



Department of Educational Psychology
University of Minnesota
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Dear Search Committee Members,

I wish to be considered as a candidate for the position of Assistant Professor in the Learning and Cognition / Educational Psychology Track of the Psychological Foundations Program in the Department of Educational Psychology at the University of Minnesota. I completed my doctoral studies in Cognitive Psychology at the Learning Research and Development Center at the University of Pittsburgh and received a certificate in the Learning Sciences through the Pittsburgh Science of Learning Center (LearnLab). Currently, I am a Postdoctoral Research Associate in Education and Psychological & Brain Sciences at Washington University in St. Louis, where I am continuing a productive research agenda grounded in ecologically valid learning environments and supported by an interdisciplinary perspective (e.g., Kim, Zepeda, & Butler, in prep). My work and dedication to research, mentoring/teaching, and diversity make me an excellent fit for this position, which I briefly describe below.

Research. My research focuses on applying cognition and motivation to educational practice to investigate how students regulate and adapt their learning processes. To have a more comprehensive understanding of these processes across different levels of analysis and contexts, my program of research incorporates a variety of methodological approaches (e.g., experiments, observational studies, connecting study data to large educational databases). This integrative approach is exciting as it allows me to test and build upon theory while also exploring the practical implications of psychological research for educational practice. More recently, I have started to focus on how to make these learning supports more equitable by examining how different barriers that students experience impact their use of regulatory processes (Butler et al., in prep; Zepeda et al., under review; Wang et al., 2021b). Going forward, this foundation will enable me to expand and deepen my program of research by evaluating how personalized interventions can be used to help students regulate their learning more efficiently and effectively, with an emphasis on creating more equitable learning experiences through the use of technology. With these interests in mind, I am particularly excited to collaborate with researchers across departments studying educational technologies and structural inequalities. To date, I have a successful record of publication in journals such as the *Journal of Educational Psychology*, *Educational Psychology Review*, *Child Development*, *Memory & Cognition*, and *Journal of Applied Research in Memory and Cognition*.

Teaching. My teaching and research practices have served a complimentary role in my career as they continually inform and improve each other. Core to my research is understanding how students learn and how to facilitate their learning through instructional techniques, which I have applied to my own teaching and adapted to a variety of class sizes and content areas, such as research methods lab (24 undergrads), post-baccalaureate seminar (4-5 post-baccalaureates), central topics in learning science research (4 undergrads), and cognitive psychology (200 undergrads). Committed to improving my teaching practices, I received an achievement in pedagogy credential from the University of

Pittsburgh's Center for Teaching and Learning and was nominated for my graduate departments teaching award. Going forward, I am especially interested in teaching cognitive and educational psychology along with other introductory topics in psychology and learning; and research methods; and advanced topics in cognition, learning, metacognition, motivation, and self-regulated learning.

Advising undergraduate and graduate student research. I thrive most when I have the opportunity to supervise and mentor students. I have mentored 5 graduate students and 49 undergraduate students, and post-baccalaureate fellows; 28 are now pursuing a graduate career. In the past, I have mentored undergraduates and graduates in the lab through the manuscript submission process as co-authors (Boden et al., 2020; Martin et al., 2021; Zepeda et al., 2019; Zepeda et al., 2020). I also have experience training students to use different statistical (e.g., ANCOVAs, mixed-effects modeling) and methodological approaches (e.g., creating rubrics, coding verbal data, structuring data). My goal for all my mentees is for them to gain the knowledge and skills needed to achieve their goals and to enjoy the process. I encourage them if they are having difficulty with a task while also prompting them to reflect on ways they can improve. I engage them in the research process by encouraging them to ask questions and contribute their ideas during our meetings, which has resulted in thoughtful discussions and authorship roles. Above all, I try to demonstrate the importance and craft of creating a supportive community and the mutually beneficial relationships that can emerge from such a community. I, for one, always learn something new from my mentees. For my efforts in mentoring, I received my graduate department's excellence in mentoring award.

Contributions to diversity, equity, and inclusion. Much of what drives my research, teaching, and service endeavors is my goal of making education more equitable and inclusive. In my research, I ask questions about the contextual factors and examine how self-regulatory processes are taught and operate among different groups of students to inform future and more equitable teacher and student interventions. In my teaching endeavors, I pull sources from different voices and intentionally connect instructional material with student interests. In my service endeavors, I have been an active member of DEI committees at both Universities and for 5 years worked as the Assistant Director for a post-baccalaureate program to broaden participation in psychological science. In the future, I plan to continue pursuing similar initiatives to broaden participation and create more inclusive environments.

As requested, I have enclosed my curriculum vitae along with my research, teaching, and diversity statements. I also attached three reprints. Dr. Andrew Butler (andrew.butler@wustl.edu), Dr. Timothy Nokes-Malach (nokes@pitt.edu), and Dr. Scott Fraundorf (sfraundo@pitt.edu) have agreed to send their letters of recommendations to epsy-hr@umn.edu. I look forward to having more opportunities to discuss how my research agenda and commitment to teaching, mentoring, and diversity could contribute to University of Minnesota's existing strengths and values.

Sincerely,



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