (t1)	Victoria
EPSY 531 Learning & Motivation	Spring 2017 (t2)	Victoria
EPSY 531 Learning & Motivation	Fall 2017 (t1)	Victoria

EPSY 531 Learning & Motivation	Spring 2016 (t2)	Victoria
EPSY 531 Learning & Motivation	Fall 2016 (t1)	Victoria
EPSY 516 Applied Research Project	Fall/Spring 2016	Victoria
EPSY 506 Learning & Motivation	Fall 2015 (t1)	Victoria
EPSY 516 Applied Research Project	Fall 2015 (t1)	Victoria
EPSY 501 Research Methods in Education	Spring 2014 (t2)	Victoria
EPSY 506 Learning & Motivation	Fall 2014 (t1)	Victoria
EPSY 516 Applied Research Project	Fall/Spring 2014	Victoria
EPSY 506 Learning & Motivation	Spring 2013 (t2)	Victoria
EPSY 516 Applied Research Project	Fall/Spring 2013	Victoria
EPSY 501 Research Methods in Education	Fall 2012 (t1)	Victoria
EPSY 501 Research Methods in Education	Fall 2011 (t1)	Victoria
EPSY 501 Research Methods in Education	Spring 2010 (t2)	Victoria
EPSY 501 Research Methods in Education	Fall 2010 (t1)	Victoria
EPSY 501 Research Methods in Education	Spring 2009 (t2)	Victoria
EPSY 501 Research Methods in Education	Fall 2009 (t1)	Victoria
EPSY 501 Research Methods in Education	Spring 2008 (t2)	Victoria
EDF 6211 Advanced Educational Psychology	Spring 2008	North Florida
EDF 6211 Advanced Educational Psychology	Summer 2006	North Florida (Belize)
EPY 752 Foundations of Cognition & Learning	Summer 2003	Nevada-Las Vegas
EDU 207 Educational Psychology	Summer 2001	Creighton

Undergraduate Courses	Semester	University
EDPSY 14 Learning & Instruction	Spring 2022	Penn State
EDPSY 14 Learning & Instruction	Spring 2022	Penn State
EDPSY 14 Learning & Instruction	Spring 2020	Penn State
EDPSY 14 Learning & Instruction	Spring 2020	Penn State
EDPSY 14 Learning & Instruction	Spring 2019	Penn State
EDPSY 14 Learning & Instruction	Spring 2019	Penn State
EDUC 243 Learning & Motivation	Fall 2018 (t1)	Victoria
EDUC 243 Learning & Motivation	Fall 2017 (t1)	Victoria
EDUC 243 Learning & Motivation	Fall 2016 (t1)	Victoria
EPSY 243 Educational Psychology	Fall 2015 (t1)	Victoria
EPSY 389 Special Topics: Applied Research	Spring 2014 (t2)	Victoria
EPSY 243 Educational Psychology	Fall 2014 (t1)	Victoria
EPSY 389 Special Topics: Text Comprehension	Spring 2013 (t2)	Victoria
EPSY 243 Educational Psychology	Fall 2013 (t1)	Victoria
EPSY 389 Special Topics: Text Comprehension	Spring 2012 (t2)	Victoria
EPSY 243 Educational Psychology	Fall 2012 (t1)	Victoria
EPSY 243 Educational Psychology	Fall 2011 (t1)	Victoria
EPSY 243 Educational Psychology	Fall 2010 (t1)	Victoria
EPSY 243 Educational Psychology	Fall 2010 (t1)	Victoria
EPSY 243 Educational Psychology	Fall 2009 (t1)	Victoria
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Spring 2008	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Spring 2008	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2007	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2007	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2007	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Summer 2007	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Spring 2007	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Spring 2007	North Florida

