


CRISTINA D. ZEPEDA

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Professional Experience

Postdoctoral Research Associate, Education and Psychological & Brain Sciences,
Washington University in St. Louis, 2018 – Present
Advisor: Andrew Butler

Lecturer, Department Education, Washington University in St. Louis, 2020

Education

Ph.D., Cognitive Psychology, University of Pittsburgh, LRDC, 2018
Committee: Timothy Nokes-Malach (chair), Scott Fraundorf, Christian Schunn, Tanner Wallace

Learning Sciences Certificate, Learnlab (formerly Pittsburgh Science and Learning Center), 2017
Reflects my involvement of Learning Sciences coursework, teaching, research, and field work

M.S., Cognitive Psychology, University of Pittsburgh, LRDC, 2015
Committee: Timothy Nokes-Malach (chair), Christian Schunn, Ming-Te Wang

Post-Baccalaureate Fellow, Psychology, University of Pittsburgh, LRDC, 2012

B.S., Psychology, University of California, San Diego, 2011
Minor in Education Studies, MARC Fellow, 2009 – 2011
Research Advisor: Gail Heyman

Honors and Awards

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| Nominated for the Elizabeth Baranger Excellence in Teaching Award | 2017 |
| LRDC's Diversity Fellowship, University of Pittsburgh | 2016 |
| Dr. Ruth L. Myers Mentoring Excellence Award, University of Pittsburgh | 2016 |
| Nominated by Journal of Educational Psychology's Editor for APA Journals Dialogue | 2016 |
| Honorable Mention, NSF Graduate Research Fellowship Program | 2013 |
| Travel & Housing Award, LearnLab Summer Workshop and SACNAS | 2012 |
| K. Leroy Irvis Fellowship, University of Pittsburgh | 2012 |
| Dietrich Arts & Sciences Summer and Summer Diversity Fellowships, University of Pittsburgh | 2012 |
| Post-Baccalaureate Diversity "Hot Metal Bridge" Fellowship, University of Pittsburgh | 2011 |
| Minority Access to Research Careers Fellowship, University of California, San Diego | 2009 – 2011 |
| Sempre Energy Scholarship, Sempra Energy | 2007 – 2011 |

Grants

Flipping the Script: Innovating Large Undergraduate Psychology Lectures with Learning Principles from Cognitive Science. Discipline-Based: Science Education Research Center (dB-SERC), University of Pittsburgh, Co-PI with T. J. Nokes-Malach, Aug. 2015 – 2016, Funded \$15,000.

Supporting learner self-regulation of motivation during tasks that require different types of cognitive processing. Spencer Foundation. Submitted as Co-PI with A. C. Butler, Under Review (\$50,000).

Increasing the Skill and Will: Integrating Metacognitive and Motivational Approaches to Facilitate Mathematics Engagement. National Science Foundation (NSF 19-508). Submitted as Co-PI with PIs: Ming-Te Wang, Kevin Binning, Lindsay Page, and Kari Kokka, Not Funded (\$1,500,000).

Journal Publications (Peer Reviewed)