EDF 3151 Nature of the Learner (Intro to Ed Psych)	Spring 2007	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2006	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2006	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2006	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Spring 2006	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Spring 2006	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2005	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2005	North Florida
EDF 3151 Nature of the Learner (Intro to Ed Psych)	Fall 2005	North Florida
EPY 303 Intro to Educational Psychology	Summer 2005	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Spring 2005	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Spring 2005	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Fall 2004	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Fall 2004	Nevada-Las Vegas
EPY 451 Tests and Measurement	Summer 2004	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Summer 2003	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Spring 2003	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Spring 2003	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Fall 2002	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Fall 2002	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Summer 2002	Nevada-Las Vegas
EDPS 209 Strategies for Academic Success	Spring 2001	Nebraska-Lincoln
EDPS 209 Strategies for Academic Success	Fall 2000	Nebraska-Lincoln

Tutor (1 undergraduate course)

Undergraduate Course	Semester	University
EDUC 236 Issues in Human Development	Spring 2009 (t2)	Victoria

Teaching Assistant (2 undergraduate courses)

Undergraduate Courses	Semester	University
EPY 451 Tests & Measurement	Spring 2003	Nevada-Las Vegas
EPY 303 Intro to Educational Psychology	Fall 2002	Nevada-Las Vegas

Graduate Student Supervision: Current
   o Lyu, Bailing. PhD, supervisor, *PSU*.
   o Pyres, Macy. PhD, supervisor, *PSU*.
   o Ferrara, Amanda. PhD, committee member, *PSU*.
   o Mullins, Casey. PhD, committee member, *PSU*.
   o Du, Hongcui. PhD, committee member, *PSU*.
   o Stepanik, Nicholas. PhD, committee member, *PSU*.
   o Zhao, Hui. PhD, committee member, *PSU*.
   o Mainzer, Emily. PhD, committee member, *PSU*.
   o Hicks, Melissa. PhD, committee member, *PSU*.

Graduate Student Supervision: Completed
   o Wang, Ying. (2021) PhD, committee member, *PSU*.
   o Huynh, Linh. (2021). MS, supervisor, *PSU*.
   o Stepanik, Nicholas. (2021). MS, thesis reader, *PSU*.
   o McCall, Douglas. (2021). PhD, committee member, *PSU*.

- Finlayson, Kristen. (2020). PhD, first supervisor, *VUW*.
- Du, Hongcui. (2020). MS, thesis reader, *PSU*.
- Mullins, Casey. (2019). MS, thesis reader, *PSU*.
- Rowley, Tom (2019). MEd Psych, Applied research project, first supervisor, *VUW*.
- Hook, Laura (2018). MEd Psych, Applied research project, first supervisor, *VUW*.
- Singha, Nishta (2018). MEd Psych, Applied research project, first supervisor, *VUW*.
- White, Rebeka (2018). MEd Psych, Applied research project, first supervisor, *VUW*.
- Spence, Stephanie (2017). MEd Psych, Applied research project, first supervisor, *VUW*.
- Rughoonandan, Renee (2017). MEd Psych, Applied research project, first supervisor, *VUW*.
- Woehrle, James. (2017). PhD, committee member, *Northern Illinois University*.
- Hutchinson, Katherine (2017). MEd, first supervisor, *VUW*.
- Hunsu, Nathaniel (2016). PhD, committee member, *Washington State University*
- Ascott, Sharnee (2016). MEd Psych, Applied research project, first supervisor, *VUW*.
- Ellison, Stephanie (2016). MEd Psych, Applied research project, first supervisor, *VUW*.
- Finlayson, Kristen (2016). MEd Psych, Applied research project, first supervisor, *VUW*.
- Ogilvie, Emily (2016). MEd Psych, Applied research project, first supervisor, *VUW*.
- Barnes, Ashleigh (2014). MEd Psych, Applied research project, first supervisor, *VUW*.
- Ternouth, Chelsea (2014). MEd Psych, Applied research project, first supervisor, *VUW*.
- Northcott, Blair (2014). PhD, first supervisor, *VUW*.
- Matthews, Pania (2014). MA, first supervisor, *VUW*.
- Riyaz, Ahmed (2013). PhD, first supervisor, *VUW*.
- McCallum-Clark, Nina (2013). MEd Psych, Applied research project, first supervisor, *VUW*.
- Jeffery, Judi (2013). MEd Psych, Applied research project, first supervisor, *VUW*.
- Sparks, Phil (2013). MA, first supervisor, *VUW*.
- Lewis-Mohabir, Bridgette (2013). MA, first supervisor, *VUW*.
- Van der Meer, Larah (2012). PhD, second supervisor, *VUW*.