*Undergraduate Advisee, ** Graduate Advisee

- Martin, R. S.**, **Zepeda, C. D.**, Lindstadt, C., Love, B. & Butler, A. C. (2021). The cultural career script: College students' expectations for a typical career. *Journal of Applied Research in Memory and Cognition*. <https://doi.org/10.1016/j.jarmac.2021.05.003>
- Wang, M. T., **Zepeda, C. D.**, Qin, X., Del Toro, J., & Binning, K. R. (2021). More than growth mindset: Individual and interactive links among socioeconomically disadvantage adolescents' ability mindsets, metacognitive skills, and math engagement. *Child Development*. <https://doi.org/10.1111/cdev.13560>
- Wang, M. T., Binning, K. R., Qin, X., Del Toro, J., & **Zepeda, C. D.** (2021). Skill, thrill, and will: The role of metacognition, interest, and self-control in predicting engagement over time. *Child Development*. <http://doi.org/10.1111/cdev.13531>
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2021). Metacognitive study strategies in a college course and their relation to exam performance. *Memory & Cognition*, 49, 480-497. <https://doi.org/10.3758/s13421-020-01106-5>
- Zepeda, C. D.**, Martin, R. S.**, & Butler, A. C. (2020). Motivational strategies to engage learners in desirable difficulties. *Journal of Applied Research in Memory and Cognition*, 9(4), 464-470. <https://doi.org/10.1016/j.jarmac.2020.08.007>
- Boden, K. K., **Zepeda, C. D.**, & Nokes-Malach, T. J. (2020). Achievement goals and conceptual learning: An examination of teacher talk. *Journal of Educational Psychology*. Advanced online publication. <https://doi.org/10.1037/edu0000421>
- Zepeda, C. D.**, *Hlutkowsky, C. O., *Partika, A. C., & Nokes-Malach, T. J. (2019). Identifying teachers' supports of metacognition through classroom talk and its relation to growth in conceptual learning. *Journal of Educational Psychology*, 111(3), 522-541. <http://doi.org/10.1037/edu0000300>
- Jones, A. C., Wardlow, L., Pan, S. C., **Zepeda, C.**, Heyman, G. D., Dunlosky, J., & Rickard, T. C. (2016). Beyond the rainbow: Retrieval practice leads to better spelling than does rainbow writing. *Educational Psychology Review*, 28, 385-400. <http://doi.org/10.1007/s10648-015-9330-6>
- Zepeda, C. D.**, Richey, J. E., Ronevich, P., & Nokes-Malach, T. J. (2015). Direct instruction of metacognition benefits adolescent science learning, transfer, and motivation: An in-vivo study. *Journal of Educational Psychology*, 107(4), 954-970. <http://doi.org/10.1037/edu0000022>

Manuscripts under Review

- Zepeda, C. D.**, Oretgren, F. R., & Butler, A. C. (under review). Learning from feedback in college courses: Student practices, beliefs, and preferences.
- Zepeda, C. D.**, Giani, M. S., & Butler, A. C. (under review). Individual differences in the use of motivational regulation strategies and their relation to course performance.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (under review). Comparing and contrasting models of self-regulated learning: What roles do metacognition and motivation play?

Manuscripts in Preparation

**Graduate Advisee

- Zepeda, C. D.**, & Nokes-Malach, T. J. (in prep). Testing assumptions of self-regulated learning throughout a college course: Cyclical, iterative, and contextually driven.
- Kim, Y., **Zepeda, C. D.**, & Butler, A. C. (in prep). Bridging cognitive and educational psychology perspectives on the self-regulation of learning.
- Butler, A. C., Alarcón, C., Een, E.**, **Zepeda, C. D.**, & Schell, J. S. (in prep). Normative practices, knowledge, and beliefs about learning strategies among high school students.

Conference Publication (Peer Reviewed)

Richey, J. E., **Zepeda, C. D.**, & Nokes-Malach, T. J. (2015). *Transfer effects of prompted and self-reported analogical comparison and self-explanation*. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings, & P. P. Maglio (Eds.), *Proceedings of the 37th Annual Conference of the Cognitive Science Society* (pp. 1985-1990). Austin, TX: Cognitive Science Society.

Book Chapters

**Graduate Advisee

- Butler, A. C., **Zepeda, C. D.**, & Ruiz, M. B. ** (in prep). Facilitating the development of self-regulated learning in higher education. *Research Handbook on Innovations in Assessment and Feedback in Higher Education: Implications for Learning and Teaching*. Edward Elgar Publishing.
- Zepeda, C. D.**, Een, E. **, & Butler, A. C. (2020). The mnemonic effects of retrieval practice. In M. McCrudden (Ed.) *Oxford Encyclopedia of Educational Psychology*. Oxford University Press.
- Nokes-Malach, T. J., **Zepeda, C. D.**, Richey, J. E., & Gadgil, S. (2019). Collaborative learning: The cost and benefits. In J. Dunlosky & K. Rawson (Eds.) *Handbook of cognition and education*. Cambridge University Press.

Professional Affiliations

• American Education Research Association (AERA) • American Psychological Association (APA) • Association for Psychological Science (APS) • LearnLab (Formerly Pittsburgh Science of Learning Center) • Psychonomic Society • SPARK Society • Society for Advancement of Chicanos and Native Americans in Science (SACNAS) • Women in Cognitive Science Society (WiCS)

Conference Talks

**Graduate Advisee

- Zepeda, C. D.** (submitted). *Integrating perspectives and methodologies on the self-regulation of learning: The interplay between cognition and motivation*. [Organizer & Chair]. Symposium submitted at the annual meeting of the American Education Research Association: San Diego, CA.
- Zepeda, C. D.**, Kim, Y., & Butler, A. C. (accepted). *Bridging cognitive and educational psychology perspectives on the self-regulation of learning*. Talk submitted to the 62nd annual meeting of Psychonomic Society: New Orleans, LA.
- Zepeda, C. D.**, & Butler, A. C. (2021, July). *Individual differences in high school students' motivational strategies for learning*. Talk presented at SARMAC XIV: Virtual.
- Zepeda, C. D.**, & Butler, A. C. (2021, April). *Individual differences in high school students' motivational strategies: A metamotivational investigation*. Symposium talk presented at the annual meeting of the American Education Research Association: Virtual.
- Zepeda, C. D.**, & Butler, A. C. (2021, April). *Investigating how students change their motivational learning strategies & its relation to course performance*. Talk presented at the annual meeting of the American Education Research Association: Virtual.
- Zepeda, C. D.**, Martin, R. S. **, & Butler, A. C. (2020, November). *Motivational strategies to engage learning in desirable difficulties*. Talk presented at the 61st annual meeting of Psychonomic Society: Virtual.
- Zepeda, C. D.**, *Hlutkowsky, C. O., *Partika, A. C., & Nokes-Malach, T. J. (2016, April). *Identifying teachers' supports of metacognition in the classroom*. Symposium talk presented at the annual meeting of the American Education Research Association: Washington D.C.

- Chung, L., Lin, V., Teacharong, L. & **Zepeda, C.** (2011, February). *Partners at Learning (PAL): A social justice approach to university service learning in PreK-12 communities*. Talk presented at the University of California's IDEaS Symposium, La Jolla, CA.
- Chung, L., Holtzman, C., Teacharong, L. & **Zepeda, C.** (2010, May). *Partners at Learning (PAL): A social justice approach to university service learning in PreK-12 communities*. Talk presented at the Association of Raza Educators Conference, San Diego, CA.
- Zepeda, C.** & Heyman, G. (2010, April). *Gender and achievement motivation*. Talk presented at UCSD's Undergraduate Research Conference, La Jolla, CA.
- Zepeda, C.** & Heyman, G. (2009, August). *Ability beliefs*. Talk presented at the UCSD's Summer Research Conference, La Jolla, CA.