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (2000—present).
- Society for Text and Discourse (2013—present).
- Eastern Educational Research Association (2006—2008).
- American Psychological Association, Division 15 (2004—2005, 2021).

ADDITIONAL PROFESSIONAL EXPERIENCE

Statistical Consultant, Multi-university grant on note taking funded by TOEFL, Pat Carrell, 2002-2005

Research Assistant, Center for Instructional Innovation, University of Nebraska-Lincoln. Designed study and collected data examining on-line note taking. Roger Bruning, Summer 2002.

Research Assistant, Center for Instructional Innovation, University of Nebraska-Lincoln. Examined use of web-based learning. Projects included note taking tool and content modules. Roger Bruning and Christy Horn, Spring/Summer 2001.

Substitute Teacher (k-12), Millard Public Schools, Omaha, Nebraska, Spring 2000.

Research Assistant, Center for Continuing Education, University of Nebraska-Lincoln. Designed curriculum about character development through sport for coaching workshop. Summer/Fall 2000.

Tutor, Hewitt Student/Athlete Academic Center, University of Nebraska-Lincoln, Fall 1999-Spring 2000.

UNIVERSITY/COLLEGE/DEPARTMENT SERVICE

2021-22
- o *Professor-in-Charge,* Educational Psychology (Ed Psych Program)

2020-21
- o *Member,* Subcommittee on Program Review and Evaluation (University)
- o *Member,* Whiting Indigenous Knowledge Student Research Awards Committee (University)
- o *Member,* Supervision Task Force (College)
- o *Member,* Return to Campus & Instruction Task Force (College)
- o *Member,* Clinic Task Force (Department)
- o *Member,* Department Synergies Task Force (Department)
- o *Member,* Curriculum Committee (Department)
- o *Member,* Staff Search Committee (Department)
- o *Chair*, Graduate Admissions Committee (Ed Psych Program)

2019-20
- o *Chair,* Educational Psychology/Cyber Science Faculty Search Committee (Department)
- o *Member,* Curriculum Committee (Department)
- o *Member*, Graduate Admissions Committee (Ed Psych Program)

2018-19
- o *Member,* Curriculum Committee (Department)
- o *Member*, Graduate Admissions Committee (Ed Psych Program)

2015-18
- o *Program Director,* Education and Psychology BA major
- o *Program Director,* Master of Educational Psychology
- o *Chair*, PhD Oral Defenses, Faculty of Graduate Research

2014-15
- o *Program Director,* Education and Psychology major
- o *Chair*, PhD Oral Defenses, Faculty of Graduate Research
- o *Member,* PhD application review committee, Faculty of Education
- o *Member*, Post-graduate research committee, Faculty of Education

2013-14
- o *Program Director,* Education and Psychology major
- o *Post-graduate Director for Research*, School of Educational Psychology & Pedagogy
- o *Reviewer,* Doctoral & master's thesis proposals, Faculty of Education
- o *Chair*, PhD Oral Defenses, Faculty of Graduate Research
- o *Member*, Research and Study Leave Committee
- o *Member,* PhD application review committee, Faculty of Education
- o *Member*, Educational Psychology Search Committee, School of Ed Psych & Pedagogy
- o *Member*, Post-graduate research committee, Faculty of Education
- o *Member,* Undergraduate BA review committee, Faculty of Education

2012-13

- *Post-graduate Director for Research*, School of Educational Psychology & Pedagogy
- *Reviewer,* Doctoral & master's thesis proposals, Faculty of Education
- *Chair*, PhD Oral Defenses, Faculty of Graduate Research
- *Member*, Research and Study Leave Committee
- *Member,* PhD application review committee, Faculty of Education
- *Member*, Educational Psychology Search Committee, School of Ed Psych & Pedagogy
- *Member*, Post-graduate research committee, Faculty of Education