Conference Posters, Roundtables, and Workshops

*Undergraduate Advisee, **Graduate Advisee, †Withdrawn due to parental leave

- Martin, R. S.**, **Zepeda, C. D.**, & Butler, A. C. (2021, July). *The cultural career script: College students' expectations for a typical career*. Poster presented at SARMAC XIV: Virtual.
- Fang, W. C.**, **Zepeda, C. D.**, & Butler, A. C. (2021, April). *The effects of question difficulty order during a test on metacognitive judgments*. Roundtable presented at the annual meeting of the American Education Research Association: Virtual.
- Zepeda, C. D.**, & Butler, A. C. (2020, November). *Students' motivational learning strategies: use and effectiveness*. Poster presented at the 61st annual meeting of Psychonomic Society: Virtual.
- Zepeda, C. D.**, Oretgren, F. R., & Butler, A. C. (2019, November). *Learning from feedback in college courses: Student practices, beliefs, and preferences*. Poster presented at the 60th annual meeting of Psychonomic Society: Montreal, Canada.
- Een, E.**, **Zepeda, C. D.**, & Butler, A. C. (2019, November). *Changes in student use of learning strategies as a result of a rigorous academic experience*. Poster presented at the 60th annual meeting of Psychonomic Society: Montreal, Canada.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2019, April)†. *Contextually-dependent factors mediate the effect of grit on performance: An in-vivo test of self-regulated learning*. Roundtable accepted at the annual meeting of the American Education Research Association: Toronto, Canada.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2018, November). *Investigating the relations between metacognitive study strategies and exam performance in a college course*. Poster presented at the 59th annual meeting of Psychonomic Society: New Orleans, LA.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2018, September). *Investigating the Relations between Metacognitive Study Strategies and Exam Performance in a College Course*. Poster presented at the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE) Conference: St. Louis, MO.
- Richey, J. E., Davis, D. R., & **Zepeda, C. D.** (2018, June). *Domain-general metacognitive instruction reduces productive learning behaviors and performance?* Poster presented at the 13th International Conference on the Learning Sciences: London, UK.
- Richey, J. E., Davis, D. R., & **Zepeda, C. D.** (2017, November). *Do I really know it? A toolkit for increasing students' metacognitive knowledge*. Presentation presented at the 37th annual meeting of Original Lily Conference on College Teaching: Oxford, OH.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2017, November). *Metacognitive awareness: The type of retrospective questions matters*. Poster presented at the 58th annual meeting of Psychonomic Society: Vancouver, British Columbia, Canada.
- Zepeda, C. D.**, & Nokes-Malach, T. J. (2015, July). *Capturing the relations between metacognition, self-explanation, and analogical comparison: An exploration of two methodologies*. Poster presented at the Thirty-Seventh Annual Conference of the Cognitive Science Society, Pasadena, CA.

- *Ferrara, A. M., **Zepeda, C. D.**, & Nokes-Malach, T. J. (2014, July). *Investigating the relationship between mindfulness and learning*. Poster presented at the Thirty-Sixth Annual Conference of the Cognitive Science Society, Quebec City, Canada.
- Williams, J. J. & **Zepeda, C. D.** (2014, February). *How to use online resources to facilitate collaboration across disciplines*. Workshop presented at the Seventh Annual Inter-Science of Learning Centers (iSLC) Conference, Pittsburgh, PA.
- Zepeda, C.**, Richey, J.E., Ronevich, P. & Nokes-Malach, T. J. (2013, April). *An in-vivo approach to investigating explicit instruction of metacognition leads to metacognitive, academic, and motivational benefits*. Poster presented at the biannual meeting of the Society for Research in Child Development, Seattle, WA.
- Zepeda, C.**, Richey, J.E., Ronevich, P. & Nokes-Malach, T. J. (2012, October). *Explicit instruction of metacognition and its benefits to motivation and science learning*. Poster presented at the Annual Meeting of the Advancing Hispanics/Chicanos & Native Americans in Science, Seattle, WA.
- Zepeda, C.**, Wardlow Lane, L., Rickard, T. & Heyman, G. (2011, May). *Evaluating educational practices used to teach spelling*. Poster presented at Stanford's Undergraduate Psychology Research Conference, Stanford, CA.
- Zepeda, C.**, Luce, M., & Callanan, M. (2010, September). *Children's scientific thinking*. Poster presented at the SACNAS National Conference: Science, Technology, and Diversity for a Sustainable Future, Anaheim, CA.

Invited Research Talks

- Zepeda, C. D.**, (upcoming 2021, October). *Students' motivational study strategies and their relation to course performance*. Talk to be presented at the Applied Cognitive Development Brownbag Series. University of Georgia, Virtual.
- Zepeda, C. D.**, (2021, September). *The interplay between cognitive and motivational strategies*. Talk to be presented at Dr. Peter Verkoeijen Lab. Avans Hogeschool, Virtual.
- Zepeda, C. D.**, (2020, October). *Examining students' study strategies and the potential to motivate their use*. Talk presented at the Cognitive Colloquium. University of Purdue, Virtual.
- Zepeda, C. D.**, (2020, June). *Supporting students in using motivational strategies*. Talk presented at OnRamps Virtual Summit. University of Texas at Austin, Virtual.
- Nokes-Malach, T. J., **Zepeda, C. D.**, Boden, K., & Barstow, B. (2017, June). *Flipping the script: Innovating large lectures with principles from cognitive science - Assessment and Reflection*. Talk presented at the Discipline-Based Science Education Research Center, University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (2015, September). *Applying cognitive principles to learning: A focus on metacognition*. Talk presented at Pitt Panther Psychology Club Speaker Series. University of Pittsburgh, Pittsburgh, PA.

Invited Professional Development Panels and Talks

- Zepeda, C. D.**, (2021, April). *Applying to Academic Jobs*. Panelist for the Associated Doctoral Students in Education, University of California, Irvine, Virtual.
- Zepeda, C. D.**, (2018, March). *Real talk: Figuring out how to do the whole postdoc thing*. Talk presented at the Cognitive Program Brown Bag Series. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (2017, October). *Graduate school panel*. Panelist at Psi Chi. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (2015, 2016, & 2017, Fall; 2017, Spring). *Study smarter, not harder with strategies supported by cognitive science*. Talk presented at the Academic Resource Center's Workshop Series. University of Pittsburgh, Pittsburgh, PA.
- Zepeda, C. D.**, (2015, February). *Psychology research panel*. Panelist at Pitt Panther Psychology Club. University of Pittsburgh, Pittsburgh, PA.

Teaching Certificate

Achievement in Pedagogy Badge, 2018

University of Pittsburgh's Center for Teaching and Learning's credential reflects my commitment to improving pedagogy at the college level. Concentrations: pedagogy, diversity, & development.

Teaching Experience

L12 4055: Central Topics in Learning Sciences, *Washington University in St. Louis*

Instructor (4 students; Spring 2020)

Supported students on how to evaluate meta-analyses and experimental studies, developed their scientific writing skills, graded papers, provided feedback, held weekly office hours.

PSY 3902: Directed Study – Post-Baccalaureate Seminar, *University of Pittsburgh*

Instructor (4-5 Post-Baccalaureate students; Fall 2013 – Spring 2018)

Instructed and organized the course; provided feedback on all aspects of graduate school applications; provided coaching on research presentations; managed student & faculty mentors.

PSY 335: Research Methods Lab, *University of Pittsburgh*

Instructor (25 students; Fall 2016)

Instructed students in scientific writing and statistics, graded papers, provided feedback, developed in-class activities, held weekly office hours, replied to student emails.

PSY 422: Cognitive Psychology, *University of Pittsburgh*

Teaching Assistant and Guest Lecturer (200 students; Spring 2015, Fall 2015)

Graded exams/papers, developed in-class activities, held office hours, replied to student emails, proctored exams, supervised undergraduate TAs, revamped course to a “flipped” version.

EDS 130: Introduction to Academic Mentoring of Elementary School Students, *UC San Diego*

Teaching Assistant (20 students; Fall 2009 quarter – Spring 2011 quarter)

Developed and implemented section plans, led discussion, managed communication and mentor transitions between the participating elementary schools and the program, mentored students.