2011-12
- *Reviewer,* Doctoral & Master's Research Proposals, Faculty of Education
- *Member*, Head of School Search Committee, Faculty of Education
- *Member,* PhD application review committee, Faculty of Education

2010-11
- *Faculty Research Mentor*, School of Educational Psychology & Pedagogy
- *Reviewer,* Doctoral & Master's Research Proposals, Faculty of Education
- *Member*, Graduate Course Development Committee*,* Faculty of Education

2009-10
- *Faculty Research Mentor*, Faculty of Education
- *Reviewer,* Doctoral & Master's Research Proposals, Faculty of Education
- *Member*, Graduate Course Development Committee, Faculty of Education
- *Co-Facilitator*, Educational Psychology Graduate Student Seminar

2008-09
- *Faculty Research Mentor*, Faculty of Education
- *Reviewer,* Doctoral Research Proposals, Faculty of Education
- *Member*, Second Annual Educational Psychology Forum Committee
- *Member*, Graduate Course Development Committee
- *Co-Facilitator*, Educational Psychology Graduate Student Seminar

2007-08
- *Vice-president*, Faculty Assembly Executive Committee (College)
- *Member*, Educational Psychology/Educational Foundations Faculty Search Committee (Department)
- *Member*, Classroom Management/Educational Foundations Faculty Search Committee (Department)
- *Member*, College of Education & Human Services Undergraduate Core Council Committee (College)
- *Member*, Educational Technology, Foundations, & K-12 Programs Committee (Department)
- *Reviewer*, UNF Summer Teaching Grant Applications

2006-07
- *Chair*, Educational Psychology/Educational Foundations Faculty Search Committee (Department)
- *Member*, College of Education & Human Services Undergraduate Core Council Committee (College)
- *Member*, College of Education & Human Services Undergraduate Standards & Curriculum Committee (College)
- *Member*, Faculty Assembly Executive Committee (College)
- *Member*, Educational Technology, Foundations, & K-12 Programs Committee (Department)

2005-06
- o *Member*, College of Education & Human Services Undergraduate Standards and Curriculum Committee (College)
- o *Member*, Educational Technology, Foundations, & K-12 Programs Committee (Department)

2000-05
- o *Graduate Representative,* Educational Psychology Doctoral Student Research Organization, UNLV, 2004-2005.
- o *Chair*, College of Education Graduate Student Travel Committee, UNLV, 2001-2004
- o *Recruiting*, "Why Take a Study Skills Class" (8 sessions) New Student Enrollment Parents' Orientation, UNL, 2000.
- o *Recruiting*, "Why Take a Study Skills Class" (8 sessions) College of Business Administration Undergraduate Advisors, UNL, 2000.

COMMUNITY SERVICE

2010-11
- o Postgraduate student seminar, (Faculty of Graduate Research, Victoria University), *Elements of a Thesis Proposal*.
- o Postgraduate student seminar, (Faculty of Education, Victoria University), *Elements of a Thesis Proposal*.

2009-10
- o Certificate of University Preparation Program (Victoria University), *Keys to Effective Learning*.

2008-09
- o Teacher Professional Development (Wellington College), *The Impact of Focusing Instructions Prior to Reading*.
- o Teacher Professional Development (Wellington College), *Using Diagrams to Improve Students' Understanding*.

2007-08
- o University Scholars Honor Society (UNF)—*Designing an Experimental Study*
- o Osprey Cove Dorms (UNF, Faculty Friends)—*Improving Your Learning*
- o Crossings Dorms (UNF, Faculty Friends)—*Improving Your Learning*
- o Faculty Writing/Research Group (UNF, COEHS)—*Research Design*
- o Osprey Landing Dorms (UNF, Faculty Friends)—*Improving Your Learning*

2006-07
- o Crossings Dorms (UNF, Faculty Friends)—*Preparing for Final Exam Week*
- o Osprey Cove Dorms (UNF, Faculty Friends)—*Improving Your Learning*
- o Crossings Dorms (UNF, Faculty Friends)—*Improving Your Learning*
- o Osprey Landing Dorms (UNF, Faculty Friends)—*Improving Your Learning*

2005-06
- o Osprey Landing Dorms (UNF, Faculty Friends)—*Improving Your Learning*

2003-04
- o UNLV Business Graduate Teaching Assistants—*Assessment of Learning in Undergraduate Courses*

2002-03
- o Andre Agassi College Preparatory Academy (Las Vegas)—*Reading Strategies and Motivation.* Designed and instructed 4th grade class in use of reading strategies.