Guest Lecturing Experience

EDUS 720: Seminar in Cognition and School Learning, *Virginia Commonwealth University*

Guest Lecturer (12 doctoral students; Spring 2020), “Metacognition, Self-Regulation: Applications to Educational Interventions”

EDUC 304: Educational Psychology, *Washington University in St. Louis*

Guest Lecturer (45 students; Spring 2019), “Self-Regulated Learning”

PSY 1054: Memory and Metacognition, *University of Pittsburgh*

Guest Lecturer (20 students; Spring 2017, Spring 2018), “Metacognition in Applied Settings: A Focus on the Classroom”

Arts and Sciences 1950: The Peer Tutor Experience, *University of Pittsburgh*

Guest Lecturer (16 students; Fall 2017), “Supporting Student Learning: Metacognition”

PSY 2970: Teaching of Psychology, *University of Pittsburgh*

Guest Lecturer (10 doctoral students; Fall 2017), “Diversity and Inclusivity in the Classroom”

Mentoring Experience

* = went on to grad school; † = went on to be a research assistant in another lab after graduation/program completion
As a senior member in the lab, I provided additional mentoring to graduate students including professional development, statistical tutoring/guidance, consulting on projects and feedback on writing. For undergraduate students, I served as the primary mentor.

Washington University in St. Louis (7 students)

Graduate Students (3)

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| Emily Een | 2018-Present |
| Wei-Chieh Fang | 2019-Present |
| Rachel Martin | 2020-Present |

Undergraduate Research Assistants (4)

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| Emily Wilson | 2019 |
| Katie Jackson | 2018-2019 |
| *Monica Lu (PhD student at the Ohio State University) | 2018-2019 |
| Olivia Butler | 2018-2019 |

University of Pittsburgh (47 students)

Graduate Students (2)

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| Kelly Boden | 2016-2018 |
| Nabila Jamal Orozco | 2016-2018 |

Post-Baccalaureate Diversity “Hot Metal Bridge” Fellowship Program (22)

As the Assistant Director of the program, I developed and led a seminar course to support students from traditionally marginalized backgrounds as they gained research experience, took graduate level courses, and applied to graduate school programs.

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| *Elisa Borrero (PhD Student at Case Western), †Destany Calma-Birding, *Alexandra Flores (PhD Student at University of Colorado, Boulder), *Tanesha Johnson (PhD Student at St. Louis University), Alexandria Weaver (PhD Student at UC Irvine) | 2017-2018 |
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| *Elizabeth Aslinger (PhD Student at Purdue University), Brandon Carlos (PhD Student at University of Houston), Cathrin Green (PhD Student at Virginia Commonwealth University), Bianca West (PhD Student at University of Pittsburgh) | 2016-2017 |
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| *Nabila Jamal Orozco (PhD Student at University of Pittsburgh), *Colleen Vaughan (PhD Student at University of Illinois, Urbana-Champaign), Janine (Cephra) Stuart, Nilda Trujillo | 2015-2016 |
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| *Tyler Moore (MBA from University of North Carolina at Chapel Hill), *Jacqueline Moses (PhD Student at Florida International University), *Monica Navarro (PhD Student at University of Pittsburgh), †Jamie Pearson (Lead Research Assistant at University of Pittsburgh) | 2014-2015 |
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| *Rosalind Elliot (PhD Student at University of Pittsburgh), *Sarah Palomo (MS from the University of Pennsylvania), *Darren Richmond, *Lynette Saavedra (EdD from the Pitt) | 2013-2014 |
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| *Amirah Saafir (PhD from UCLA) | 2012-2013 |
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Honors Thesis Committee (1)

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| *Amanda Ferrara (PhD Student at Penn State University) “The Effect of Mindfulness on Monitoring and Learning” | 2013-2014 |
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LearnLab Undergraduate Summer Intern (1)

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| *Annie Partika (PhD Student at George Washington University) | Summer 2014 |
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Learning Research and Development Center Summer Undergraduate Intern (1)

*Aliya Blackwood (Masters Student at NYU)

Summer 2017

First Experience in Research Mentor (2): Lauren Baff (MS from NYU) and Timothy Lee (MBA from CMU)

Undergraduate Research Assistants (11): *Caroline Altaras (PhD Student at NYU), Ranem Atia, Sean Cooper, Christine Ebdlahad, Morgan Everett, *Michelle Francis (MA from Wake Forest University), *Christina Hlutkowsky (PhD Student at Penn State University), *Ava Salimnejad (MA from Pitt), Spencer Schmidt, Tatum Walker, Mark Wertz

Undergraduate Teaching Assistants (7): *Margaret Boldry (MA from George Washington University), Merete Chaplin, Emily Faust, Gwen Hoeffgen, *Amanda Hopcroft, †Jenny Ly, and *Emily Wenz (MA from Pitt)

University of California, San Diego

San Diego Cal-SOAP College Peer Advisor (2009)

Partners at Learning (P@L) Middle School and High School Tutor (2009)

Partners at Learning (P@L) Elementary School Mentor (2008)

Service

Reviewing

Conferences

American Educational Research Association Conference
Cognitive Science Society’s Annual Conference

Journals

Advances in Health Science Education • Child Development • Instructional Science • Learning and Individual Differences • Learning and Instruction • Memory • Metacognition and Learning • Motivation and Emotion • Journal of Cognitive Psychology • Journal of Educational Psychology • Journal of Educational Psychology: An International Journal of Experimental Educational Psychology • Journal of Experimental Psychology: Applied • Journal of Graduate Medical Education • Sage Open • Science Education • Teacher and Teacher Education • PLOS ONE •

Community

University of Pittsburgh, Departmental

Member of the Graduate Psychology Diversity Committee 2012-2018
Graduate Student Representative, LRDC’s Diversity Committee 2015-2016
Cognitive Psychology Brown Bag Student Coordinator 2014-2015
Cognitive Psychology Student Representative 2013-2014
Higher-Order Cognition Collective (HOCC) Coordinator 2013-2014
Graduate Mentor, Pitt’s Post-Baccalaureate “Hot Metal Bridge” Diversity Program 2012-2013

Washington University in St. Louis, Departmental

Postdoc Representative, PBS’ Diversity, Equity, & Inclusion Committee 2020-Present

National

Coordinator, JSMF Collaborative Grant Monthly Research Meeting 2021-Present
Founder & Coordinator, Early Career Research Support Group 2021-Present

Broadening Participation Initiatives

Post-Baccalaureate Diversity “Hot Metal Bridge” Fellowship Program, Assistant Director, University of Pittsburgh

Graduate School Application Bootcamp for Psychology, Co-founder, University of Pittsburgh

VIPitt Program in Psychology, Underrepresented Student Representative & Instructional Content Contributor, Psychology Department, University of Pittsburgh

First Experiences in Research Program, Graduate Mentor & Research Supervisor, School of Arts and Sciences, University of Pittsburgh

LearnLab Summer Research Experience Program, Graduate Mentor & Research Supervisor, LearnLab

LRDC Summer Undergraduate Research Internship Program, Graduate Mentor & Research Supervisor, University of Pittsburgh

References

Andrew C. Butler, PhD

Chair, Department of Education

Associate Professor, Education and Psychological & Brain Sciences

Washington University in St. Louis

andrew.butler@wustl.edu

Timothy J. Nokes-Malach, PhD

Chair, Cognitive Psychology Program

Associate Professor, Psychology and Learning Sciences & Policy

Research Scientist, Learning Research and Development Center

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Scott H. Fraundorf, PhD

Associate Professor, Psychology

Research Scientist, Learning Research and Development Center

University of Pittsburgh

sfraundo@pitt.edu

Matthew L. Bernacki, PhD

Assistant Professor, Learning Sciences & Psychological Studies

Donald & Justeen Tarbet Distinguished Scholar

University of North Carolina, Chapel Hill

mlb@unc.edu

Ming Te-Wang, PhD

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mtwang@pitt.edu