2001-02

- o Rowe Elementary (Las Vegas)—*Reading to Learn.* Designed and instructed 5th grade class in use of reading comprehension strategies.
- o *Facilitator*, National Conference for Community and Justice (NCCJ) of discussions on racial identity and relations for high school students.
- o Psychosocial Aspects of Sport course (UNL)—*Developing Expertise in Athletics.*
- o Kappa Delta Sorority (UNL)—*Improving Your Learning.*
- o Elliot Elementary School (Lincoln)—*Test-taking and Comprehension Strategies for Elementary Students*.

2000
- o Hewitt Student-Athlete Academic Center (UNL)—Tutor training.
- o Sigma Nu Fraternity (UNL)—*Taking Notes and Preparing for Tests.*
- o University Foundations Class (UNL)—*Fallacies About Learning.*
- o University Foundations Class (UNL)—*Taking Notes and Preparing for Test*s.
- o Neihardt Dorm (UNL)—*Preparing for Tests.*
- o Lincoln High School (Lincoln)—*Learning from Lectures and Note-Taking*.
- o *Camp Counselor*, National Conference for Community and Justice (NCCJ) summer leadership camp for at-risk high school students
- o *Presenter*, NCCJ, on prejudice, racism, and community advocacy
- o *Member*, Ethnic and Minority Affairs Committee
- o *Facilitator,* University of Nebraska Diversity Retreat

1999
- o University Foundations class (UNL)—*Fallacies About Learning*.
- o Hewitt Student-Athlete Academic Center (UNL)—*How to Learn Better*.
- o Hewitt Student-Athlete Academic Center (UNL)—*Test-taking Strategies.*

HONORS & AWARDS

- o *Governing Board Member,* Society for Text and Discourse (2020-26)
- o *Visiting Scholar,* University of Nebraska-Lincoln (August-September 2015)
- o *Visiting Scholar,* University of Oslo, Norway (August-October 2011)
- o *Recipient*, Early Career Researcher Excellence Award, VUW (2010).
- o *Recipient*, University Research Fund Grant, VUW (2010).
- o *Recipient,* Best Postgraduate Lecturer for Faculty of Education, VUW (2009).
- o *Recipient,* Vice Chancellor's Strategic Research Scholarship, VUW (2009).
- o *Recipient,* Vice Chancellor's Strategic Research Scholarship, VUW (2008).
- o *Recipient*, Summer Research Scholarship, UNF (2007).
- o *Recipient*, Summer Research Scholarship, UNF (2006).
- o *Participant*, American Educational Research Association Division C, New Faculty Mentoring Seminar, Montreal, (2005).
- o *Recipient*, Graduate Student Research Forum, Presentation Award, UNLV (2005).
- o *Recipient*, Graduate Research Training Assistantship, UNLV (2004).
- o *Participant*, American Psychology Assoc. Div. 15, Graduate Student Seminar, Honolulu (2004).
- o *Recipient*, Graduate Student Research Forum, Presentation Award, UNLV (2004).
- o *Recipient*, Graduate Assistant Excellence in Teaching Award, UNLV (2004).
- o *Recipient*, Marjorie Barrick Fellowship, UNLV (2003-2004).
- o *Recipient*, Graduate Assistant Excellence in Teaching Award, UNLV (2003).
- o *Recipient*, Graduate Student Research Forum, Presentation Award, UNLV (2003).
- o *Recipient*, Graduate Research Training Assistantship, UNLV (2002).
- o *Recipient*, Graduate Student Research Forum, Presentation Award, UNLV (2002).
- o *Participant*, American Educational Research Association Division C, Graduate Student Seminar, New Orleans, LA, (2002).